

ISBE USE ONLY☐ Regular

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

ATTACHMENT 1

DUE DATE
Oct.13, 2015

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

Directions: Submit 1 original application and 1 CD. No faxed copies will be accepted. No electronic submissions will be accepted.

APPLICANT INFORMATION

NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL Dr. Ehren Jarrett		REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000		DISTRICT NCES I.D. # 1734510	
TITLE OF AUTHORIZED OFFICIAL Superintendent		SIG 1003(g) PROGRAM CONTACT Dr. Travis Woulfe			
DISTRICT NAME AND NUMBER Rockford Public Schools District 205		TITLE OF PROGRAM CONTACT Executive Director of Improvement and Innovation			
ADDRESS (Street, City, State, 9 Digit Zip Code) 501 7th Street, Rockford, IL 61104-1242		ADDRESS (Street, City, State, 9 Digit Zip Code) 501 7th Street, Rockford, IL 61104-1242			
TELEPHONE (Include Area Code) 815-966-3000	FAX (Include Area Code) 815-972-3404	TELEPHONE (Include Area Code) 815-489-7289	FAX (Include Area Code) 815+489+2611		
E-MAIL SUPERINTENDENT/AUTHORIZED OFFICIAL ehren.jarrett@rps205.com		E-MAIL SIG 1003(g) PRIMARY CONTACT woulfet@rps205.com			

2013 DISTRICT FEDERAL ACADEMIC STATUS

PRIORITY

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

October 9, 2015


Date

10/9/2015
Date


Original Signature of Superintendent/Authorized Official
Original Signature of School Board President**ISBE USE ONLY**

Date Received

Date


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

SCHOOL NAME	NCES I.D. #	INTERVENTION						LEAD PARTNER		Rural Flexibility	Modified Element
		TRANSFORMATION	TURNAROUND	RESTART	WHOLE-SCHOOL REFORM MODEL	EARLY LEARNING	CLOSURE	Lead Partner Name	ISBE Approval Status		
Kennedy Middle School	173451003394	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C.E.C.	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved	<input type="checkbox"/>	
West Middle School	173451005448	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C.E.C.	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved	<input type="checkbox"/>	
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**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
ELIGIBLE BUT NOT SERVED PRIORITY SCHOOLS**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE
Rockford Public Schools District 205	04-101-2050-25-0000	1734510	4339 -16
SCHOOL NAME	SCHOOL NCES I.D. #	REASON FOR NOT SERVING	
Beyer Elementary School	173451003611	It is believed that District capacity to implement with fidelity and strength would best serve the two middle schools at this time.	
Kishwaukee Elementary School	173451003580	It is believed that District capacity to implement with fidelity and strength would best serve the two middle schools at this time.	
C.I.C.S. Jackson (Charter School)	173451006154	It is believed that District capacity to implement with fidelity and strength would best serve the two middle schools at this time.	

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

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

The applicant agrees to the following terms of the grant.

FEDERAL ASSURANCES


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

STATE ASSURANCES

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

10. Limit administrative costs to five percent of the total budget. Administrative costs include: General Administration - function code 2300, Fiscal Services - function code 2520, and Payments to Other Districts and Governmental Units - function code 4000.
11. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school
12. SIG funds must be tracked and reported separately from the Title I, Part A funds. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. These funding numbers must not be the same as those used for the Title I Basic grant award or SIG. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school
13. All LEAs and Lead Partners must participate in all evaluation, data collection, and reporting activities conducted by ED and ISBE that include, but are not limited to: participating in on-site reviews conducted by ISBE; participating in designated school improvement activities and technical assistance offered by ISBE; updating annual improvement goals; submitting a revised budget and annual budget summary; submitting quarterly expenditure reports; submitting quarterly progress reports; reporting progress on ED-identified indicators and metrics in the following categories: School Data, Student Outcomes and Academic Progress, Student Culture and Climate, and Teacher Talent.
14. The LEA will contract and work with an external provider, hereto referred to as a Lead Partner organization, which it will screen and select from the Approved Partner list on the ISBE website. If the LEA decides to propose an unapproved Lead Partner, the LEA must submit a request for approval to ISBE prior to the execution of a subcontract funded with SIG funds in which it describes how the LEA recruited, screened, and selected the provider. The proposed Lead Partner is required to submit an application to ISBE and to detail their experiences and record of success in supporting academically underperforming schools.

Rockford Public Schools District 205

		<u>Name of Applicant or Entity</u>	
By:	October 9, 2015		Superintendent
	<u>Date</u>	<u>Original Signature of Authorized Official</u>	<u>Title</u>

Illinois State Board of Education

CERTIFICATIONS AND ASSURANCES, AND STANDARD TERMS OF THE GRANT

Rockford Public Schools District 205

(Insert Applicant's Name Here)

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

1. Applicant is a(n): *(Check one)*

- ☐ Individual ☐ Corporation ☐ Partnership ☐ Unincorporated association ☒ Government entity

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

04-101-2050-25-0000

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

DEFINITIONS

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

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

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

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

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

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

PROJECT

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

SUBCONTRACTING

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

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

FINANCIAL TERMS

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

All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.

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

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

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

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

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

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

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

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

NO BINDING OBLIGATION

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

COPYRIGHT

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

DEFAULT AND TERMINATION

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

INDEMNIFICATION

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

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

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

DRUG-FREE WORKPLACE CERTIFICATION

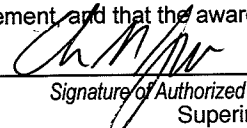
35. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or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

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

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

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

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


Signature of Authorized Official
Superintendent

Superintendent

Title

October 9, 2015

Date

Name of Authorized Official (Type or Print)

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

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

BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.

CERTIFICATION

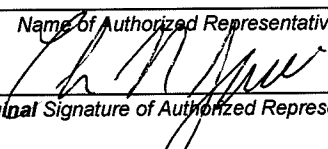
The prospective lower tier participant certifies, by submission of this Certification, that

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

Rockford Public Schools District 205

Organization Name

Dr. Ehren Jarrett

Name of Authorized Representative


Original Signature of Authorized Representative

Transformation for Student Success

PR/Award Number or Project Name

Superintendent

Title
October 9, 2015

Date

Instructions for Certification

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

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, IL 62777-0001

CERTIFICATE REGARDING LOBBYING

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

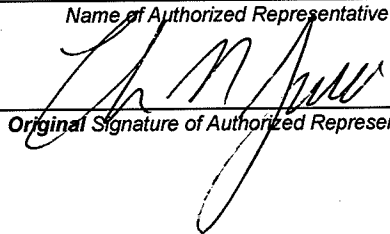
- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection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

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

Rockford Public Schools District 205

Organization Name

Dr. Ehren Jarrett

Name of Authorized Representative

Original Signature of Authorized Representative

Transformation for Student Success

PR/Award Number or Project Name

Superintendent

Title

October 9, 2015

Date

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, IL 62777-0001

ATTACHMENT 7A

DISCLOSURE OF LOBBYING ACTIVITIES

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

1. TYPE OF FEDERAL ACTION

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

2. STATUS OF FEDERAL ACTION

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

3. REPORT TYPE

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

4. NAME AND ADDRESS OF REPORTING ENTITY

Rockford Public Schools District 205
501 7th Street
Rockford, IL 61104☒ Prime ☐ Subawardee, Tier _____, if known _____ Congressional District, if known

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

16 _____ Congressional District, if known

6. FEDERAL DEPARTMENT/AGENCY

U.S. Department of Education

7. FEDERAL PROGRAM NAME/DESCRIPTION

School Improvement Grant - 1003 (G)

_____ CFDA Number, if applicable

8. FEDERAL ACTION NUMBER, if known

9. AWARD AMOUNT, if known

\$ _____

10a. NAME AND ADDRESS OF LOBBYING ENTITY
(If individual, last name, first name, MI
N/A)b. INDIVIDUALS PERFORMING SERVICES
(Including address if different from No. 10a) (last name, first name, MI)

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

11. AMOUNT OF PAYMENT (check all that apply)

\$ _____ ☐ Actual ☐ Planned

12. FORM OF PAYMENT (check all that apply)

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

13. TYPE OF PAYMENT (check all that apply)

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

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

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

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

ORIGINAL SIGNATURE

PRINT NAME OR TYPE
Dr. Ehren JarrettTITLE
SuperintendentTELEPHONE NUMBER
815-966-3000DATE
October 9, 2015

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

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

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

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

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

CONTINUATION SHEET
DISCLOSURE OF LOBBYING ACTIVITIES

REPORTING ENTITY

Rockford Public Schools District 205

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

ATTACHMENT 8

NOTICE TO ALL APPLICANTS REGARDING

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
Rockford Public Schools District 205	04-101-2050-25-0000

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

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

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

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

Equitable Access to and Participation in Federally-assisted Programs The Rockford Public Schools District #205 (RPS) will provide equal opportunity for all activities, professional development opportunities, stipends, and other components provided by the School Improvement Grant (SIG) to all qualifying participants (educators, staff, students, parents, and community members) regardless of the race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, or physical or mental handicap or disability. These opportunities will be widely communicated through multiple means (district intranet, Internet, school bulletin boards, team meetings, staff meetings, newsletters to homes, and etc.).

The District will also provide equal employment opportunities to all persons regardless of the race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, sexual orientation, gender identity, or physical or mental handicap or disability according to the Employment Policy established by the Rockford Board of Education. Furthermore it is the intent of the district to actively pursue and provide original language services to participants for the components and opportunities available in this competition.

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

FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT (FFATA)

DISTRICT NAME AND NUMBER/AGENCY/INSTITUTION NAME Rockford Public Schools District 205			REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000
FISCAL YEAR 16	SOURCE OF FUNDS CODE 4339-16	DUNS (9 digit number)** 082045204	PROGRAM NAME Transformation for Student Success

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

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

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

Project Description* (255 maximum characters used)

Funds will be used to transform the students' achievement and development levels by providing teachers professional development, implementing strategies for parental involvement, and implementing extended instructional activities to reduce by 50% the number of students who fail to meet proficiency targets.

Agency's Annual Gross Revenues:**

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

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

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

* Required Field ** If you do not have a DUNS number, please contact Dun & Bradstreet at fedgov.dnb.com/webform

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

ATTACHMENT 10
Page 1 of 8

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE
Rockford Public Schools 205	04-101-2050-25-0000	1734510	4339 -16

Directions - Annual Improvement Goals: The LEA must provide for each year of full implementation, as well as the sustainability year (Year 5) the grant (FYs 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

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

SIG 1003(g) Goal # 1 :
The percentage of KMS students in the PARCC meets/exceeds category in Reading/Language Arts will increase by 5% each year in Years 2 through 5.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	(Example) <ul style="list-style-type: none"> 100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments. The number of students performing at or above grade level by the end of the year will increase by 20%. 100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction. 	(Example) <ul style="list-style-type: none"> Walkthrough data will verify that the minimum number of minutes of instruction is occurring. Content classes will incorporate reading/language arts standards and activities in their classes. The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development. 	(Example) Beginning/Middle/End of Year	(Example) <ul style="list-style-type: none"> Teachers School Administrators Lead Partner
Objective # <u>1.1</u> PLC Teams use CCSS/ILS to align reading/language arts curriculum, instruction, and assessments to standards, to improve high school reading/language arts readiness.	1.1.1. PARCC Assessment Scores	Students achieve target growth on PARCC assessment.	7/2018	School Administrator
Objective # <u>1.2</u> All PLC Teams will identify a SMART reading/language arts goal that addresses a data-evidenced greatest area of need and develop Action Plan/strategies to achieve goal	1.2.1. Indicators of Progress Survey 1.2.2. Teacher SMART Survey 1.2.3. 5 Essentials Teacher Survey 1.2.4. 100% Turn in Goal Trees	Students achieve target growth on unit assessments. Students achieve target growth on PARCC	7/2017	Lead Partner
Objective # <u>1.3</u> PLC Teams differentiate reading/language arts instruction through aligned assessment systems in order to increase the academic engagement of students with their learning.	1.3.1. District Benchmark Scores 1.3.2. PARCC Assessment Scores	Students achieve target growth on district ELO benchmarks.	7/2018	Teachers

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

DISTRICT NAME AND NUMBER Rockford Public Schools 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	DISTRICT NCES I.D. # 1734510	SOURCE OF FUNDS CODE 4339 -16
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Directions - Annual Improvement Goals: The LEA must provide for each year of full implementation, as well as the sustainability year (year 5) the grant (FY's 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

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

SIG 1003(g) Goal # 1 :

The percentage of KMS students in the PARCC meets/exceeds category in Reading/Language Arts will increase by 5% each year in Years 2 through 5.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	(Example) <ul style="list-style-type: none"> 100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments. The number of students performing at or above grade level by the end of the year will increase by 20%. 100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction. 	(Example) <ul style="list-style-type: none"> Walkthrough data will verify that the minimum number of minutes of instruction is occurring. Content classes will incorporate reading/language arts standards and activities in their classes. The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development. 	(Example) Beginning/Middle/End of Year	(Example) <ul style="list-style-type: none"> Teachers School Administrators Lead Partner
Objective # <u>1.4</u> The school will provide opportunities in addition to classroom instruction for students to receive reading/language arts support.	1.4.1. District Benchmark Scores 1.4.2. PARCC Assessment Scores	Students achieve target growth on district benchmarks. Students achieve target growth on PARCC	7/2018	School Administrator
Objective # _____				
Objective # _____				

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

DISTRICT NAME AND NUMBER Rockford Public Schools 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	DISTRICT NCES I.D. # 1734510	SOURCE OF FUNDS CODE 4339 -16
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Directions - Annual Improvement Goals: The LEA must provide for each year of full implementation, as well as the sustainability year (year 5) the grant (FY's 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

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

SIG 1003(g) Goal # 2 :

The percentage of KMS students in the PARCC meets/exceeds category in Mathematics will increase by 5% each year in Years 2 through 5.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	(Example) <ul style="list-style-type: none"> 100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments. The number of students performing at or above grade level by the end of the year will increase by 20%. 100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction. 	(Example) <ul style="list-style-type: none"> Walkthrough data will verify that the minimum number of minutes of instruction is occurring. Content classes will incorporate reading/language arts standards and activities in their classes. The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development. 	(Example) Beginning/Middle/End of Year	(Example) <ul style="list-style-type: none"> Teachers School Administrators Lead Partner
Objective # 2.1 PLC Teams use CCSS/ILS to align mathematics curriculum, instruction, and assessments to those standards, in order to raise improve high school math readiness.	2.1.1. PARCC Assessment Scores	Students achieve target growth on PARCC	7/2018	School Administrator
Objective # 2.2 PLC Teams identify SMART mathematics goal that addresses data-evidenced greatest area of need, develop an Action Plan and strategies to achieve that goal to improve math readiness.	2.2.1. Indicators of Progress Survey 2.2.2. Teacher SMART Survey 2.2.3. 5 Essentials Teacher Survey 2.2.4. 100% Turn in Goal Trees	Students achieve target growth on unit assessments.	7/2017	Lead Partner
Objective # 2.3 PLC Teams differentiate mathematics instruction through aligned assessment system, in order to increase the academic engagement of students with their learning.	2.3.1. District Benchmark Scores 2.3.2. PARCC Assessment Scores	Students achieve target growth on district benchmarks and PARCC.	7/2018	Teachers

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

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE
Rockford Public Schools 205	04-101-2050-25-0000	1734510	4339 -16

Directions - Annual Improvement Goals: The LEA must provide for each year of full implementation, as well as the sustainability year (Year 5) the grant (FYs 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

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

SIG 1003(g) Goal # 2 :

The percentage of KMS students in the PARCC meets/exceeds category in Mathematics will increase by 5% each year in Years 2 through 5.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	(Example) <ul style="list-style-type: none"> 100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments. The number of students performing at or above grade level by the end of the year will increase by 20%. 100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction. 	(Example) <ul style="list-style-type: none"> Walkthrough data will verify that the minimum number of minutes of instruction is occurring. Content classes will incorporate reading/language arts standards and activities in their classes. The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development. 	(Example) Beginning/Middle/End of Year	(Example) <ul style="list-style-type: none"> Teachers School Administrators Lead Partner
Objective # <u>2.4</u> The school will provide opportunities in addition to classroom instruction for students to receive mathematics support.	2.4.1 District Benchmark Scores 2.4.2 PARCC Assessment Scores	Students achieve target growth on district benchmarks. Students achieve target growth on PARCC	7/2018	School Administrator
Objective # _____				
Objective # _____				

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

ATTACHMENT 10
Page 5 of 8

DISTRICT NAME AND NUMBER Rockford Public Schools 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	DISTRICT NCES I.D. # 1734510	SOURCE OF FUNDS CODE 4339 -16
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Directions - Annual Improvement Goals: The LEA must provide for each year of full implementation, as well as the sustainability year (Year 5) the grant (FYs 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

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

SIG 1003(g) Goal # <u>3</u> :	100% of staff participate in activities to create a climate/learning environment emphasizing productive staff, students, families, & community relationships, and supports students' academic/non-academic needs. Measured by the percentage of students in the PARCC combined Meets/Exceeds categories, to increase by 5% each year, Years 2 through 5.		
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Directions - Objectives: The LEA must provide for each year of the grant, objectives that align with the cited annual improvement goal. (Column 1) The SIG objectives should incorporate the intervention model improvement efforts. (Column 2) Identify measurable outcomes that align with the selected interventions. (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools. (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objectives are implemented and completed. **See Objective example below.**

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	(Example) <ul style="list-style-type: none"> 100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments. The number of students performing at or above grade level by the end of the year will increase by 20%. 100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction. 	(Example) <ul style="list-style-type: none"> Walkthrough data will verify that the minimum number of minutes of instruction is occurring. Content classes will incorporate reading/language arts standards and activities in their classes. The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development. 	(Example) Beginning/Middle/End of Year	(Example) <ul style="list-style-type: none"> Teachers School Administrators Lead Partner
Objective # 3.1 Staff use purposefully-designed behavior strategies/interventions to foster student engagement in learning activities, to increase students' time-on-task, better preparing students for high school success	3.1.1 Number of referrals 3.1.2 Number of suspensions 3.1.3 Number of expulsions	Schools meet benchmark measures for reducing disciplinary markers.	7/2018	School Administrator
Objective # 3.2 Staff interact with parents, families, and community members, to increase parent and community engagement and participation at school and improve high school readiness.	3.2.1 5Essentials Parent Survey 3.2.2 Monthly PTO Meetings 3.2.3 School Function Attendance	Improved results on 5Essentials survey. Improved attendance at monthly PTO and school functions.	7/2017	School Administrator
Objective # 3.3 Staff participate in high functioning collaborative teams, instilling in staff/students, a culture of continuous learning through research-based best practices development	3.3.1 100% Teams using norms 3.3.2 100% Teams using agenda and minutes 3.3.3 100% Teams discussing data at every meeting	Schools make benchmark measures for increased use of norms, agenda and minutes, and data-based discussion.	7/2018	Teachers

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

ATTACHMENT 10
Page 6 of 8

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE
Rockford Public Schools 205	04-101-2050-25-0000	1734510	4339 -16

Directions - Annual Improvement Goals: The LEA must provide for each year of full implementation, as well as the sustainability year (year 5) the grant (FY's 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

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

SIG 1003(g) Goal # <u>3</u> :
100% of staff participate in activities to create a climate/learning environment emphasizing productive staff, students, families, & community relationships, and supports students' academic/non-academic needs. Measured by the percentage of students in the PARCC combined Meets/Exceeds categories, to increase by 5% each year, Years 2 through 5.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	(Example) <ul style="list-style-type: none"> 100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments. The number of students performing at or above grade level by the end of the year will increase by 20%. 100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction. 	(Example) <ul style="list-style-type: none"> Walkthrough data will verify that the minimum number of minutes of instruction is occurring. Content classes will incorporate reading/language arts standards and activities in their classes. The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development. 	(Example) Beginning/Middle/End of Year	(Example) <ul style="list-style-type: none"> Teachers School Administrators Lead Partner
Objective # <u>3.4</u> All staff will assist in eliminating non-academic barriers to students' academic success, in conjunction with community resources, agencies, and supports.	3.4.1 Function attendance 3.4.2 5Essentials Parent Survey	Increase attendance and school functions. Improved results on 5Essentials survey.	7/2017	School Administrator
Objective # _____				
Objective # _____				

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

ATTACHMENT 10
Page 7 of 8

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE
Rockford Public Schools 205	04-101-2050-25-0000	1734510	4339 -16

Directions - Annual Improvement Goals: The LEA must provide for each year of full implementation, as well as the sustainability year (year 5) the grant (FY's 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

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

SIG 1003(g) Goal # 4 :
Leadership team will reflect on data to identify needs, implement the systems/structures to support administrator and teacher leadership skills in addressing those needs, utilizing job-embedded training to improve high school readiness, measured by the % of students in PARCC combined Meets/Exceeds categories, to increase by 5% each year, Years 2 through 5.

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

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	(Example) <ul style="list-style-type: none"> 100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments. The number of students performing at or above grade level by the end of the year will increase by 20%. 100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction. 	(Example) <ul style="list-style-type: none"> Walkthrough data will verify that the minimum number of minutes of instruction is occurring. Content classes will incorporate reading/language arts standards and activities in their classes. The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development. 	(Example) Beginning/Middle/End of Year	(Example) <ul style="list-style-type: none"> Teachers School Administrators Lead Partner
Objective # 4.1 Administrative leaders will provide instructional leadership, resources, and support to improve teacher effectiveness and increase student achievement.	4.1.1 5Essentials Survey 4.1.2 Leadership Team Agendas and Minutes	Improved results on 5Essentials Survey Agenda and minutes show improved support.	7/2017	LEA
Objective # 4.2 All teachers will improve instructional effectiveness in student learning through implementation of a teaching evaluation system that utilizes student growth measures.	4.2.1 100% Teachers receiving unsatisfactory receive support 4.2.2 Professional Development Calendar	Teacher evaluation system tracking. Improved benchmark, unit, and PARCC scores	7/2017	LEA
Objective # 4.3 Staff participate in job-embedded professional development that is focused, ongoing, and aligned to district and school goals, in order to create a collaborative climate for learning.	4.3.1 100% of Teachers have professional development plans	Professional Development plans in place. Decrease number of unsatisfactory evaluations. Increase in PARCC scores.	7/2017	LEA

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

ATTACHMENT 10
Page 8 of 8

DISTRICT NAME AND NUMBER Rockford Public Schools 205	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000	DISTRICT NCES I.D. # 1734510	SOURCE OF FUNDS CODE 4339 -16
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Directions - Annual Improvement Goals: The LEA must provide for each year of full implementation, as well as the sustainability year (year 5) the grant (FYs 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

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

SIG 1003(g) Goal # <u>4</u> :	Leadership team will reflect on data to identify needs, implement the systems/structures to support administrator and teacher leadership skills in addressing those needs, utilizing job-embedded training to improve high school readiness, measured by the % of students in PARCC combined Meets/Exceeds categories, to increase by 5% each year, Years 2 through 5.		
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Directions - Objectives: The LEA must provide for each year of the grant, objectives that align with the cited annual improvement goal. (Column 1) The SIG objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objectives are implemented and completed. **See Objective example below.**

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	(Example) <ul style="list-style-type: none"> 100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments. The number of students performing at or above grade level by the end of the year will increase by 20%. 100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction. 	(Example) <ul style="list-style-type: none"> Walkthrough data will verify that the minimum number of minutes of instruction is occurring. Content classes will incorporate reading/language arts standards and activities in their classes. The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development. 	(Example) Beginning/Middle/End of Year	(Example) <ul style="list-style-type: none"> Teachers School Administrators Lead Partner
Objective # <u>4.4</u> An Operations Team will redesign and structure daily operations to reflect school-wide and long-term goals.	4.4.1 Team agendas and minutes	Agendas and minutes reflect commitment to SIG mission.	7/2017	LEA
Objective # _____				
Objective # _____				

ATTACHMENT 11A

4339 -16

LEA Budget Amounts Year 1 = provide the total of Attachment 12A (Planning), based on projected costs.

LEA Budget Amounts Year 2, 3, and 4 = provide the total of Attachment 13A (Full Implementation), based on projected costs.

Individual Schools Year 1 = provide the total for each individual school of Attachment 16 (Planning), based on projected costs.

Individual Schools Years 2, 3, and 4 = provide the total of Attachment 17A (Full Implementation) - based on projected costs.

LEA Budget Amounts Year 5 (Sustainability Activities) = total amount projected cannot exceed 50% of the amount of year 2.

Individual Schools Year 5 (Sustainability Activities) = total amount projected cannot exceed 50% of the amount of year 2.

Note: Use whole dollars only. Omit commas and decimal places.

1620982 3741870 3743370 3745070 1869434 14720726

ILLINOIS STATE BOARD OF EDUCATION

System of Support and District Intervention Division

100 North First Street, N-242
Springfield, Illinois 62777-000

FY 2016

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

Projected Budget

ISBE USE ONLY	
PROGRAM APPROVAL DATE AND INITIALS	
TOTAL FUNDS	
CARRYOVER FUNDS	
CURRENT FUNDS	
BEGIN DATE	END DATE
	<input checked="" type="checkbox"/> 06/30/2016 <input type="checkbox"/> 06/30/2017

<input checked="" type="checkbox"/> Initial Budget	<input type="checkbox"/> Amendment (No. _____)	<input checked="" type="checkbox"/> LEA Planning Budget
<input type="checkbox"/> Revised Initial Budget	<input type="checkbox"/> Regular	<input type="checkbox"/> LEA Full Implementation Budget
FISCAL YEAR 16 <input type="checkbox"/> 17 <input type="checkbox"/>	SOURCE OF FUNDS CODE 4339-16	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000
DISTRICT NAME AND NUMBER Rockford Public Schools District 205		TELEPHONE NUMBER (Include Area Code) 815-489-7289
SIG 1003(g) PROGRAM CONTACT Dr. Travis Wouffe		FAX NUMBER (Include Area Code) 815-489-2611
E-MAIL ADDRESS wouffet@ps205.com		

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

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 800s)	NON- CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
1	1000								
2	2110								
3	2120								
7	2210								
8	2220								
9	2230								
10	2300								
11	2400								
13	2520								
15	2540								
16	2550								
18	2570								
19	2610		24000	12000	4000	8000			
20	2620								
21	2630								
22	2640								
23	2660								
24	2900								
25	3000								
27	4000								
29	Total Direct Costs								
31	TOTAL BUDGET	24000	12000	4000	8000				

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

October 9, 2015

Date

Original Signature of Superintendent or Administrator

Date

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

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

LEA DETAILED BUDGET SUMMARY BREAKDOWN

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

DISTRICT NAME AND NUMBER
Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE
04-101-2050-25-0000

DISTRICT NCES I.D. #
1734510

SOURCE OF FUNDS CODE
4339-16

END DATE
☒ 06/30/2016 ☐ 06/30/2017

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at http://www.isbe.net/funding/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to January 1, 2016, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
2610	Transformation Manager, salary is based upon a \$48,000 wage for serving a full year at two schools. This is for one half of a year, January-June 2016. Benefits include IMRF and Health Insurance. Purchased Services include Unemployment Insurance and Workers Compensation and printing services for SIG newsletters. Supplies and Materials are for dissemination of SIG activities through materials to include, but not limited to: books, paper, pens, chart paper, and markers.	24000	12000	4000	8000				
TOTAL		24000	12000	4000	8000				48000

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

<input checked="" type="checkbox"/> Initial Budget	<input type="checkbox"/> Amendment (No. _____)	<input type="checkbox"/> LEA Planning Budget
<input type="checkbox"/> Revised Initial Budget	<input type="checkbox"/> Regular	<input checked="" type="checkbox"/> LEA Full Implementation Budget
FISCAL YEAR 16 <input type="checkbox"/> 17 <input checked="" type="checkbox"/>	SOURCE OF FUNDS CODE 4339-16	REGION, COUNTY, DISTRICT, TYPE CODE 04-101-2050-25-0000
DISTRICT NAME AND NUMBER Rockford Public Schools District 205		SUBMISSION DATE
SIG 1003(g) PROGRAM CONTRACT		TELEPHONE NUMBER (include Area Code) 815-489-7289
Dr. Travis Woulfe		FAX NUMBER (include Area Code) 815-489-2611
E-MAIL ADDRESS woulfe@rps205.com		

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

ISBE USE ONLY	
PROGRAM APPROVAL DATE AND INITIALS	
TOTAL FUNDS	
CARRYOVER FUNDS	
CURRENT FUNDS	
BEGIN DATE	END DATE
	<input type="checkbox"/> 06/30/2016 <input checked="" type="checkbox"/> 06/30/2017

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

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON- CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
1	1000								
2	2110								
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10	2300								
11	2400								
13	2520								
15	2540								
16	2550								
18	2570								
19	2610	48500	24000	6500	8000				
20	2620								
21	2630								
22	2640								
23	2660								
24	2900								
25	3000								
27	4000								
29	Total Direct Costs								
31	TOTAL BUDGET	48500	24000	6500	8000				

If expenditures are shown, the indirect cost rate should be used.

October 9, 2015

Date

Original Signature of Superintendent or Administrator

Date

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

☐ LEA Planning Budget

☒ LEA Full Implementation Budget

☐ FY16 ☒ FY17

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

ATTACHMENT 12B
Page 1 of 1

DISTRICT NAME AND NUMBER

Rockford Public Schools District 205

REGION, COUNTY, DISTRICT, TYPE CODE

04-101-2050-25-0000

DISTRICT NCES I.D. #

1734510

SOURCE OF FUNDS CODE

4339-16

END DATE

☐ 06/30/2016 ☒ 06/30/2017

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to January 1, 2016, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
2610	Transformation Manager, salary is based upon a \$48,500 wage for serving a full year at two schools. Benefits include IMRF and Health Insurance. Purchased Services include Unemployment Insurance and Workers Compensation and printing services for SIG newsletters. Supplies and Materials are for dissemination of SIG activities through materials to include, but not limited to: books, paper, pens, chart paper, and markers.	48,500	24000	6500	8000				
TOTAL		48500	24000	6500	8000				87000

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1. Meaningful Family and Community Engagement

Rockford Public Schools District 205 is deeply committed to partnering with parents and our community in meaningful ways, holding it as a key District value that when families, caregivers, community, business and higher education are active partners, student growth and achievement increases. The Strategic Plan also prioritizes opening two-way communication with partners to ensure that their engagement and collaboration is purposeful, productive, and timely (See Customer Service Strategy in Appendix). The District has outlined several key objectives in this area, including implementing a Customer Service Focus in all District interactions with families and communities, inclusion of families in appropriate decision making structures and processes, improved use of electronic communication tools, and expanded partnerships with community organizations to provide support for students beyond the school day.

Parent and Community engagement is supported at the LEA level by the District Parent Advisory Committee (DPAC), which meets quarterly to ensure two-way communication on the wide-ranging issues for students, parents, and schools. The DPAC will work closely with the SEAs to develop A Family and Community Engagement (FACE) council to bridge the community with the schools, with members from the LEA, school administration, faculty and staff, students, parents, community leaders, and business owners. The FACE council will meet monthly beginning in the first full implementation year.

1A. Specific strategies will include, but are not limited to:

1A.a Outreach with Hard-to-Reach Families - Outreach to hard-to-reach families will be supported through a dedicated Parent Liaison, who will focus on engaging parents, using strategies such as translating materials into home languages, researching modes of transmission ranging from paper flyers to social media, and will carefully analyze survey data on parent participation in order to precisely identify gaps in communication with the hardest-to-reach families.

1A.b Enhancement of Welcoming Parents and Supports for Newcomers - The District Strategic Plan has identified welcoming parents as a key strategy, and a core value of its new customer service focus, and the LEA's customer service team is already researching best practices and surveying parents to determine the needed supports in this area.

1A.c Family Engagement System - The DPAC will support a comprehensive Family Engagement System that is aligned with the Illinois Family Engagement Framework. A Communication and Outreach Plan will be created, and will serve as an effective vehicle for sharing the vision of the policy, and the active participation of DPAC and school-level FACE leaders will ensure that the System integrates well with other initiatives. CEC will provide wraparound support to the effort, ensuring that communication with parents is culturally and

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linguistically appropriate and that data is collected and analyzed to support faithful implementation. CEC's core focus on capacity-building will ensure that the effort is sustainable beyond the grant.

1A.d Enhancement of Two-Way Communication to Promote Academic and Social Development - Each school's website will be frequently updated and the Parent Liaison will publish a newsletter to increase communication with parents. Data from each school's data dashboard will be included to ensure parents remain informed. The district's Accountability department will support the efforts through readily provided data and reports.

1A.e Inclusion of Parents in Decision-Making and Regular Public Meetings to Review Performance and Develop School Improvement Plans - The DPAC and parent and community representatives will be part of the Quarterly and Annual reviews of SIG progress outlined in Question 7, below.

1A.f Using Surveys to Gauge Satisfaction and Support - Regular feedback will occur through usage of the 5-Essentials Survey, a building-wide SIG Survey for each school, and frequent focus group sessions to maintain relevant family programming. The results of these surveys will be analyzed at both the school level and with the LEA's DPAC in order to develop solutions that are specific to the needs of the SEA while learning valuable lessons for improving services district-wide.

1A.g. Communication in language of home or community - Communication, such as flyers and website text will be translated into home and community languages as needed. Surveys will also be translated, to increase participation of non-English-speaking families

1A.h On-site or Accessible Comprehensive Services and Community Partnerships to Promote Family Access to Services - The district is committed to supporting comprehensive services and parent education at both schools, including GED, curriculum-related, and social emotional training, which will be provided by integrating 21st CCLC, Title I, and district-sponsored services. Additionally, Arts Integration, as defined by the John F. Kennedy Center, has been proven as a vehicle for increasing parental involvement. The District will support West as they expand arts integration from the selective enrollment portion to the entire school. Finally, A Connected School (See Overview in Appendix) program is supported by two district-level trainers and has been demonstrated to improve parent-student-teacher communication.

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

Parents, community members, and staff will be frequently engaged in monitoring and celebrating progress at Kennedy and West through a variety of means. Print and digital newsletters/reports will provide one key channel. The schools will use the SMART Learning

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Systems tools (supplied by the Priority grant) to provide in-building visual status updates. PTO meetings will be a regular forum for in-person updates. And, the district will involve parents and community members at quarterly and annual meetings as part of the Transformation monitoring program (see LEA Question 7 and 8).

1C. Person in the LEA Responsible for Oversight and Implementation

Two persons will share direct responsibility for the district's support of Kennedy and West in parent and community engagement. Marsha Sisney, Parent Engagement Supervisor, oversees two liaisons and leads the District-Parent Advisory Council. The DPAC meets quarterly to ensure two-way communication on the wide-ranging issues for students, parents, and schools. Dr. Travis Woulfe, as Transformation Officer, will ensure all components are implemented with fidelity.

1D. Metrics

Metrics will be based on the SIG Metrics found in Appendix B of the RFP, and will include: parent attendance at and satisfaction with monthly events, logs of parent communications, customer service data as evidenced in the 5-Essentials survey and *Let's Talk*, a district-wide online communication system, achievement data, and behavior-related metrics such as attendance and discipline incidents. These metrics will be aggregated and reported in the quarterly scorecard and consolidated into the annual report for Kennedy and West SIG implementation.

4. Alignment of Other Resources to Maximize Funding Impact

4A. Planning Year:

RPS 205 will redirect and coordinate various funding sources to maximize the effects of SIG funds at each of the schools, Kennedy and West. The initial investments made in the Planning Year will directly affect short term progress and provide a platform for sustained improvements at both schools. The first financial commitment is in the Transformation Office where the District will reorganize the job responsibilities of the Executive Director of Improvement and Innovation, Dr. Travis Woulfe, so that he may serve as the Transformation Officer at .2 FTE for each school (.4 FTE total), at no cost to the SIG. Clerical support will also be provided from local funds to support the work of the Transformation Officer and Manager (position detailed below). This commitment will serve the entire five years of the SIG for Kennedy and West. This commitment allows the Planning Year to focus 97% of the award directly to the schools' work. The district has also reorganized time with teachers, forgoing a staff meeting in favor of a second Professional Learning Community (PLC) meeting each month so teachers may focus on student needs. Additional Planning Year, Implementation Years, and Sustainability Year

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support is found in Title I, Title II, 21st Century, Priority School, and two federal Arts-related grants, an AEMDD-funded program at Kennedy and a PDAE-funded program at West.

4B. Implementation Years:

Title I supports two full-time positions at each school focused on improving student achievement through professional development. A Math Educational Leader (MEL) and a Reading Educational Leader (REL) are fully funded at both schools for the express purpose of increasing the effectiveness of teachers in their respective curricular domains. RPS 205 has been able to fund these positions even with the effects of sequestration in FY 2016. These services, along with tutoring, and supplemental supplies will be maintained at these schools to improve student achievement.

Title II has supported the initial training and will fund coaching on the SMART Schools Improvement Process provided by SMART Learning Systems (SLS). Six faculty members at each school have received specialized training and a coach from SLS will provide job-embedded coaching during the Planning Year to ensure the team is conversant and capable to utilize data to improve student progress and achievement. A grant from ISBE to support Priority School work has furnished the schools with the necessary materials to share information and demonstrate learning with students, parents, and community members via various modes, as well supporting more efficacious PLC work using SMART strategies. (See SMART Strategies Overview in Appendix)

21st Century Community Learning Center grant-funded programs already serve 100 students daily at Kennedy and at West, with both remedial educational services and enrichment activities through a variety of activities with the Rockford Park District, Discovery Science Center, and other providers. These services are fully funded through FY2019 and will be coordinated with SIG activities to maximize positive outcomes for students.

West is a treatment school in a *Professional Development for Arts Educators* (PDAE) grant-funded program that is working to improve student achievement using arts integration as defined by the John F. Kennedy Center for the Performing Arts in Washington, DC. The program, with initial implementation this school year, will run through FY 2019 and implements research-based strategies to improve student achievement and engagement, as well as parental involvement. Kennedy is in the third year of an Arts Education Model Development and Dissemination (AEMDD) program that has improved teacher practice in below-grade-level math classes by implementing arts integration as defined by the Kennedy Center. The AEMDD program is funded through FY 2018. The program has demonstrated an increase in student attendance, progress monitoring assessments, and a decrease in student discipline referrals. Both programs are

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supported by high quality professional development from Kennedy Center presenters, a member from the President's Committee on the Arts and the Humanities, and the local artist community.

4C. Sustainability Year:

The district will maintain a central office staffing commitment (Transformation Office) to the schools for the entire length of the grant including the Sustainability Year. The various local, state, and federal programs are being coordinated to greatly improve student achievement and development at Kennedy and West Middle Schools through job-embedded professional development, parental involvement and communication, and an intentional focus on measuring and gaining results for improvement efforts. As we coordinate services from a variety of funding streams, we will create sustainable communities of continuous improvement at both schools. The key to local sustainability is in using the various sources of funds available to maximize the SIG dollars for innovative and transformational work. Sustainability work, described in other sections, will be on-going and finalized in the Sustainability Year and be responsive to the lower available SIG funds.

6. Strong Review and Selection of the External Provider

The decision to engage and partner with the Consortium for Educational Change (CEC) was reached through a rigorous process that included a review of various approved Lead Partners' capacity and review of district improvement programs. We believe that we reached an effective win-win-win process for improvement that includes the formal Lead Partner agreement (see Attached MOU) between RPS 205 and the CEC

6A. A summary of the evidence used to make a determination by the LEA that the external provider is likely to produce strong results:

As a Lead Partner, CEC is prepared to provide at least a weekly on-site presence during the planning year and a daily on-site presence during the implementation years. As an ISBE approved Lead Partner since 2009, CEC has a track record of working with schools in Illinois as a Lead Partner using the Transformation Model. CEC is working, or has worked successfully in six SIG schools as a Lead Partner. CEC's approach to the Transformation Model (described in the attached MOU) emphasizes significant changes in leadership, teacher evaluation, and instructional practices. CEC's model of building collaborative commitments, assessing and diagnosing needs, setting direction, building collaborative structures and processes, and targeting support is an ideal fit for the Transformation Mode (See CEC's Collaborative Pathway to Continuous Improvement in the Appendix).

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CEC also has a long and positive history in the RPS district, and has become an essential partner for the LEA in supporting a number of key initiatives at the system level. CEC specializes in working with the "three anchors" in a school district: the district administration, school board, and teachers union/association, and has been a key support for RPS 205 and Rockford Education Association (REA) in implementing the new strategic plan and teacher's contract. CEC consultants provided the initial and ongoing support that enabled the District and REA to negotiate its first-ever contract utilizing Interest-based Bargaining (IBB). CEC also assisted in a process that involved hundreds of stakeholders in the new, 5-year strategic plan, Readiness 2020, that was unanimously adopted by the Board of Education. In partnership with Smart Learning Systems, CEC has trained all schools in the district on the SMART Schools improvement process which now provides a common language, tools, and increased coherence for district and school improvement planning. Other CEC consultants are currently providing guidance to our curriculum department in a structured process to implement curriculum and assessment via a collaborative Instructional Council, that includes REA and RPS administration as equal partners. Last year, CEC consultants supported the design of an implementation plan for the student growth component of the Performance Evaluation Reform Act of 2010. Also last year, CEC consultants helped design a Peer Assistance and Review (PAR) program which empowers teachers to provide teacher evaluation services. The work the CEC has completed in the past 24 months in the District means that CEC is knowledgeable, experienced, and has built many key relationships that will enable them to be fully prepared to assist with SIG Planning/Preparation activities on Day 1.

6B. How the selected external providers(s) matched the LEA/school(s) needs identified in the Needs Assessment

Through the Needs Assessment process, it became apparent that a multi-faceted approach to significantly improve Kennedy and West was reasonable and necessary. CEC is uniquely qualified to provide the services needed for each school specifically, as well as able to pivot as various needs are remediated and others come into focus. CEC specializes in "on-the-ground" support for schools and districts. CEC's core beliefs that collaborative cultures are foundational to ongoing, positive change, and that school systems must build and sustain their own internal capacities in order to continuously improve are an important matching characteristic to the Transformation Model. Furthermore, CEC does not take "one-size-fits-all" approach to school improvement. CEC's approach to school improvement emphasizes first assessing the needs of an individual school and then molding its research-based, targeted support services to the school's unique needs and capacities. To build and sustain a district's or school's local capacities, CEC understands that impactful change requires more than a one-time product or service delivery event, so CEC uses a Capacity-Building Coaching Delivery Model. CEC's Coaching Delivery Model utilizes training, facilitating, mentoring and networking approaches to provide ongoing support for sustainable change.

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While both schools score in the lowest 5% on performance, their paths to better student achievement and development are different.

West Middle School is comprised of two distinct programs, one a general curriculum middle school that serves about 600 students, and the other a district-wide program of choice (Creative and Performing Arts (CAPA)) that integrates the arts (music, theatre, media arts, dance, and visual) as an instructional approach. This programmatic division has affected the faculty, staff, and student experience. CEC, as the Lead Partner, will provide specific support to bridge the divide and improve the school overall. West also has undergone a leadership change with the 2014-15 principal being removed and replaced by Maurice Davis a veteran administrator, who is new to the middle school level.

Kennedy Middle School was moved into a new building after a tornado greatly degraded its previous building. It has also gone through administrative changes over the past 5 years as one principal was elevated to Acting Superintendent, then the successor was removed for cause. The current principal, Renneth Richardson, is charged with improving the school and inculcating a sustainable, continuous improvement culture at Kennedy, but she has struggled with challenges, including a faculty turnover that exceeds 60%. CEC, as the Lead Partner, will provide specific support towards developing teaching leadership, building commitment, and developing systems that will provide a sustainable, improved future.

7. LEA Monitoring and Oversight of External Providers

7A. Strong Process for Monitoring the Lead Partner

The LEA will be responsible for oversight and monitoring of the Transformation Plan. As such, the LEA has re-organized key individuals and offices to fulfill this essential function (details in Question 9 - Governance, Policies, and Practices). As Lead Partner, CEC will be mutually accountable for the outcomes of the Transformation and will be present for data and action reviews of the implementation of the Transformation Model. While CEC will be specifically accountable for its roles and responsibilities (outlined in the attached MOU), it is also mutually accountable for the success of the Transformation and will not consider its work in Rockford 205 to be successful if the Transformation Plan is not successful.

The LEA has developed a cycle of weekly, monthly, quarterly and annual processes to monitor the Transformation at each school. In order to be most efficient and coherent the process will include comprehensive progress monitoring of the Transformation Plan including the role of the SEA, the role of the Lead Partner, and the role of LEA itself in the implementation and outcomes of the plan. When needed,

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the LEA will meet separately with the SEA or Lead Partner, however the design is to create system of mutual accountability among all key stakeholders. Specific to the Lead Partner, the LEA and SEA will be included in the on-going evaluation and feedback cycle for CEC staff to ensure the quality of Lead Partner services from individuals. An outline of the review process is described below.

Weekly: Meeting between CEC On-Site Facilitator(s), School Leadership Team, and the LEA Transformation Manager to review weekly progress on key areas of implementation for fidelity and outcomes.

Monthly: Meeting between CEC On-Site Facilitator(s), CEC Project Manager, School Leadership Team, LEA Transformation Manager, LEA Transformation Officer, REA (union) Leadership, Deputy Superintendent, and Superintendent to: 1. Review accomplishment and challenges from all attendees that were made to advance key areas of implementation and outcomes during the prior month. 2. Review progress reports on relevant key metrics of implementation and outcomes. 3. Receive commitment from each attendee for the upcoming month that will advance key metrics and outcomes.

Quarterly: Meeting between CEC On-Site Facilitator(s), CEC Project Manager, CEC Director of School Improvement Grants, School Leadership Team, LEA Transformation Manager, LEA Transformation Officer, REA (union) Leadership, Deputy Superintendent, and Superintendent to: 1. Review accomplishment and challenges from all attendees that were made to advance key areas of implementation and outcomes during the quarter. 2. Review progress reports on relevant key metrics of implementation and outcomes including an entire scorecard of implementation and key metrics. As part of the SMART school improvement cycle, metrics will include student achievement data specific to the school's SMART goals. 3. At this meeting, an informal review of Lead Partner services and individual Lead Partner staff will take place.

Annually (March / April): Meeting between CEC On-Site Facilitator(s), CEC Project Manager, CEC Director of School Improvement Grants, CEC Co-Executive Director, School Leadership Team, LEA Transformation Manager, LEA Transformation Officer, REA (union) Leadership, Deputy Superintendent, and Superintendent to: 1. Perform a full review of entire scorecard of implementation and key metrics and full review of annual SMART Goals data. 2. Review of survey results to monitor staff perceptions of progress including of Lead Partner services and staffing. 3. Develop new annual SMART Goals and targets.

7B. The role and responsibilities of the Lead Partner

CEC will provide major leadership over ten of the responsibilities listed, as well as providing effective consulting on the additional seven activities. CEC will be responsible for developing & implementing (a) **Job-Embedded Professional Development of Faculty and/or Coaches** by taking lead responsibility for the school professional learning (development) plan and managing the SIG budget for

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

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

CEC will also provide leadership for **(i) Development of the Teacher Evaluation System to include a student growth component**, by facilitating the development, implementation, and refinement of the Teacher Evaluation System, including assessing the current system, and supporting inter-rater reliability. CEC will provide leadership for the refinement of the evaluation system including participation in student growth and Joint Committee meetings.

CEC will provide major leadership for efforts to improve **(f) school climate and culture**. CEC will provide diagnostic services and/or analysis to assess school climate and culture, and provide or procure services in response to the assessment to improve school climate and culture. These may include, but are not limited to, a behavior intervention plan and cultural competence work. In addition, CEC will provide leadership regarding **(g) Parent/Community engagement or outreach** and assist in the development of content targeted for families and communities. CEC will provide strategic advice on family & community engagement at the district and school level including the development of a community-based Council for Continuous Improvement.

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The (d) **Management of transformation office or officer** will be supervised directly by CEC. The individual(s) will either be a district staff member on-special assignment to CEC or a CEC staff member. The role (or function) of transformation office(r) will be hired or designed based on a mutual agreement between the district and CEC. CEC will also support the transformation effort with the (l) **Development and/or implementation of a turnaround/transformation scorecard** that is aligned to established SMART goals, leading indicators, implementation fidelity, and other metrics as agreed upon, and will provide leadership to develop and implement transformation scorecard.

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

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

- c. **Active participation in hiring of district-funded administrators at the school**
- e. **Strategy, design, and creation of performance management/communication system**
- h. **Extended time programming**
- m. **Compensation system reform**
- n. **Retention, recruitment, and selection strategies for faculty, staff, and/or administrators**
- o. **Development of an incentive system that identifies and rewards staff based on student achievement and/or graduation rate if applicable.**
- p. **Operational support or training for scheduling**

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

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

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Outcome measures will include: **Academic Performance** – achievement of SMART goal and targets – annually; Interim, Formative Assessments, and/or Common Assessments; **Climate / Culture** – improvement year to year on school climate surveys (e.g. 5 Essentials, Culture Climate Indicators) overall; improvements in attendance, discipline incidents; and **Teacher Talent** - 5Essentials Survey, Academic Rigor Indicators; teacher evaluation and student growth scores for school and individual teachers.

7D. Memorandum of Understanding - (Attached)

8. LEA Monitoring and Oversight of Intervention Implementation

8A. A strong process, with specific details, for continuous monitoring of the progress and fidelity of implementation of the school(s) being served.

The LEA will be responsible for oversight and monitoring of the Transformation Plan. As such, the LEA has re-organized key individuals and offices to fulfill this essential function (details in Question 9 - Governance, Policies, and Practices). In addition, the recent strategic planning process outlined a major focus on monitoring, tracking, and reporting, and the district is investing time and energy to develop an effective data-driven culture district-wide. (See Monitor, Track, and Report Strategy Overview in Appendix)

The Transformation Officer will be accountable and the Transformation Manager will be responsible for continuous monitoring of the progress and fidelity of implementation of the plan. The LEA has developed a cycle of weekly, monthly, quarterly and annual processes to monitor the Transformation at each school. An outline of the processes is below:

8A.a. Weekly: Meeting between CEC On-Site Facilitator(s), School Leadership Team, and the LEA Transformation Manager to review weekly progress on key areas of implementation for fidelity and outcomes.

8A.a. Monthly: Meeting between CEC On-Site Facilitator(s), CEC Project Manager, School Leadership Team, LEA Transformation Manager, LEA Transformation Officer, REA (union) Leadership, Deputy Superintendent, and Superintendent to review the scorecard of key metrics of implementation fidelity and outcomes. 1. Review accomplishment and challenges from all attendees that were made to advance key areas of implementation and outcomes during the prior month. 2. Review progress reports on relevant key metrics of implementation and outcomes. 3. Receive commitment from each attendee for the upcoming month that will advance key metrics and outcomes.

8A.b. Quarterly: Meeting between CEC On-Site Facilitator(s), CEC Project Manager, CEC Director of School Improvement Grants, School Leadership Team, parent and community representatives, LEA Transformation Manager, LEA Transformation Officer, REA

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(union) Leadership, Deputy Superintendent, and Superintendent. 1. Review accomplishment and challenges from all attendees that were made to advance key areas of implementation and outcomes during the quarter. 2. Review progress reports on relevant key metrics of implementation and outcomes including an entire scorecard of implementation and key metrics. As part of the SMART school improvement cycle, metrics will include student achievement data specific to the school's SMART goals. 3. Rate the support being provided for key metrics and outcomes; 3. Draft a narrative to the Board of Education and 4. Discuss sustainability and possible modifications. The resulting report from this review will be published and provided to the Board of Education and to families and the community by being posted on the school website, district website, sent home to parents in the school, and sent to the school board.

8B. A strong process by which the principal, building leadership, and Lead Partner are held fully accountable by the LEA.

The LEA will be represented at all monitoring meeting as outlined above in 8A and in 7. Both monthly and quarterly progress on the Transformation Plan will be reviewed via a scorecard of implementation and outcomes metrics with SMART school improvement goals being reviewed quarterly and annually. Annual data will include a (SMART) Indicators of Progress survey results collected to monitor staff perceptions of school improvement, as well as an annual staff satisfaction, engagement, and best practices survey.

8C. A strong process by which the LEA will review or accept review from the principal, school leadership, and/or Lead Partner.

With the exception of weekly meetings, the LEA will receive feedback from the SLTs and the Lead Partner about its role and the support it provides at each meeting. Similar to the data that will be collected about the Lead Partner, the LEA will use survey data survey to monitor leaders and staff perceptions of LEA support and services. As part of the annual process, a review will take place to ensure that the schools have been provided operational flexibility. In addition to the monitoring plan outlined above, the district, with support of CEC, will review the District Leadership Team (DLT) and School Leadership Team (SLT) model (See Appendix: CEC Collaborative Leadership Structures) to ensure the DLT team becomes a learning and listening body to develop additional supports and remove barriers for the school and review the support it provides to the school from the school leadership team. The CEC lead for the DLT and the SIG Project Manager will review the DLT for fidelity, quality, and outcomes, and provide review recommendations for implementation and/or refinement of activities.

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9. Governance, Policies, and Practices

9A. Modify practices, policies, and/or structures to support implementation of the intervention

The District has embraced collaboration as a new model for governing schools and making significant improvements in performance. The district and union adopted Interest-based Bargaining for the first time in 2014-2015 as the method to negotiate a new professional agreement (teachers contract), which resulted in a positive process and product for all. The previous negotiation had resulted in a strike before settling a contract. This newly adopted governance mentality and model is at the core of the SIG application process and proposed implementation.

The district and Rockford Education Association (REA) have already negotiated an MOU that changes staffing practices to assist teachers who are rated Proficient or Excellent, but not willing or able to commit to the responsibilities of the SIG Plan, to transfer to a new building, and for teacher placements into West and Kennedy to be done by mutual consent. Providing the schools with control over placement of new hires will allow recruitment of new teachers to the school with the necessary improvement focus. This will also improve retention, and allow the schools to function with "true teams", where students and teachers are paired to ensure that students are well known by adults in the "team", that their learning needs are understood and addressed, and that they receive the academic as well as social and emotional support they need to be successful. This placement is a radical departure from the central office recruitment and placement mechanisms.

The MOU places School Leadership Teams (SLTs) in charge of determining the specific changes needed for the Transformation Model, including increased work time for professional development, collaboration, and student-focused activities (intervention and enrichment). The SLT in each school will lead the planning and implementation of the Transformation Model, including which training will be provided when, metrics to measure the day-to-day efficacy of efforts, and appropriate next steps. This partnership model will be supported by frequent interactions, including the monthly and quarterly meetings detailed in Question 7 and Question 8 between the SLTs, CEC (Lead Partner), and the LEA especially the Transformation Officer and Transformation Manager.

9B. Provide Oversight and Support Through New Governance Structure

The Transformation Officer is the current Executive Director of Improvement and Innovation (I&I). The Transformation Officer role will report directly to the Superintendent in a newly created channel to ensure the school's (Kennedy and West) SIG plans are both enacted with clear support and direction from the Superintendent and accountability at the highest levels. Currently the Executive Director of I&I manages school improvement planning via Title I Schoolwide Plan creation, expenditures of Title I and II funds, and supplemental

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educational services, including a 4-week long summer learning program for middle school students, making it an ideal role to maximize the coordination and impact of SIG efforts.

The Transformation Manager will serve as the day-to-day coordinator and liaison of SIG services for the schools and district. The Transformation Manager will report to the Transformation Officer. In order to ensure that sufficient operational flexibility is maintained and successes at the SIG schools are recognized, a weekly conference will occur between the Deputy Superintendent (supervisor for both principals), LEA Transformation Officer, LEA Transformation Manager, and the CEC (Lead Partner) Project Manager. This approach will ensure the SIG program is implemented in a timely and effective manner, while carving out necessary flexibility on staffing, professional development, and other relevant components.

9C. Provide a precise and clear description of accountability, decision-making authority, and communication flow that includes:

9C.a. Organizational Chart (Attached)

9C.b. Person accountable for ensuring the successful implementation of the intervention(s) within the district

The Transformation Officer, supported by the staff of the Improvement and Innovation (I&I) department, will be directly responsible for ensuring the successful implementation of the Transformation Model. In a governance change, the Transformation Officer will report directly to the Superintendent.

The I & I department is directly responsible for ensuring contracting, purchases of necessary supplies and materials, and other components are executed with fidelity. The I & I department has direct access and interface with all district support departments, including Finance, Purchasing, Legal, Human Resources, and Technology.

The Transformation Manager will work as the direct liaison between the school, through multiple interactions weekly, central office, and the Lead Partner (CEC). The Transformation Officer and the district's Chief Accountability Officer will jointly present progress reports to the Board of Education and local stakeholders quarterly, ensure data systems are operational and easily accessible for the schools, and a focus on results is promoted through engaging "dashboard" reports for the SIG Teams.

9C.c. Person accountable for ensuring successful implementation within the Lead Partner

The (Interim) Director of School Improvement Grants, hired by CEC, will be held accountable with the Lead Partner organization for fully implementing the SIG Transformation Model with fidelity and the outcome measures of academic performance, climate/culture, and teacher talent specified in Section 7 of the Transformation Plan. While CEC will have staff on-site daily and monthly, as well as other

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consultants providing professional development, coaching, and support, this Director is ultimately responsible for the fulfillment of CEC's roles and responsibilities, as supported by the attached MOU.

10. LEA Planning and Implementation Preparation Activities

10A. LEA Activities to Fully Support the Full Implementation of the Transformation Model

The planning year will feature a number of activities to ensure RPS 205 readiness to fully implement the Transformation model beginning the first day of school in the first year of implementation.

First, RPS 205 and school staff will work with CEC to establish a shared agreements and shared commitments to the work of Transformation from all stakeholders, including the union, administration, and the Board of Education. At the LEA level, this support from the three anchors will ensure that key stakeholders understand the purpose of and their role in the Transformation process and agree to engage fully as partners. This collective commitment will occur at both the LEA and SEA levels, and the LEA's focus will be at the district leadership level (DLT, union leadership, and Board).

The district has already modified its schedule to allow for both SEAs to participate in a System Assessment before the beginning of the grant period. The Assessment, which includes a self-study and external validation visit, will generate a clear picture of the school's overall strengths and opportunities, as well as next-step recommendations for improvements aligned to the principles of Professional Learning Communities (PLC) that will be available at the start of the planning year. In addition, the district will work to make sure that its "system plans" for Middle School Reform and the implementation of its 2020 Strategic Plan align with and are articulated to complement the Transformation work. Similarly the district Chief Academic Office, also supported by CEC (not as part of Lead Partner role) will ensure coordination of curriculum, instruction and assessment work at the schools via its Instructional Council.

The district will also, on its own or in conjunction with Kennedy and West Middle Schools, participate in audit processes with CEC that will help to further define the direction for the Transformation Plan and identify the appropriate supports and training to be delivered prior to the first year of implementation. The areas of audit will include district and school leadership, curriculum and instruction, evaluation systems implementation and supports and union leadership. The district will work with CEC and Kennedy and West Middle Schools to develop strategies to address any identified needs and build upon strengths.

The district identified both family and community engagement and student social & emotional well-being as key strategies for implementation as a system in its recently adopted strategic plan. The district will coordinate the district-level work with the SIG SEAs to

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ensure alignment with the Transformation. A Family and Community Engagement (FACE) council will be formed to bridge the community with the schools, with members from the LEA, school administration, faculty and staff, students, parents, community leaders, and business owners. The FACE council will meet monthly beginning in the first full implementation year.

During the planning year, the district will work to fulfill its role in key planning and preparation activities for the schools. Two key areas are hiring and school leadership. The district will work, in conjunction with the Rockford Education Association to support the implementation of operational flexibility in hiring practices. The district Human Resources office will also provide support for school-based teams to finalize job descriptions, advertise, recruit, interview, select and on-board new roles. In addition, the district will work closely with each school to make the needed operational changes to implement their plan to have "true teams" in each grade level to create a smaller learning community for adults and students where relationships can deepen and student needs can be met through adult collaboration.

10B. LEA Planning Activities Aligned to School's Needs

The major needs identified in the needs assessment process were: 1) Student academic achievement, 2) Instructional excellence, 3) School climate and culture as it relates to the student experiences, 4) School climate and culture as it relates to the teacher experience, and 5) Implementation of initiatives with coherence and fidelity. These needs will be supported by the LEA in the areas listed below that follow:

10B.a. Staff Recruitment and Selection: RPS 2015 will finalize roles, responsibilities, and job descriptions for SIG positions, including the Transformation Officer, Transformation Manager, Data Coach, Behavior Specialist, Parent/Community Liaison, Technology Specialist, and Collaboration Coach. (Job Descriptions in Appendix)

The district will also collaborate with Kennedy to develop in-house cadre of substitute teachers, designated Building Support Specialist/Regular Guest Teacher, who will assist the Transformation while being considered for possible permanent assignment in each building. The district will leverage the current Peer Assistance and Review (PAR) program to improve instructional leadership and teacher commitment.

10B.b. Recruiting and assembling principal and leadership teams: District and school teams will continue to improve instructional leadership through implementation of SMART school improvement process. During the planning year, in order to more effectively support the Transformation, the principals will participate in Self-Assessment of Building Principal and Assistant Principals using Public Impact's "School Turnaround Leaders: Competencies for Success," Campbell Leadership Index, or an equivalent (provided by CEC). The process will result in the development of an Individualized Learning Plan for the Principal. Assistant Principals will also follow a

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similar process. The district will modify its supports of Principals and Assistant principals based upon the leadership assessment and the resulting individual transformational leadership development plan.

10B.c. Instructional Planning: RPS 205 will use the planning year to continue to strengthen its newly formed Chief Academic Office and its main working group, the Instructional Council. The district will work with CEC to identify the appropriate strategies, supports and resources to address needs and gaps in identified as part of a curriculum, instruction, and assessment (CIA) audit that will be conducted at each school.

10B.d. Negotiating changes/amendments to the Collective Bargaining Agreement: RPS 205 and Rockford Education Association recently negotiated their first-ever contract utilizing Interest-based Bargaining (IBB). Both collaborated to write a strong MOU in support of the Transformation Model at both schools (Attached). The MOU provides a process to negotiate and implement unprecedented operational flexibility and ensure that the district and schools will be ready to implement, fully and with fidelity, the Transformation Model. As an organization that specializes in labor-management collaboration, CEC will support the implementation of the MOU and negotiations of any changes or amendments that may be necessary and will work with union, district, and school leadership in order to develop collaborative commitment for the Transformation work within the union.

10B.e Training staff to implement the model: Job-embedded professional development (informed by the Needs Assessment and planning year audits) will be provided during the planning year. This professional development will consist of training for the School Leadership Team (SLT) and PLCs in high performing teams. The high performing team training focuses on how a team organizes itself to do its work: roles and responsibilities, group norms and norm monitoring, decision-making options, purpose and non-purpose of the team and team tasks, and recording the team's work. The training prepares teams to effectively and collaboratively carry out its future work, regardless of its assigned work responsibilities.

10B.f Developing the program monitoring system and/or new governance structure: The Goals and Objectives set by the LEA focus on improving student outcomes. RPS 205 along with CEC will implement a process of monitoring (described in LEA Question 7 & 8 above) that will include the development of a scorecard with the SEAs to measure fidelity of implementation and outcomes that will be used to hold the LEA, SEAs, and CEC accountable. As described previously the process will include monthly meetings and quarterly reviews.

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11. Sustainability

11A. Annual process

LEA will work with the lead partner to implement a sustainability planning framework encompassing three key areas: Progress Monitoring, System Impact and Prioritization, and Action Planning. This framework will be implemented by a SIG Sustainability Committee made up of teachers, administrators, district staff, service providers, community partners, families, and policy makers.

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

The district and CEC will communicate the Progress Monitoring and System Impact data with teachers, administrators, parents, service providers, community partners, policymakers, and other stakeholders using a clearly defined stakeholder communication and feedback loop. In addition, feedback from these groups will be utilized for Action Planning focused on long-term sustainability.

11B. Inclusion of Specific Elements

11B.a. A cost-benefit analysis and return on (academic) investment: The LEA and CEC will work together to analyze monitoring data to identify the return on investment of each element of the SIG plan. Action Planning for the Sustainability year and beyond will focus on finding the most effective *and* cost-effective strategies.

11B.b. Building staff capacity: CEC was chosen as lead partner in part because of the organization's commitment to building capacity at the school and district level by using a train-the-trainer model, effectively implementing Professional Learning Communities, and other strategies. Progress monitoring will include analysis of the success of these efforts at building staff capacity to sustain changes beyond the grant period.

11B.c. Repurposing staff: Analysis of yearly progress data will include a specific examination of how staffing impacts SIG implementation. Considering the return on investment of various positions or scheduling variations will be an essential element of System Impact analysis, and the Action Planning process will specifically consider how other funding sources or FTE allotments can be used to sustain effective staffing or alter ineffective staffing.

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11B.d. Resource reallocation: Through the cost-benefit analysis described above, the SIG team will determine which resources will need to be sustained through other funding sources after the SIG grant. In addition, ineffectively deployed resources may be reallocated to support more effective elements of SIG implementation.

11.B.e. Re-evaluating Partner agreements: The Lead Partner MOU will be evaluated on a yearly basis to ensure that clear expectations are set and met for both the lead partner and the district in terms of roles, responsibilities, and authority. All agreements/contracts with external providers to the SIG schools will be executed annually, save for the Planning Year and Implementation Year 1 that are being planned together, to ensure that each SIG provider maintains an effective presence and/or product relationship. Under-performance will be dealt with and/or more effective new providers will be researched annually as part of the review process. By executing short-term contracts, we will maintain operational flexibility and a fervent focus on results.

11.B.f. Incorporating meaningful stakeholder engagement (policy makers, service providers, community partners, parents, and families): Two major stakeholder feedback surveys will be conducted to ensure widespread response. The 5-Essentials Survey will be aggressively marketed to each school's parents, students, community members, and faculty to gain widespread response rates. We will also conduct a SIG-specific survey at Kennedy and West to gain feedback on grant-funded activities and strategies. These widespread surveys will be augmented by focus group sessions with parents and guardians, students, and community members. Focus group sessions will ensure timely feedback is received by the stakeholders directly involved in the daily operations of the school. Each school will also engage parents through targeted strategies and activities. Formative assessment will be garnered after events to provide data for continuous improvement.

At the conclusion of each SIG Year, the implementation teams will review the quarterly scorecards and year-end data, to develop a list of activities and strategies that they wish to maintain. A Consolidated Planning session, organized by the Transformation Officer, will seek to institutionalize and sustain effective practices through determining which may be moved to Special Education, Bilingual, local funds, or other consistent, long-term funding sources. The Consolidated Planning team will also consider where operational flexibility or waiver to "regular business" practices will afford Kennedy and West with sustainable practices.

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11C. and 11D. Anticipated Activities During the Sustainability Year and How These Will Achieve Sustainability of Effective Interventions

The SIG Council (school SIG leadership teams, Transformation Office, and REA) will continue its Consolidated Planning through the Sustainability Year. During the Sustainability Year, special planning and training will occur to ensure lessons learned, skills taught, and strategies with demonstrated impact on student achievement and development survive after the grant cycle.

Sustainability Year training will ensure building-based coaches, PLC leaders, and other Teacher Leaders are able to replicate the training from the consultants used during the grant. Data analysis and using formative assessments to inform further instruction that is relevant students will be taught and practiced throughout the life of the grant, so it will be sustained via the building's faculty. Since the SIG Council will have focused on embedding effective practices through Consolidated Planning in several cycles, the significant improvements made will be sustainable. The new way of doing business at Kennedy and West – collaboration – will result in a positive, sustainable future through an invigorated, well-developed, enhanced-capacity faculty. The more effective faculty will also have developed sustainable new structures and ways to efficiently and effectively conduct with the various central office departments.

11E. How the LEA Intends to Maximize Reduced Funding to Sustain and Institutionalize Improvements

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

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LEA Additional Required Documents

Five Year Timeline of Activities

MOU with Lead Provider: Consortium for Educational Change (CEC)

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LEA 5 Year Timeline of Activities

Goals 1 and 2: ELA and MATH						
Activity	Year 1: Planning and Implementation Preparation		Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
Curriculum Alignment	Curriculum & instructional practices professional development planning by PD & curriculum department	Curriculum & instructional practices professional development training by PD & curriculum department	Annual curriculum & instructional practices professional development training by PD & curriculum department	Annual curriculum & instructional practices professional development training by PD & curriculum department	Annual curriculum & instructional practices professional development training by PD & curriculum department	Refinement & Sustainability Planning for professional development training by PD & curriculum department
Instructional Alignment	Teacher Evaluation Student Growth Design	Teacher Evaluation Student Growth Training	Teacher evaluation Student Growth Implementation & Refinement	Teacher evaluation Student Growth Implementation & Refinement	Teacher evaluation Student Growth Implementation & Refinement	Teacher evaluation Student Growth Refinement & Sustainability Planning
Curriculum Development	Curriculum development planning by PD & curriculum department	Curriculum development by PD & curriculum department with teachers.	Annual Curriculum revision by PD & curriculum department with teachers.	Annual Curriculum revision by PD & curriculum department with teachers.	Annual Curriculum revision by PD & curriculum department with teachers.	Refinement & Sustainability Planning
Student course offerings	Review high interest courses to determine high interest topics.	Review and revise school courses and electives.	Review and revise school courses and electives.	Review and revise school courses and electives.	Review and revise school courses and electives.	Refinement & Sustainability Planning

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LEA 5 Year Timeline of Activities

Goal 3: CLIMATE					
Activity	Year 1: Planning and Implementation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
Culture & Climate	Build non negotiables for School Climate	Create school climate priority review template	Review progress on climate priorities and refine.	Review progress on climate priorities and refine.	Review progress on climate priorities and plan for sustainability.
Community Partnerships	Review with Alignment Rockford SIG grant and possible community connections and partnerships.	Invitations to community organizations to participate in SIG activities and support.	Invitations to community organizations to participate in SIG activities and support. Implementation, Progress Monitoring, & Refinement	Invitations to community organizations to participate in SIG activities and support. Implementation, Progress Monitoring, & Refinement	Invitations to community organizations to participate in SIG activities and support. Refinement & Sustainability Planning
Ensure Parent Voice	Research on parent engagement and involvement research	Action plan for measuring parent & guardian voice & needs to increase engagement and involvement	Conduct parent needs survey, create, monitor and review action plan.	Conduct parent needs survey, create, monitor and review action plan.	Conduct parent needs survey, create, monitor and review action plan.

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LEA 5 Year Timeline of Activities

Goal 4: LEADERSHIP					
Activity	Year 1: Planning and Implementation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
Improve School Governance model	Design work with Teacher Association for School Leadership Team	Identify people and times to for meetings.	Refinement and implementation of School Leadership Team	Refinement and implementation of School Leadership Team	Refinement and Sustainability Planning
District Leadership Team	Design work with Teacher Association for School Leadership Team	Identify people and times to for meetings.	Refinement and implementation of District Leadership Team	Refinement and implementation of District Leadership Team	Refinement & Sustainability Planning
School Leadership Capacity Building	SMART Measurement System School Goal Setting Expectations, Roles, & responsibilities	Review of data to identify greatest areas of need and best practice to execute. Quarterly coaching sessions.	Refinement and implementation. Review of data to identify greatest areas of need and best practice to execute. Quarterly coaching sessions.	Refinement and implementation. Review of data to identify greatest areas of need and best practice to execute. Quarterly coaching sessions.	Refinement and sustainability planning. Review of data to identify greatest areas of need and best practice to execute.
New position support	Develop job descriptions & interview candidates	Interview & place candidates, provide onboarding training	Interview & place candidates, provide onboarding &	Interview & place candidates, provide onboarding &	Interview & place candidates, provide onboarding &

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LEA 5 Year Timeline of Activities

			continued training	continued training	continued training	continued training
School Management coaching	Develop coaching goals between LEA and admin team.	Implement coaching structure	Monthly coaching	Monthly coaching	Monthly coaching	Refinement & Sustainability Planning
District Capacity Building	May GL Turn Labor-Management Conference	November GL Turn Labor-Management Conference	May & November GL Turn Labor-Management Conference	May & November GL Turn Labor-Management Conference	May & November GL Turn Labor-Management Conference	Refinement & Sustainability Planning
Peer Collaboration	Create monthly principal collaboration agenda	Monthly principal meeting for peer discussion and best practice review.	Monthly principal meeting for peer discussion and best practice review.	Monthly principal meeting for peer discussion and best practice review.	Monthly principal meeting for peer discussion and best practice review.	Refinement & Sustainability Planning
Teacher Evaluation	Peer Assisted Review planning	Peer Assisted Review involvement identification and training	Implementation, Progress Monitoring, & Refinement	Implementation, Progress Monitoring, & Refinement	Implementation, Progress Monitoring, & Refinement	Refinement & Sustainability Planning

Rockford Public Schools 205

LEA 5 Year Timeline of Activities

Governance and Operational Changes

Activity	Year 1: Planning and Implementation Preparation	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
Data System for Progress Monitoring	Review of current data system and gap between needs.	Adoption and implementation of new data management system & tools.	Refinement and expansion of new data management system & tools.	Refinement and expansion of new data management system & tools.	Refinement & Sustainability Planning for new data management system & tools.
Long Term PD plan to support School Transformation	Plan creation with PD department	Individual assignments and involvement for PD plan.	Annual PD plan Implementation, Progress Monitoring, & Refinement	Annual PD plan Implementation, Progress Monitoring, & Refinement	Annual PD plan Implementation, Progress Monitoring, & Refinement
Lead partner on site organization	On Site partner hire, expectation and responsibility creation	SIG plan review between LEA, Lead Partner, and school leadership team	Lead partner responsibilities. Lead partner review.	Lead partner responsibilities. Lead partner review.	Refinement & Sustainability Planning
Special Education Scheduling & Staffing Review	Vendor identification. Data review and focus groups to identify inefficiencies in scheduling and staff usage.	Scheduling coaching and modeling.	Annual scheduling coaching and modeling.	Annual scheduling coaching and modeling.	Annual scheduling coaching and modeling.

**Rockford Public Schools District 205
Kennedy Middle School SIG Transformation Model
CEC Lead Partner
FY 2015-16, 2016-17, 2017-2018, 2018-2019, 2019-2020**

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

This Memorandum of Understanding (MOU) provides the following:

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

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

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

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

Section C: Staffing

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

Section D: LEA Actions

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

Section E: CEC Budget

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

Section F: Signatures of Agreement

A. CEC'S APPROACH TO SCHOOL & DISTRICT TRANSFORMATION

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

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

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

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

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

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

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

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

5.0 Staff Needs/ Requirements (continued) <i>The organization defines the needs and requirements of all staff.</i>	5. Staff contributions are recognized and celebrated. 6. The work environment promotes personal, professional, and collective growth and high performance.
6.0 Improvement Processes <i>Teaching and learning as well as support processes are designed, implemented, and improved.</i>	1. Processes used to impact goals are continuously evaluated and improved. 2. Individual/ personal and team work processes are continuously evaluated and improved. 3. Learning intervention processes are continuously evaluated and improved. 4. Learning rather than teaching is the primary focus.
7.0 Results <i>Results are improving over time.</i>	1. Results are improving compared to the past. 2. Results are improving compared to similar and high performing organizations.

B. CEC LEAD PARTNER ROLES, RESPONSIBILITIES, DECISION-MAKING AUTHORITY & OUTCOME MEASURES

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

d. Management of school improvement coordinator/Transformation Office	Provide support on the selection of transformation office/School Improvement Coordinator.	The role (or function) of transformation office/School Improvement Coordinator will be hired based on a mutual agreement between the district and CEC. CEC will contribute to the evaluation of the School Improvement Coordinator.	Job description for Transformation Office/School Improvement Coordinator Process for screening & selection of Transformation Office/School Improvement Coordinator Transformation Office/School Improvement Coordinator evaluation rating SIG implementation metrics
e. Strategy, design, and creation of performance management/communication system	Provide research, examples and support to develop a performance management / communication system. Provide consultative support for Quarterly Data Reviews	Consulted as part of the development and implementation of the performance management / communication system	Design, implementation and refinement plan and tools for performance management / communication system Weekly, monthly, and quarterly review of performance management / communication system
f. Assistance with school climate and culture	Provide diagnostic services and/or analysis to assess school climate and culture. Provide or procure services in response to the assessment to improve school climate and culture, including cultural competency training and support.	Provide leadership for efforts to improve school climate and culture. Consulted and support in the implementation and continued refinement of a behavior intervention system.	Design, implementation and refinement plan for the improvement of school climate and culture. Improvements in climate and culture surveys (x2 year) Reduction in referrals and suspensions, monitored quarterly
g. Parent/Community engagement or outreach	Provide strategic advice on family & community engagement at the district and school level and the enhancement of the community roundtable.	Consulted regarding engagement strategies and content targeted for families and communities.	Family and Community Communication and Outreach Plan design, implementation and refinement. Tools with metrics that demonstrate increased quantity and quality of engagement to be identified including, but not limited to participation/attendance Increase in relevant 5 Essentials survey items

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

m. Compensation system reform	Provide research and strategic guidance for efforts to make changes to the compensation system.	Consulted on efforts to make changes to the compensation system.	Compensation Plan Staff evaluations of Compensation Plan ratings of 85% high/very high
n. Retention, recruitment, and selection strategies for faculty, staff, and/or administrators	Provide research, strategic advice and examples of retention, recruitment and selection strategies.	Consulted on efforts to improve retention, recruitment, and selection strategies. CEC will be consulted regarding hiring of staff and leadership positions for the school.	Human capital plan
o. Development of an incentive system that identifies and rewards staff based on student achievement and/or graduation rate if applicable.	Provide strategic advice and examples of systems to identify and reward student achievement.	Consulted regarding the design of the rewards system including participation in meetings. CEC approval is required for system of reward plans and plan revisions to be implemented.	System of Rewards design, implementation and refinement plan Staff satisfaction with incentive system Percent of effective staff retained Evidence of improvement based on incentive / reward
p. Operational support or training for scheduling	Provide strategic advice and examples to support scheduling needs.	Consulted on school scheduling efforts.	Schedule that meets requirements for student and adult learning time
q. A plan to analyze the cost/benefit of various grant activities that lead to a plan for sustainability after the grant period	Provide strategic advice including a process and tools for an annual cost/benefit analysis with a focus on academic return on investment to support sustainability.	Provide leadership regarding activities design to support sustainability and sustainability planning.	Sustainability Plan (annually updated)

C. STAFFING:

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

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

Responsibilities include:

- Provide daily, onsite presence to facilitate the planning, implementation and refinement of the Transformation Model in collaboration with district and school administration, union leadership and teacher leaders.

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

Transformation Project Manager (Part-Time)

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

(Interim) Director for School Improvement Grants (SIG)*Responsibilities include:*

- Work in collaboration with the On-site Transformation Facilitator and LEA Transformation Office(r) to maintain and monitor the budget for CEC services.
- Responsible for the outcome measures related to academic performance, climate/culture, and teacher talent associated and developed for the Transformation Model.
- Support progress monitoring for implementation, refinement and sustainability at the schools.
- Evaluate the progress of CEC's partnership with Rockford Public Schools District 205.

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

D. LEA ACTIONS:

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

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

E. CEC BUDGET:

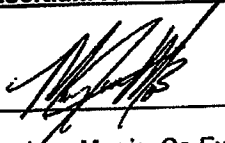
The products and services provided by the Consortium for Educational Change (CEC) to support the SIG School Transformation Plan for Kennedy Middle School in **FY16 totals \$292,700**. A detailed budget describing the costs for these products and services is provided in Attachment A1. All funds remaining in the FY16 budget will be carried over to the Lead Partner budget for FY17.



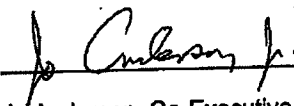
F. SIGNATURE OF AGREEMENT:

CEC will submit an annual budget to Rockford Public Schools District 205 to ensure alignment with funding and goals with ISBE's School Improvement Grant 1003(g) requirements. The term of this agreement shall conclude on June 30, 2016.

Consortium for Educational Change


Mary Jane Morris, Co-Executive Director

Date: 10/9/15


Jo Anderson, Co-Executive Director

Date: 10/9/15

Rockford Public Schools District 205


Dr. Ehren Jarrett, Superintendent

Date: 10-9-2015

RPS 205 Board of Education


Kenneth J. Scrivano, President

Date: 10-9-2015

ATTACHMENT A-1
 CONSORTIUM FOR EDUCATIONAL CHANGE - LEAD PARTNER
 FY16 (ENDING JUNE 30, 2016)
 KENNEDY / ROCKFORD PUBLIC SCHOOLS DISTRICT 205

GOAL / MODEL COMPONENT	SERVICE	AMOUNT	DETAIL
Leadership	Coaching for Principal / Assistant Principals	\$19,800	1.5 days/month x \$2,200 (Includes Consultant Fees & Travel)
Leadership	High Functioning Teams training	\$8,800	4 days x \$2,200 = \$8,800 (Includes Consultant Fees & Travel)
Leadership	Building Capacity to Support Implementation Model: Union Capacity Audit	\$4,400	2 days x \$2,200 (Includes Consultant Fees & Travel)
Leadership	Capacity Building to support Transformation Model: Great Lakes TURN Conference	\$1,500	1 conference x 10 member teams x \$150 (registration);
Leadership	Growth Through Learning On-Line Training	\$3,000	5 educators x \$600
Teaching and Learning	PLC Training	\$8,800	4 days x \$2,200 (Includes Consultant Fees & Travel)
Teaching and Learning: Curriculum, Assessments & Instruction	CIA Audit	\$15,400	2 days x 3 consultants on-site; 1 day x 1 consultant off-site x \$2,200/day
Teaching and Learning	SMART Schools Academy - Supplemental Coaching	\$5,000	2 days x \$2,500 = \$5,000 (Includes Consultant Fees & Travel)
Teaching and Learning	Student Engagement	\$12,800	4 days x \$3,200 = \$12,800 (Includes Consultant Fees & Travel)
Teaching and Learning	Teacher Evaluation Audit	\$2,200	1 day x \$2,200 = \$2,200 (Includes Consultant Fees & Travel)
Student Non-Academic Support	Behavior Intervention Support	\$15,000	Training: 4 days x \$2,500 = \$10,000; Coaching: 2 days X \$2,500 (Includes Consultant Fees & Travel)
Family and Community Engagement	Development of Family and Community Engagement Initiative	\$39,600	3 days/month x 2,200 (Includes Consultant Fees & Travel)
Lead Partner Staffing	CEC Project Manager	\$114,400	Twice weekly x \$2,200 x 6 months (Includes Consultant Fees & Travel)
Lead Partner Staffing	CEC On-Site Organization Facilitator	\$33,000	15 days X \$2,200 (June hire)
Lead Partner Staffing	Administrative Support	\$7,000	0.1 FTE salary/benefits
Meeting Materials	Print materials and supplies for PLCs, BLT, DLT	\$2,000	
FY16 TOTAL		\$ 292,700	

CONSORTUIM FOR EDUCATIONAL CHANGE - LEAD PARTNER
FY17 (ENDING JUNE 30, 2017)
KENNEDY / ROCKFORD PUBLIC SCHOOLS DISTRICT 205

GOAL / MODEL COMPONENT	SERVICE	AMOUNT	DETAIL
Leadership: School Leadership	Coaching for Principal / Assistant Principal / Teacher Leaders	\$44,000	2 days/month x \$2,200 (Includes Consultant Fees & Travel)
Leadership: Teacher Evaluation	Danielson Framework for Teaching Training; Refine teacher evaluation system and inter-rater reliability	\$17,600	8 days x \$2,200 (Includes Consultant Fees & Travel)
Leadership	Building Capacity to Support Implementation Model: Union Capacity	\$8,800	4 days x \$2200 (Includes Consultant Fees & Travel)
Leadership	Building Capacity to support Transformation Model: Great Lakes TURN Conference	\$3,000	2 conferences x 10 member teams x \$150 (registration only)
Leadership	Growth Through Learning On-Line Training	\$600	5 educators X \$600
Teaching and Learning: SMART Teams	SMART Teams Training	\$16,000	5 participants x \$3,200
Teaching and Learning: Curriculum & Assessments	Unpacking Standards and Developing Standard-Aligned Assessments	\$17,600	8 sessions x \$2,200 (Includes consultation fees and travel expenses);
Teaching and Learning: Curriculum & Assessments	Standards-Aligned Assessments	\$8,800	4 sessions x \$2,200
Student Non-Academic Support	Behavior Intervention Support	\$15,000	Coaching: 6 days X \$2,500 (Includes Consultant Fees & Travel)
Family and Community Engagement	Implementation/Support of Council for Continuous Improvement	\$37,400	2 days/month x 2,200 for first 6 months; 1 day/month x 2,200 second 6 months. (Includes Consultant Fees & Travel)
Family and Community Engagement	Cultural Competence	\$24,200	(1 session/month x 11 mo x \$2,200) (Includes Consultant Fees & Travel)

Progress Monitoring for Sustainability of Transformation Model	Design, Implementation, Refinement & Training of Progress Monitoring Scorecard	\$8,500	License \$4,500; 2 days X \$2,000 (Does not include travel expenses)
Lead Partner Staffing	CEC Transformation Project Manager	\$40,000	.2FTE; Based on 1 CEC FTE = \$135,000 salary/benefits + \$25,000 travel & PD expenses (1.0 FTE);
Lead Partner Staffing	CEC On-Site Organization Facilitator/Transformation Officer	\$160,000	1.0 FTE; Based on 1 CEC FTE = \$135,000 salary/benefits + \$25,000 travel & PD expenses
Lead Partner Staffing	Administrative Support	\$7,000	.1 FTE salary/benefits
Meeting Materials	Print materials and supplies for PLCs, BLT, DLT	\$3,000	
		\$411,500	

**Rockford Public Schools District 205
West Middle School SIG Transformation Model
CEC Lead Partner
FY 2015-16, 2016-17, 2017-2018, 2018-2019, 2019-2020**

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

This Memorandum of Understanding (MOU) provides the following:

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

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

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

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

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

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

Section E: CEC Budget

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

Section F: Signatures of Agreement

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

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

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

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

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

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

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

<p>5.0 Staff Needs/ Requirements (continued) <i>The organization defines the needs and requirements of all staff.</i></p>	<p>5. Staff contributions are recognized and celebrated. 6. The work environment promotes personal, professional, and collective growth and high performance.</p>
<p>6.0 Improvement Processes <i>Teaching and learning as well as support processes are designed, implemented, and improved.</i></p>	<p>1. Processes used to impact goals are continuously evaluated and improved. 2. Individual/ personal and team work processes are continuously evaluated and improved. 3. Learning intervention processes are continuously evaluated and improved. 4. Learning rather than teaching is the primary focus.</p>
<p>7.0 Results <i>Results are improving over time.</i></p>	<p>1. Results are improving compared to the past. 2. Results are improving compared to similar and high performing organizations.</p>

B. CEC LEAD PARTNER ROLES, RESPONSIBILITIES, DECISION-MAKING AUTHORITY & OUTCOME MEASURES

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

d. Management of school improvement coordinator/Transformation Office	Provide support on the selection of transformation office/School Improvement Coordinator.	The role (or function) of transformation office/School Improvement Coordinator will be hired based on a mutual agreement between the district and CEC. CEC will contribute to the evaluation of the School Improvement Coordinator.	<p>Job description for Transformation Office/School Improvement Coordinator</p> <p>Process for screening & selection of Transformation Office/School Improvement Coordinator</p> <p>Transformation Office/School Improvement Coordinator evaluation rating SIG implementation metrics</p>
e. Strategy, design, and creation of performance management/communication system	<p>Provide research, examples and support to develop a performance management / communication system.</p> <p>Provide consultative support for Quarterly Data Reviews</p>	Consulted as part of the development and implementation of the performance management / communication system	<p>Design, implementation and refinement plan and tools for performance management / communication system</p> <p>Weekly, monthly, and quarterly review of performance management / communication system</p>
f. Assistance with school climate and culture	<p>Provide diagnostic services and/or analysis to assess school climate and culture.</p> <p>Provide or procure services in response to the assessment to improve school climate and culture, including cultural competency training and support.</p>	<p>Provide leadership for efforts to improve school climate and culture.</p> <p>Consulted and support in the implementation and continued refinement of a behavior intervention system.</p>	<p>Design, implementation and refinement plan for the improvement of school climate and culture.</p> <p>Improvements in climate and culture surveys (x2 year)</p> <p>Reduction in referrals and suspensions, monitored quarterly</p>
g. Parent/Community engagement or outreach	Provide strategic advice on family & community engagement at the district and school level and the enhancement of the community roundtable.	Consulted regarding engagement strategies and content targeted for families and communities.	<p>Family and Community Communication and Outreach Plan design, implementation and refinement.</p> <p>Tools with metrics that demonstrate increased quantity and quality of engagement to be identified including, but not limited to participation/attendance</p> <p>Increase in relevant 5 Essentials survey items</p>

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

m. Compensation system reform	Provide research and strategic guidance for efforts to make changes to the compensation system.	Consulted on efforts to make changes to the compensation system.	Compensation Plan Staff evaluations of Compensation Plan ratings of 85% high/very high
n. Retention, recruitment, and selection strategies for faculty, staff, and/or administrators	Provide research, strategic advice and examples of retention, recruitment and selection strategies.	Consulted on efforts to improve retention, recruitment, and selection strategies. CEC will be consulted regarding hiring of staff and leadership positions for the school.	Human capital plan
o. Development of an incentive system that identifies and rewards staff based on student achievement and/or graduation rate if applicable.	Provide strategic advice and examples of systems to identify and reward student achievement.	Consulted regarding the design of the rewards system including participation in meetings. CEC approval is required for system of reward plans and plan revisions to be implemented.	System of Rewards design, implementation and refinement plan Staff satisfaction with incentive system Percent of effective staff retained Evidence of improvement based on incentive / reward
p. Operational support or training for scheduling	Provide strategic advice and examples to support scheduling needs.	Consulted on school scheduling efforts.	Schedule that meets requirements for student and adult learning time
q. A plan to analyze the cost/benefit of various grant activities that lead to a plan for sustainability after the grant period	Provide strategic advice including a process and tools for an annual cost/benefit analysis with a focus on academic return on investment to support sustainability.	Provide leadership regarding activities design to support sustainability and sustainability planning.	Sustainability Plan (annually updated)

C. STAFFING:

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

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

- Provide daily, onsite presence to facilitate the planning, implementation and refinement of the Transformation Model in collaboration with district and school administration, union leadership and teacher leaders.
- Responsible for the outcome measures related to academic performance, climate/culture, and teacher talent specified in the Transformation Plan
- Work collaboratively with school & district administration in meeting the ISBE 1003(g) SIG requirements regarding planning, implementation, monitoring and communicating progress of school Transformation Model.
- Work in collaboration with the school principal, leadership team, faculty and staff to collect and disseminate data to monitor progress of the Transformation Model.
- Provide support in building leadership capacity among administration, teachers, support personnel, students and families to improve student learning.
- Provide support in establishing professional learning communities that incorporate a focus on learning, collaboration and results.
- Facilitate and support the design, implementation and refinement of the Transformation Model program initiatives.

Transformation Project Manager (Part-Time)

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

(Interim) Director for School Improvement Grants (SIG)*Responsibilities include:*

- Work in collaboration with the On-site Transformation Facilitator and LEA Transformation Office(r) to maintain and monitor the budget for CEC services.
- Responsible for the outcome measures related to academic performance, climate/culture, and teacher talent associated and developed for the Transformation Model.
- Support progress monitoring for implementation, refinement and sustainability at the schools.
- Evaluate the progress of CEC's partnership with Rockford Public Schools District 205.

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

D. LEA ACTIONS:

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

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

E. CEC BUDGET:

The products and services provided by the Consortium for Educational Change (CEC) to support the SIG School Transformation Plan for West Middle School in **FY16 totals \$292,700**. A detailed budget describing the costs for these products and services is provided in Attachment A1. All funds remaining in the FY16 budget will be carried over to the Lead Partner budget for FY17.

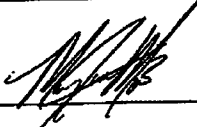


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F. SIGNATURE OF AGREEMENT:

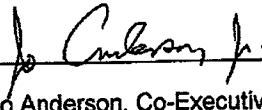
CEC will submit an annual budget to Rockford Public Schools District 205 to ensure alignment with funding and goals with ISBE's School Improvement Grant 1003(g) requirements. The term of this agreement shall conclude on June 30, 2016.

Consortium for Educational Change



Mary Jane Morris, Co-Executive Director

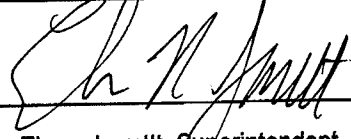
Date: 10/9/15



Jo Anderson, Co-Executive Director

Date: 10/9/15

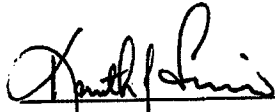
Rockford Public Schools District 205



Dr. Ehren Jarrett, Superintendent

Date: 10-9-2015

RPS 205 Board of Education



Kenneth J. Scrivano, President

Date: 10-9-2015

ATTACHMENT A-1
 CONSORTIUM FOR EDUCATIONAL CHANGE - LEAD PARTNER
 FY16 (ENDING JUNE 30, 2016)
 WEST / ROCKFORD PUBLIC SCHOOLS DISTRICT 205

GOAL / MODEL COMPONENT	SERVICE	AMOUNT	DETAIL
Leadership	Coaching for Principal / Assistant Principals	\$19,800	1.5 days/month x \$2,200 (Includes Consultant Fees & Travel)
Leadership	High Functioning Teams training	\$8,800	4 days x \$2,200 = \$8,800 (Includes Consultant Fees & Travel)
Leadership	Building Capacity to Support Implementation Model: Union Capacity Audit	\$4,400	2 days x \$2,200 (Includes Consultant Fees & Travel)
Leadership	Capacity Building to support Transformation Model: Great Lakes TURN Conference	\$1,500	1 conference x 10 member teams x \$150 (registration);
Leadership	Growth Through Learning On-Line Training	\$3,000	5 educators x \$600
Teaching and Learning	PLC Training	\$8,800	4 days x \$2,200 (Includes Consultant Fees & Travel)
Teaching and Learning: Curriculum, Assessments & Instruction	CIA Audit	\$15,400	2 days x 3 consultants on-site; 1 day x 1 consultant off-site x \$2,200/day
Teaching and Learning	SMART Schools Academy - Supplemental Coaching	\$5,000	2 days x \$2,500 = \$5,000 (Includes Consultant Fees & Travel)
Teaching and Learning	Student Engagement	\$12,800	4 days x \$3,200 = \$12,800 (Includes Consultant Fees & Travel)
Teaching and Learning	Teacher Evaluation Audit	\$2,200	1 day x \$2,200 = \$2,200 (Includes Consultant Fees & Travel)
Student Non-Academic Support	Behavior Intervention Support	\$15,000	Training: 4 days x \$2,500 = \$10,000; Coaching: 2 days X \$2,500 (Includes Consultant Fees & Travel)
Family and Community Engagement	Development of Family and Community Engagement Initiative	\$39,600	3 days/month x 2,200 (Includes Consultant Fees & Travel)
Lead Partner Staffing	CEC Project Manager	\$114,400	Twice weekly x \$2,200 x 6 months (Includes Consultant Fees & Travel)
Lead Partner Staffing	CEC On-Site Organization Facilitator	\$33,000	15 days X \$2,200 (June hire)
Lead Partner Staffing	Administrative Support	\$7,000	0.1 FTE salary/benefits
Meeting Materials	Print materials and supplies for PLCs, BLT, DLT	\$2,000	
FY16 TOTAL		\$ 292,700	

CONSORTUIM FOR EDUCATIONAL CHANGE - LEAD PARTNER
FY17 (ENDING JUNE 30, 2017)
WEST / ROCKFORD PUBLIC SCHOOLS DISTRICT 205

GOAL / MODEL COMPONENT	SERVICE	AMOUNT	DETAIL
Leadership: School Leadership	Coaching for Principal / Assistant Principal / Teacher Leaders	\$44,000	2 days/month x \$2,200 (Includes Consultant Fees & Travel)
Leadership: Teacher Evaluation	Danielson Framework for Teaching Training; Refine teacher evaluation system and inter-rater reliability	\$17,600	8 days x \$2,200 (Includes Consultant Fees & Travel)
Leadership	Building Capacity to Support Implementation Model: Union Capacity	\$8,800	4 days x \$2200 (Includes Consultant Fees & Travel)
Leadership	Building Capacity to support Transformation Model: Great Lakes TURN Conference	\$3,000	2 conferences x 10 member teams x \$150 (registration only)
Leadership	Growth Through Learning On-Line Training	\$600	5 educators X \$600
Teaching and Learning: SMART Teams	SMART Teams Training	\$16,000	5 participants x \$3,200
Teaching and Learning: Curriculum & Assessments	Unpacking Standards and Developing Standard-Aligned Assessments	\$17,600	8 sessions x \$2,200 (Includes consultation fees and travel expenses);
Teaching and Learning: Curriculum & Assessments	Standards-Aligned Assessments	\$8,800	4 sessions x \$2,200
Student Non-Academic Support	Behavior Intervention Support	\$15,000	Coaching: 6 days X \$2,500 (Includes Consultant Fees & Travel)
Family and Community Engagement	Implementation/Support of Council for Continuous Improvement	\$37,400	2 days/month x 2,200 for first 6 months; 1 day/month x 2,200 second 6 months. (Includes Consultant Fees & Travel)
Family and Community Engagement	Cultural Competence	\$24,200	(1 session/month x 11 mo x \$2,200) (Includes Consultant Fees & Travel)

Progress Monitoring for Sustainability of Transformation Model	Design, Implementation, Refinement & Training of Progress Monitoring Scorecard	\$8,500	License \$4,500; 2 days X \$2,000 (Does not include travel expenses)
Lead Partner Staffing	CEC Transformation Project Manager	\$40,000	.2FTE; Based on 1 CEC FTE = \$135,000 salary/benefits + \$25,000 travel & PD expenses (1.0 FTE):
Lead Partner Staffing	CEC On-Site Organization Facilitator/Transformation Officer	\$160,000	1.0 FTE; Based on 1 CEC FTE = \$135,000 salary/benefits + \$25,000 travel & PD expenses
Lead Partner Staffing	Administrative Support	\$7,000	.1 FTE salary/benefits
Meeting Materials	Print materials and supplies for PLCs, BLT, DLT	\$3,000	
		\$411,500	

Rockford Public Schools 205 LEA Application Appendices

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Strategic Plan

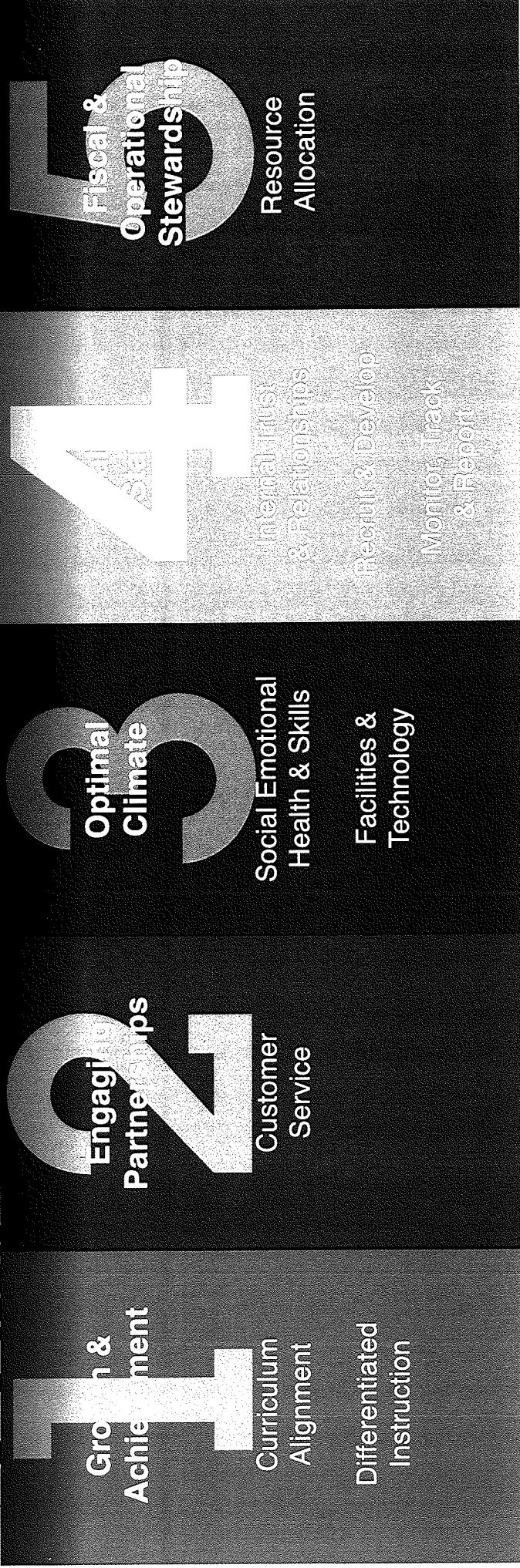


Collaboratively engage all students in a world class education.

Be the first choice for all families.

Goals

Shaping Tomorrow Today



Achievement • Student Responsibility • Community Partners • Diversity • Safety • Continuous Improvement • Staff • High Expectations • Community Resources • Stewardship

Strategy 3: Customer Service

We will improve customer service between the District and its families and its community to foster confidence, respect, and continuous improvement for the system.

(Goals 2, 4, 5)

Key Concepts:

- a. Customer Service Focus from the district and schools to families and the extended communities.
- b. Inclusion of families in appropriate decision making structures and processes.
- c. Continued Support for Alignment Rockford.
- d. Improved Use of Electronic Communication Tools to ensure clarity, Networking, and Sharing of Work Samples.
- e. Increasing Numbers of Families Engaged in Assisting Students Learn and Grow
- f. Increased Respect for Public Schools.
- g. More Families Choosing Public Schools as their First Choice.
- h. Expanded Learning Opportunities, Community Service, and Civic Participation for Students.
- i. Expanded Partnership with Community Organizations to Provide Support for Students beyond the School Day.

Action Team Membership:

- | | |
|--|--------------------------------------|
| a. Chief Communication Officer - Earl Dotson* | f. Brittany Glidden, Teacher - East* |
| b. Deputy Superintendent - Matt Vosberg | g. Virginia Wynn, Teacher - Thompson |
| c. Community Leader - Bridget French, Alignment Rockford | h. Kelly Mossup, Teacher - Kennedy |
| d. Principal (Elementary) - Dave Nold | i. DPAC |
| e. Assistant Principal (Secondary) - Jacob Sayre | j. DPAC |

Strategy 8: Monitor, Track & Report

We will use key data indicators and measures with all employees that promote a culture of inquiry, reflection and action to assist individuals, teams, departments, schools and the district set goals and monitor, track, and report performance.

(Goals 1, 2, 3, 4, 5)

Key Concepts:

- a. Student Ownership for Their Learning.
- b. Employee Evaluation Professional Practice/Student Growth Goals
- c. Strategic Plan
- d. School Improvement Plans
- e. SMART Goals and Action Plans
- f. Progress Monitoring and Reporting
- g. District Department Improvement Plans
- h. Key Indicators of Success/Assessment System

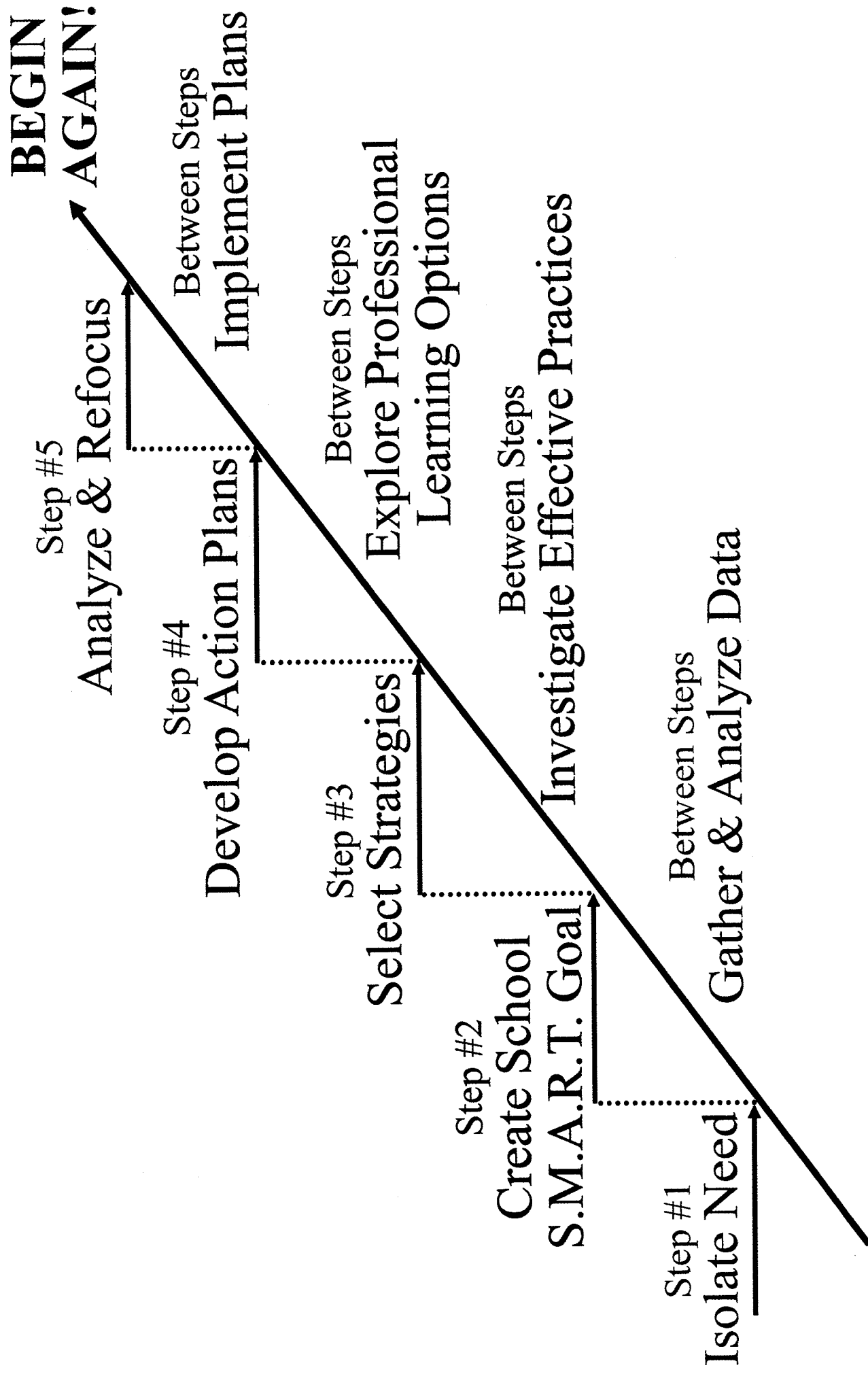
Action Team Membership:

- a. Dan Woestman – Assistant Superintendent*
- b. Matt Vosberg - Deputy Superintendent
- c. CFO
- d. Todd Schmidt – Chief Operations Officer
- e. Principal – SMS (Secondary) – Janice Hawkins

- i. Transparency
- j. Data Management System
- k. Data Culture and Dialogue
- l. Data Driven Instruction
- m. Data Progress Monitoring and Reporting
- n. Trend, Cohort, Comparative, and Subgroup Data
- o. Professional Learning for Analysis and Reporting
- p. Continuous Improvement

- f. Principal – SMS (Elementary) – Matt Lerner
- g. Zach Frazier, Teacher – Auburn*
- h. Scott Fabert-Church, Teacher – Guilford
- i. Jan Aschim, Teacher – RESA
- j. Erin Andrist, Teacher – McIntosh

S.M.A.R.T. Improvement Process



Memorandum of Understanding
School Improvement Grant
Kennedy Middle School

The Board of Education of the Rockford Public Schools, District No. 205 (District) and the Rockford Education Association (REA) hereby agree as follows:

The District and REA agree to implement, fully and with fidelity, all of the model requirements of the 1003(g) School Improvement Grant Transformation Model as enumerated in FY16 Request for Proposals School Improvement Grants 1003(g) dated August 31, 2015.

Except as modified by the provisions of this Memorandum of Understanding (MOU), the provisions of the current professional agreement and any successor contract entered by the parties shall be in full force and effect, and all of the benefits and protections of the contract shall apply to the professional staff of Kennedy Middle School. To the extent any provision of the current professional agreement or any successor contract is in conflict with this MOU, this MOU shall govern.

1. Each professional staff member shall participate in a proportional share of family engagement activities held outside of the school day (for example: Saturday field trips for students and parents).

2. The student instructional day may be shortened in order to provide additional time for professional staff attendance at and participation in meetings, professional learning communities, professional development, curriculum development, research and other work in support of the SIG Grant. Enrichment, intervention, and other activities will be provided for students so that the transportation schedule remains consistent with the remaining days of each week.

3. Beginning in the 2016-17 school year, additional instructional, enrichment, and/or intervention time will be provided for all students.

4. The following aspects of Kennedy Middle School may also be modified:

a) Professional staff hours, including but not limited to attendance at and participation in meetings, professional learning communities, professional development, curriculum development, research and other work in support of the SIG Grant, and teaching and supervision of students.

b) Student attendance times, with additional approval of the Superintendent.

c) The size of classes, the school daily schedule, assignment of students, the use of planning time, and the assignment and roles of professional staff.

d) The governance of the school and structure of school committees. Any change in the authority or responsibilities of the principal or assistant principals must also be approved by the Superintendent.

e) The calendar of professional development, curriculum development, or other work by the professional staff outside of the school year.

5. The professional staff shall receive a differential for their engagement in the pursuit of the goals of the SIG Grant, including participation in strategies pursuant to the enumerated items above. The amount of such differential and the express expectations for entitlement to receive the differential must also be approved by the Superintendent and REA Executive Board.

6. Any plan or design to implement items 1 through 5, above, must receive the approval of the Kennedy Middle School professional staff in one of the methods described below:

a) by majority vote of a SIG team or other governing body elected by members of the professional staff; the number of such representatives, the manner of their election, and their terms shall first be approved by majority vote of all professional staff members voting, in a separate vote preceding the election of representatives; both the former and latter votes each must be taken after providing the precise process and the names of candidates, respectively, to all professional staff one week in advance of the vote; and all professional staff must be provided an opportunity to vote.

b) by majority vote of all professional staff members voting; any such vote must be taken after providing the precise language to all professional staff one week in advance of the vote; and all professional staff must be provided an opportunity to vote.

All votes taken pursuant to this section 6 shall be administered by the Kennedy Middle School REA Association Representatives.

7. Prior to February 1, 2016, any tenured Kennedy Middle School professional staff member who has received a proficient or excellent rating in their most recent summative evaluation may request to be placed on surplus status for the subsequent school year. When such a request is made, a Peer Consulting Teacher from the Peer Assistance and Review program shall perform a validation of the rating. If the validation supports a rating of proficient or excellent, the Human Resources Department of the District shall place the professional staff member on surplus status for the subsequent school year and shall not place the staff member at Kennedy Middle School for the duration of the SIG Grant.

8. For the duration of the SIG Grant, no professional staff member shall be assigned to Kennedy Middle School without the express consent of the professional staff member and the principal. In the event a position remains unfilled because of the requirement of mutual consent, the position shall be filled in accordance with the terms of the professional agreement.

This agreement takes effect upon the date of award of a School Improvement Grant to Kennedy Middle School by the Illinois State Board of Education based upon the October 2015 application for such grant and shall remain in effect until the completion of the grant term or the termination of the grant, at which time its terms in part or whole may be extended, or modified and extended, by written agreement of both parties.



Dawn Granath, REA President

10-13-15
Date



Ehren Jarrett, Superintendent

10/13/15
Date

Memorandum of Understanding
School Improvement Grant
West Middle School

The Board of Education of the Rockford Public Schools, District No. 205 (District) and the Rockford Education Association (REA) hereby agree as follows:

The District and REA agree to implement, fully and with fidelity, all of the model requirements of the 1003(g) School Improvement Grant Transformation Model as enumerated in FY16 Request for Proposals School Improvement Grants 1003(g) dated August 31, 2015.

Except as modified by the provisions of this Memorandum of Understanding (MOU), the provisions of the current professional agreement and any successor contract entered by the parties shall be in full force and effect, and all of the benefits and protections of the contract shall apply to the professional staff of West Middle School. To the extent any provision of the current professional agreement or any successor contract is in conflict with this MOU, this MOU shall govern.

1. Professional staff hours, including but not limited to attendance at and participation in meetings, professional learning communities, professional development, curriculum development, collaborative work, research and other work in support of the SIG Grant, and teaching and supervision of students, may be increased or modified pursuant to the process set forth in item 7 of this MOU.

2. Student attendance times will be increased and may otherwise be modified, pursuant to the process set forth in item 7 of this MOU, with additional approval of the Superintendent.

3. The size of classes, the school daily schedule, assignment of students, the use of planning time, and the assignment and roles of professional staff may be modified pursuant to the process set forth in item 7 of this MOU.

4. The governance of the school and structure of school committees may be modified pursuant to the process set forth in item 7 of this MOU. Any change in the authority or responsibilities of the principal or assistant principals must also be approved by the Superintendent.

5. A calendar of professional development, curriculum development, or other work by the professional staff outside of the school year may be developed and then approved pursuant to the process set forth in section 7.

6. The professional staff shall receive a differential for their engagement in the pursuit of the goals of the SIG Grant, including participation in strategies pursuant to the enumerated items above. The amount of such differential and the express expectations for entitlement to receive the differential shall be approved pursuant to the process set forth in item 7 of this MOU, with approval of the Superintendent and REA Executive Board.

7. As required by the items above, professional staff approval may be obtained through one of the following methods:

a) By majority vote of all professional staff members voting; any such vote must be taken after providing the precise language to all professional staff one week in advance of the vote; and all professional staff must be provided an opportunity to vote.


b) By majority vote of a SIG team or other governing body elected by members of the professional staff; the number of such representatives, the manner of their election, and their terms shall first be approved by majority vote of all professional staff members voting, in a separate vote preceding the election of representatives; both the former and latter votes each must be taken after providing the precise process and the names of candidates, respectively, to all professional staff one week in advance of the vote; and all professional staff must be provided an opportunity to vote.

All votes taken pursuant to this section 7 shall be administered by the West Middle School REA Association Representatives.

8. Prior to February 1, 2016, any tenured West Middle School professional staff member who has received a proficient or excellent rating in their most recent summative evaluation may request to be placed on surplus status for the subsequent school year. When such a request is made, a Peer Consulting Teacher from the Peer Assistance and Review program shall perform a validation of the rating. If the validation supports a rating of proficient or excellent, the Human Resources Department of the District shall place the professional staff member on surplus status for the subsequent school year and shall not place the staff member at West Middle School for the duration of the SIG Grant.

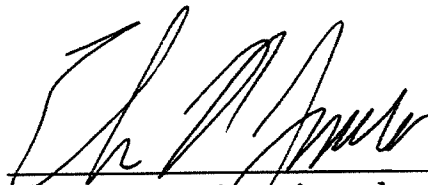
9. For the duration of the SIG Grant, no professional staff member shall be assigned to West Middle School without the express consent of the professional staff member and the principal. In the event a position remains unfilled because of the requirement of mutual consent, the position shall be filled in accordance with the terms of the professional agreement.

This agreement takes effect upon the date of award of a School Improvement Grant to West Middle School by the Illinois State Board of Education based upon the October 2015 application for such grant and shall remain in effect until the completion of the grant term or the termination of the grant, at which time its terms in part or whole may be extended, or modified and extended, by written agreement of both parties.



Dawn Granath, REA President

10-13-15
Date



Ehren Jarrett, Superintendent

10/13/15
Date

CEC's Collaborative Leadership Structures

OUTCOME: Focused Instruction & Accountability for Improved Student Achievement!

District Learning Team

Facilitates District Capacity Building to Strengthen & Sustain Student Learning

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

DISTRICT ADMINISTRATION + UNION LEADERS + SCHOOL LEADERS

PRINCIPAL

ADMINISTRATIVE TEAM

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

SCHOOL LEADERSHIP TEAMS

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

PRINCIPAL + TEACHER LEADERS + SUPPORT STAFF + PARENTS/COMMUNITY

COLLABORATIVE TEAMS SUBJECT/GRADE LEVEL

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

TEACHERS + INSTRUCTIONAL LEADERS + CONTENT SPECIALISTS

CLASSROOM LEARNING COMMUNITIES

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

TEACHERS + STUDENTS + PARENTS + SUPPORT STAFF

OUTCOME: Focused Instruction & Accountability for Improved Student Learning

Monitoring Application of Instructional & Learning Standards

A Connected School (ACS)

Overview by Vicki Jacobson, RPS 205 Assistant Superintendent

A Connected School (ACS) is based on the principles of Perceptual control Theory, which explain behavior in terms of internal instead of external motivation. ACS engages and empowers youth to be self-disciplined rather than teachers having to control them through consequences and rewards.

The overall learning goals for the 4 days of training are:

- Collaborate with one another to build a cohesive team.
- Practice lessons/strategies to improve classroom/self management skills.
- Strengthen the school culture to shift from consequences/rewards to restorative practices.

ACS is a process by which students improve their learning strategies. It is based on the principle that people are internally motivated. We behave to get the pictures we have created in our head of how we want to be in the world. We may think we behave to get items we value or even to gain compliance from others. However, these goals are always related to how we see ourselves in relation to the people around us. We adults are not in the habit of talking to youth about the persons they see themselves being because we have habitually focuses on changing their behavior, on making them conform, rather than on the self evaluating. ACS focuses first on the person. We then ask the persons to self-assess their behavior and how it affects others.

A school is ready for ACS when.....

- The monitoring system is working consistently with administrative support.
- Administration is clear about the bottom line in providing back-up for teachers dealing with out-of control students.
- Staff have exhausted positive reinforcement strategies and assessed them as inadequate.
- Staff have identified self-discipline as an exit outcome.
- Staff understand you can only control yourself and any attempt to control another is short-lived.
- There is a commitment to on-going staff development by staff and administration.
- Staff are clear on the differences between discipline and punishment.

**ROCKFORD BOARD OF EDUCATION
JOB DESCRIPTION**

Job Title: School Improvement Grant (SIG) Manager

JOB CODE: 7716

Department: Improvement and Innovation

Supervisor: Executive Director/Transformation Officer

Date: October 10, 2015

PURPOSE OF THE POSITION: The purpose of this position is to assist in the timely, accurate, and effective management of all components of the School Improvement Grant (SIG) at the assigned school(s), under the direction of the Transformation Officer.

SUPERVISORY RESPONSIBILITIES: None

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. In addition to the requirements listed below, regular attendance is an essential function of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.*

Project Management

1. Supports grant administration in collaboration with the District Leadership, School Principal(s), and Lead Partner.
2. Serves as a liaison and point of contact between the school(s) and district to aid communication.
3. Serves as a liaison and point of contact between the Lead Partner, school(s) and district to aid communication.
4. Provides relationship management with ISBE related to 1003(g) SIG.
5. Provides coordination of logistics for SIG-related professional learning / development activities.
6. Supports consistent, systematic, focused, and responsive monitoring of SIG, including the systemic collection and analysis of student performance data.
7. Supports development of at least quarterly update to the Board of Education.
8. Carries out such additional duties as required or as conditions necessitate.

Compliance

9. Works collaboratively with District Leadership, School Principals, and Lead Partner to support meeting the ISBE 1003(g) SIG requirements regarding planning, implementation, monitoring, and communicating progress of School Transformation Model.
10. Maintains documentation of compliance activities and identifies compliance issues that require follow-up or investigation.

11. Develops and coordinate process for quarterly reports required by ISBE.
12. Coordinates progress monitoring and visits activities as requested or required by ISBE.
13. Monitors progress of School Transformation Model timeline activities.
14. Disseminates written policies and procedures related to compliance activities.
15. Prepares and ensures completion of monthly time/effort reports.

Budget

16. Supervises completion or completes ISBE IWAS application and budget requirements.
17. Maintain records and creates budgets report for the Board of Education.
18. Ensure budgets meet federal and state guidelines.
19. Ensures grant expenditures are charged to the correct budget codes.
20. Cooperates with the Lead Partner to reconcile monthly invoices.
21. Ensures proper payment of ISBE 1003(g) SIG expenditures.

NON- ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Participates in job training and professional growth opportunities in order to enhance ability to perform the essential functions of the job.
2. Performs other related duties as assigned for the purpose of ensuring an efficient and effective work environment.

MINIMUM QUALIFICATIONS:

1. Bachelor's degree and/or at least 3 years of experience in Education
2. Prior experience in grant management and grant administration

KNOWLEDGE, SKILLS AND ABILITIES:

1. Demonstrated collaboration skills
2. Ability to problem solve
3. Demonstrated commitment to outcome-based accountability, data –driven decision-making, and continuous adult learning to improve student outcomes
4. Communicate effectively orally and in writing

LENGTH OF WORK: This position is part-time, anticipated at half time, for each school that the individual manages a SIG program.

WORKING CONDITIONS:

Moderate in-district travel as well as intermittent in-state and out-of-state travel.
Intermittent prolonged and irregular hours of work.

ROCKFORD BOARD OF EDUCATION

Job Description

JOB TITLE: Parent and Community Liaison

JOB CODE: 8020

DEPARTMENT: Parent & Community Empowerment Department

SUPERVISOR: Executive Director of Communications
& Community Empowerment

DATE: August 2, 2011

SUMMARY:

Assist in the coordination and technical assistance necessary to support schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Work to strengthen the role of parents by increasing opportunities for meaningful participation in the education of their children. Work with community partners to refine existing collaborative relationships and foster new collaborative relationships with outside organizations to enhance student learning and provide growth opportunities for students and staff.

SUPERVISORY RESPONSIBILITIES: None

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

1. Develop and implement workshops, meetings, and other family involvement outreach activities for families and educators that are related to improving student achievement.
2. Assist in the coordination and implementation of a minimum of four (4) district-wide events per year
3. Provide trainings to all Parent organizations in leadership, Title 1, by-laws, parliamentary procedures, safety, SIP, parent portal, elections, fundraising, internet, RPS policies, recruitment techniques to increase parent involvement, how to access district resources available to them, etc.
4. Develop and implement a District-wide Parent Leadership Academy
5. Increase the number of Partnerships that exist between Community Organizations and Businesses, and schools
6. Increase the number of Parent Leadership Academies to be at all schools
7. Work with supervisor to coordinate and refine existing outside partnerships and foster new and meaningful community-based joint ventures.
8. Collaborate with principals and PTOs to develop initiatives that foster family-friendly school climates, help promote family events in schools or other District initiatives benefiting students such as truancy intervention efforts.
Provide reports and logs on activities to include but not limited to: parent contacts, community contacts, monthly PTO meetings, parent trainings offered, and visits of schools, community organizations, and/or parents.

9. Maintain and collect accurate records and documentation such as fliers, newsletters, postcards, agendas, meeting minutes, and sign-up sheets of all activities done by the Parent and Community Engagement Division.
10. Assist supervisor in organizing District-wide activities such as Principal for a Day, Education Summit, and fundraising drives events in partnership with community organizations.
11. Assist supervisor in fundraising for special District initiatives including developing and maintain donor lists and a system for sending routine thank-you notes
12. All actions must be in concert with the mission statement, beliefs, objectives and parameters found in the strategic plan of the Rockford Board of Education.
13. Other duties as may be delegated from time to time by the supervisor and the supervisor may make any adjustment in the scope of responsibilities outlined above.

EDUCATION/TRAINING:

Associate Degree or High School Diploma with experience in public relations, education, or social work and one year experience in community outreach, parent education, event organization or fundraising preferred.

QUALIFICATIONS:

1. Must have good writing and communication skills.
2. Knowledge of organizing and coordinating parent information classes and securing speakers where necessary.
3. Knowledge of how to access District and community resources.
4. Ability to work successfully with diverse parents and parent groups.
5. Knowledge of various parenting skills curriculum.
6. Creative, innovative approach to problem solving.
7. High energy level.
8. Knowledge of education field helpful.
9. Must have valid Illinois driver's license.

OTHER

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the knowledge, skills, and /or ability required.

This description is written primarily for position evaluation purposes. It describes duties and responsibilities, which are representative of the nature and level of work assigned to the position. The principal activities are representative and not necessarily all-inclusive. Job will call for flexible scheduling of mutually agreed upon workdays throughout the year.

LENGTH OF WORK YEAR: 12 months

Approved

Date

**ROCKFORD BOARD OF EDUCATION
JOB DESCRIPTION**

Job Title: Building Support Specialist/Regular Substitute Teacher

JOB CODE: 7225SIG

Department: SIG Schools/Improvement and Innovation

Supervisor: Building Administrator

Date: October 5, 2015

PURPOSE OF THE POSITION:

The Building Support Specialist/Regular Substitute Teacher works as a full-time substitute teacher in an assigned building and fills in for a vacancy or a regular teacher as needed. The Building Support Specialist/Regular Substitute Teacher must facilitate student learning in accordance with the goals and directives of the school and the district.

SUPERVISORY RESPONSIBILITIES:

None

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. In addition to the requirements listed below, regular attendance is an essential function of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.*

1. Implements teacher lesson plans, assign student class work and homework.
2. Maintains classroom control and discipline.
3. Strives to develop rapport and serves as a positive role model for others.
4. Complies with all building procedures and schedules.
5. Completes evaluation form on every job assignment to communicate information related student behavior and work complete directly to the classroom teacher.
6. Maintains confidentiality of privileged information.
7. Takes precautions to ensure personal, staff, and student safety. Does not leave students unsupervised.
8. Reports evidence of suspected child abuse as required by law.
9. Carries out such additional duties as required or as conditions necessitate.

NON- ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Participates in job training and professional growth opportunities when deemed necessary in order to enhance ability to perform the essential functions of the job.
2. Performs other related duties as assigned for the purpose of ensuring an efficient and effective work environment.

MINIMUM QUALIFICATIONS:

Must hold a minimum of State of Illinois Substitute Type 39 Certificate and governed by PA 97-0607.

"Sub Teachers may be used when no certified teacher is available. If there is no certified teacher under contract because of an emergency situation, then a school district may employ a substitute teacher for no longer than 30 calendar days per each vacant position in the district if the district notifies the appropriate ROE within 5 business days after the employment of the substitute teacher in the emergency situation.

An emergency situation is one in which an unforeseen vacancy has occurred and

- I. a teacher is unable to fulfill his or her contractual duties or
- II. (ii) teacher capacity needs of the district exceed previous indications, and the district is actively engaged in advertising to hire a fully certified teacher for the vacant position.

There is no limit on the number of days that a substitute teacher may teach in a single school district, provided that no substitute teacher may teach for longer than 90 school days for any one certified teacher under contract in the same school year. A teacher holding an early childhood certificate, an elementary certificate, a high school certificate, or a special certificate may also substitute teach in grades K-12, but only in the place of a certified teacher who is under contract with the employing board, and may not teach for longer than 120 days for any one certified teacher under contract in the same school."

KNOWLEDGE, SKILLS AND ABILITIES:

The following characteristics are important for successful performance of essential duties of a Building Support Specialist/Regular Substitute Teacher:

- Demonstrates professionalism and contributes to a positive work environment.
- Task and time management.
- Exhibits solid and consistent classroom management skills.
- Effectively uses verbal, non-verbal, writing, and listening skills.
- Maintains acceptable attendance record and is punctual.

LENGTH OF WORK:

Determined per school calendar

ROCKFORD BOARD OF EDUCATION

Job Description

JOB TITLE: Behavior Intervention Specialist

JOB CODE: 9210SIG

DEPARTMENT: Improvement and Innovation

SUPERVISOR: Principal/Transformation Officer

DATE: October 5, 2015

SUMMARY:

The role and function of the Behavior Intervention Specialist encompasses support of students in Rockford Public Schools in the Response to Intervention process relative to behavioral and social-emotional needs. This position requires knowledge of the school-wide multi-leveled instructional system for preventing school failure, the problem solving model, data driven-decision making and models for small group and 1:1 instruction. Attention is focused on creating, delivering and sustaining tiered interventions that improve behavioral/academic success for all students. This position will assist with: collection and analysis of data, support of the problem solving process, collaborative teaming at the building level and delivery of small group and/or 1:1 research-based interventions.

SUPERVISORY RESPONSIBILITIES:

None.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

1. Provide consultation and technical assistance to building teams/staff regarding tiered interventions, systemic problem solving, data-based decision making, assessment and effective teaming specific to Academic Intervention & Support (AIS) and Positive Behavior Intervention & Support (PBIS).
2. Assist school in completing surveys to guide the development of their building level RtI plans.
3. Assist in reviewing annual RtI implementation plans with building leadership teams.
4. Deliver and sustain tiered interventions for targeted students.
5. Assist with the collection of data from assigned schools and forward data to Principals and Transformation Officer (e.g., student assessment, progress monitoring, intervention program evaluation, ethnicity demographics and disproportionality, family involvement.)
6. Monitor, track and support incentives/celebrations of successful implementation of RtI at the building level.
7. Participate on collaborative teams (SIG Leadership Team, Data Team, and Individual Student Problem Solving Team) for the purpose of data analysis, making instructional and classroom management recommendations and decisions.
8. Attend selected state and/or regional forums and conferences.
9. Help facilitate parent engagement and participation in the RtI process.
10. Encourage staff participation in teams at all intervention levels.
11. Work with administration to recommend research-based interventions and develop an Intervention Menu via completion of tools such as a School Intervention Inventory at assigned schools.
12. Ensures that all actions are in concert with the Board policies as well as the mission statement, beliefs, objectives and parameters found in the Board's strategic plan.

ROCKFORD BOARD OF EDUCATION
Job Description

JOB TITLE: Intervention Specialist

JOB CODE: 9210SIG
DEPARTMENT: Improvement and Innovation
SUPERVISOR: Principal/Transformation Officer
DATE: October 5, 2015

SUMMARY:

The role and function of the Intervention Specialist encompasses support of students in Rockford Public Schools in the Response to Intervention process. This position requires knowledge of the school-wide multileveled instructional system for preventing school failure, the problem solving model, data driven-decision making and models for small group and 1:1 instruction. Attention is focused on creating, delivering and sustaining tiered interventions that improve academic success for all students. This position will assist with: collection and analysis of data, support of the problem solving process, collaborative teaming at the building level and delivery of small group and/or 1:1 research-based interventions.

SUPERVISORY RESPONSIBILITIES:

None.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

1. Provide consultation and technical assistance to building teams/staff regarding tiered interventions, systemic problem solving, data-based decision making, assessment and effective teaming specific to Academic Intervention & Support (AIS) as well as, Positive Behavior Intervention & Support (PBIS).
2. Assist assigned schools in completing surveys to guide the development of their building level RtI plans.
3. Assist in reviewing annual RtI implementation plans with building leadership teams.
4. Deliver and sustain tiered interventions for targeted students.
5. Assist with the collection of data from assigned schools and forward data to Principals and Transformation Officer (e.g., student assessment, progress monitoring, intervention program evaluation, ethnicity demographics and disproportionality, family involvement.)
6. Monitor, track and support incentives/celebrations of successful implementation of RtI at the building level.
7. Participate on collaborative teams (SIG Leadership Team, Data Team, and Individual Student Problem Solving Team) for the purpose of data analysis, making instructional and classroom management recommendations and decisions.
8. Attend selected state and/or regional forums and conferences.
9. Help facilitate parent engagement and participation in the RtI process.
10. Encourage staff participation in teams at all intervention levels.
11. Work with administration to recommend research-based interventions and develop an Intervention Menu via completion of tools such as a School Intervention Inventory at assigned schools.
12. Promote the district-wide efforts in implementation of the RtI model.