

This rubric is composed of three parts: the LEA Plan Overview, the School Proposal, and the Budget. Points for each item in the three parts are calculated by multiplying the item's weight by the rating of the school's response. Weights for the items on each rubric were determined as follows: 1 for basic information, 2 for state requirements, 3 for federal requirements. The ratings are worth the following: 0 for "does not meet standard," 1 for "partially meets standard," and 3 for "exceeds standards." Therefore, a response to an item with a weight of 3 and a rating of "meets standard" is given 6 points. LEAs must earn 60% of the points available in each of the parts in order to advance to the interview round.

Selected Model	LEA Plan Overview		PART I		PART II		PART III		Budget		Qualifying?			
Turnaround	48	Points available	49	Points available	76	Points available	139	Points available	36	Points available	LEA Plan Overview	School Proposal	Budget	Qualifies?
	29	60% of points available	29	60% of points available	46	60% of points available	83	60% of points available	22	60% of points available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Points earned						Points earned		Points earned				

Total Number of Points Awarded	Preferential Points	Grand Total

Overall Comments:

Item	Exceeds standard	Meets standard	Partially meets standard	Does not meet standard	Weight	Points	Explanation	Grand Total
								0
<b>I. Introduction</b>								
<b>A. Descriptive Information about the Eligible School(s)</b>	<i>Not Applicable.</i>	Proposal <b>meets all of the following:</b>  <input type="checkbox"/> Form is complete.	<i>Not Applicable.</i>	Form <b>is missing any of the following:</b>  <input type="checkbox"/> Name, <input type="checkbox"/> Designation, <input type="checkbox"/> Accountability Label, <input type="checkbox"/> Selected Intervention, <input type="checkbox"/> NCES ID, or <input type="checkbox"/> MSIS Code.	1		<i>Does not meet standard = 0</i> <i>Meets standard = 2</i>	
		<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard				

<p><b>B. Consultations with Stakeholders</b></p>	<p>Proposal <b>meets all of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agenda, minutes, and sign-in forms are completed and attached.</li> <li><input type="checkbox"/> The description of the consultation with stakeholders is clear.</li> <li><input type="checkbox"/> LEA provided a robust process for engaging families in the selection of the intervention</li> <li><input type="checkbox"/> LEA provided multiple opportunities for meaningful stakeholder consultation.</li> </ul>	<p>Proposal <b>meets all of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agenda, minutes, and sign-in forms are completed and attached.</li> <li><input type="checkbox"/> The description of the consultation with stakeholders is clear.</li> <li><input type="checkbox"/> The description of the consultation provides evidence that the district engaged families and the community in the selection of the intervention model.</li> </ul>	<p>Proposal <b>meets at least one of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agenda, minutes, and sign-in forms are completed and attached BUT the description of the consultation is vague OR</li> <li><input type="checkbox"/> the evidence that the LEA engaged families and the community in the selection of the intervention model is unclear.</li> </ul>	<p>Proposal <b>meets any of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agenda is not attached.</li> <li><input type="checkbox"/> Minutes are not attached.</li> <li><input type="checkbox"/> Sign-in form is not completed or not attached.</li> <li><input type="checkbox"/> Description of the consultation is not provided.</li> <li><input type="checkbox"/> No evidence that the LEA engaged families and the community in the selection of the intervention model.</li> </ul>	3	<p>Does not meet standard = 0 Partially meets standard =3 Meets standard = 6 Exceeds standard = 9</p>	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			
<p><b>C. Disclosure of External Party Application Assistance (IF APPLICABLE)</b> <i>Although LEAs cannot earn points for this item, any confusion on the part of reviewers must be addressed by LEAs in the interview round, if any of the LEA's school proposals advance.</i></p>	<p>Not Applicable.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Form is clear and complete. OR</li> <li><input type="checkbox"/> The LEA certified that no external parties assisted in the preparation of the application.</li> </ul>	<p>Proposal <b>meets the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> External parties are listed, BUT the parties' roles are not clearly described.</li> </ul>	<p>Proposal <b>meets any of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LEA did not certify whether external parties assisted in the application AND no further information is provided.</li> </ul>	0	<p>No points awarded during initial review.</p>	
<p><b>Section SUB-TOTAL</b></p>		<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			

<b>II. District Leadership</b>							
<b>A. District Governance</b> 1. Policy Analysis and Timeline	<i>Not Applicable.</i>	Proposal <b>meets all of the following:</b>  <input type="checkbox"/> Evidence provided that the LEA conducted a thorough policy analysis.  For each policy addressed, the LEA clearly describes how the policy presents a barrier to reform and how the policy will be changed to eliminate the barrier.  <input type="checkbox"/> For each policy addressed, the LEA provides a reasonable timeline for when the work of changing the policy will be completed.	Proposal <b>meets at least one of the following:</b>  <input type="checkbox"/> Most of the information in the chart is clear BUT some of the LEA's explanations of how policies present a barrier are unclear.  <input type="checkbox"/> Most of the information in the chart is clear BUT some of the LEA's explanations of how policies will be changed are unclear.  <input type="checkbox"/> Some policies have target completion dates that are not reasonable.	Proposal <b>meets any of the following:</b>  <input type="checkbox"/> No evidence provided that the LEA conducted a policy analysis.  <input type="checkbox"/> Most of the information provided on policy barriers or changes is vague or confusing.  <input type="checkbox"/> The LEA fails to provide completion dates for changing one or more policies.	2		Does not meet standard = 0 Partially Meets standard = 2 Meets standard = 4
		<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			
2. School Board Approval	<i>Not Applicable.</i>	Proposal <b>meets all of the following:</b>  <input type="checkbox"/> Clear evidence of Board approval is provided.	<i>Not Applicable.</i>	Proposal <b>meets any of the following:</b>  <input type="checkbox"/> No evidence of Board approval provided. OR  <input type="checkbox"/> Evidence of Board approval is ambiguous.	3		Does not meet standard = 0 Meets standard = 6
		<input type="radio"/> Meets standard	<input type="radio"/> Does not meet standard				

<p>3. External Provider Contracting Process</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The LEA’s plan satisfies all of the items in the “meets standards” column.</p> <p><input type="checkbox"/> The LEA provides clear, high-quality interview protocols or evaluation rubrics for screening, evaluating, and selecting External Providers.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The LEA describes a clear process for recruiting External Providers.</p> <p><input type="checkbox"/> The LEA will use MDE’s model Request for Proposals (RFP). OR</p> <p><input type="checkbox"/> The LEA’s RFP is clear, high-quality, and encourages competition.</p> <p><input type="checkbox"/> The LEA’s process for screening, evaluating, and selecting External Providers is clear and includes responsible parties and timelines.</p> <p><input type="checkbox"/> The LEA will use MDE’s model Memorandum of Understanding (MOU). OR</p> <p><input type="checkbox"/> The LEA’s model (MOU) is clear and high-quality; it includes all required information.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> The LEA has a process for recruiting External Providers BUT this process is unclear.</p> <p><input type="checkbox"/> The LEA’s RFP is clear but lacks important sections, such as a scope and timeline of work; budget information; standard terms and conditions; proposal due date and format; required information; assurances; reporting requirements; and evaluation factors.</p> <p><input type="checkbox"/> The LEA’s process for screening, evaluating, and selecting External Providers is clear BUT lacks persons responsible or timelines.</p> <p><input type="checkbox"/> The LEA’s MOU is clear but lacks important sections including, but not limited to, scope of work, responsibilities of parties, evaluation metrics and process, the requirement to hold at least quarterly meetings with providers for review purposes, the criteria which the LEA will use in determining rehiring decisions, or funding</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> The LEA does not have a process for recruiting External Providers.</p> <p><input type="checkbox"/> The LEA does not intend to use MDE’s RFP but does not provide its own. OR</p> <p><input type="checkbox"/> The LEA’s RFP is vague or confusing.</p> <p><input type="checkbox"/> The LEA’s process for screening, evaluating, and selecting External Providers is vague, confusing, or absent.</p> <p><input type="checkbox"/> The LEA does not intend to use MDE’s MOU but does not provide its own. OR</p> <p><input type="checkbox"/> The LEA’s MOU is vague or confusing.</p>	<p>3</p>	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
	<p><input type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			

B. District Capacity for Selected Interventions	Proposal <i>meets all of the following:</i>	Proposal <i>meets all of the following:</i>	Proposal <i>meets at least one of the following:</i>	Proposal <i>meets any of the following:</i>		Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9
	<p>The LEA provides compelling evidence that</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> it has improved student outcomes with numerous, substantial grants.</li> </ul> <p>Executive district leadership will be deeply engaged in the improvement process as evidenced by delegated responsibilities for various aspects of the SIG process.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA has a clear plan for internally monitoring implementation at the school-level, which includes oversight from a designated, district-level Turnaround Officer.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA presents evidence of an unqualified audit.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>	<p>The LEA provides evidence that it has improved student outcomes with previous</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>Executive district leadership will be engaged in the improvement process.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA has a clear plan for internally monitoring implementation at the school-level, which includes oversight from a designated, district-level Turnaround Officer.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA presents quantitative evidence that personnel involved with the grant, including the designated Turnaround Officer, have a track record of success in raising achievement.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>Neither the LEA nor one or more of its served schools has been rated as failing for two consecutive years. OR The LEA is under state conservatorship.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA presents evidence of an unqualified audit.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The attached, relevant Schoolwide Plan and Priority or Focus Action Plan, as applicable, is aligned to the school proposal.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>	<p>The LEA provides weak evidence that it has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> improved student outcomes with previous grants.</li> </ul> <p>Executive district leadership will be engaged in the improvement process but the engagement will be limited or unclear.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA's plan for internally monitoring implementation at the school-level is unclear.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA presents evidence that personnel involved with the grant</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have a track record of success in raising achievement.</li> </ul> <p>The LEA or one or more of its served schools has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> been rated as failing for two consecutive years. AND The LEA is not under state conservatorship.</li> </ul> <p>The LEA has some financial accountability issues that must be addressed by the LEA in the interview round, if the proposal</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The attached, relevant Schoolwide Plan and Priority or Focus Action Plan, as applicable, is aligned to the school proposal.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>Any school in the LEA previously received a School Improvement Grant.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>	<p>The LEA provides no evidence that it has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> improved student outcomes with previous grants.</li> </ul> <p>Executive district leadership will not be engaged in the improvement process.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA presents no plan for internally monitoring implementation at the school-level OR does not include plans for a designated Turnaround Officer.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA presents no evidence that personnel involved with the grant</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have a track record of success in raising achievement.</li> </ul> <p>The LEA failed to provide its most recent Schedule of Findings and Questioned Costs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA has serious financial accountability issues, according to documentation provided.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The LEA failed to attach the relevant Schoolwide Plan or Priority or Focus Action Plan, applicable.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul> <p>The school previously received a School Improvement Grant.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>	3	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard		

<b>C. Sustainability</b>	<p><b>Proposal <i>meets all of the following:</i></b></p> <p>The LEA makes a particularly compelling case for how it will sustain reforms from the district-level through support for quality implementation, human capital development, and on-going community engagement.</p>	<p><b>Proposal <i>meets all of the following:</i></b></p> <p>The LEA makes a clear case for how it will sustain reforms from the district-level through support for quality implementation, human capital development, and on-going community engagement.</p>	<p><b>Proposal <i>meets at least one of the following:</i></b></p> <p>The LEA's case for sustaining the reforms is mostly clear, BUT it lacks a description of how the LEA, from the district-level, will support one of the following: quality implementation, human capital development, or on-going community engagement.</p>	<p><b>Proposal <i>meets any of the following:</i></b></p> <p><input type="checkbox"/> The LEA's response is vague or confusing.</p> <p>The LEA does not describe how it will sustain reforms from the district-level.</p> <p><input type="checkbox"/></p>	3	Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			
<b>Section SUB-TOTAL</b>							
<b>Total Points =</b>	<b>Early Learning=48 points available; 29 points is 60%of points available</b>						

Item	Exceeds standard	Meets standard	Partially meets standard	Does not meet standard	Weight	Points	Explanation	Grand Total
<b>I. Introduction</b>								
<b>A. Descriptive Information about the Eligible School</b>	<i>Not Applicable.</i>	Form <b>meets the following:</b> <input type="checkbox"/> Form is complete.	<i>Not Applicable.</i>	Form is <b>missing any of the following:</b> <input type="checkbox"/> Name, <input type="checkbox"/> Designation, <input type="checkbox"/> Accountability Label, <input type="checkbox"/> Selected Intervention, <input type="checkbox"/> NCES ID, or <input type="checkbox"/> MSIS Code.	1		<i>Does not meet standard = 0</i> <i>Meets standard = 2</i>	
		<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard				
<b>B. Alignment with the Needs Assessment</b> 1. Comprehensive Needs Assessment	Proposal <b>meets all of the following:</b>  <input type="checkbox"/> Provides a clear, in-depth discussion of the school's needs in each area. <input type="checkbox"/> Provides both quantitative and qualitative evidence in each area; evidence is disaggregated. <input type="checkbox"/> MCAPS data is attached.	Proposal <b>meets all of the following:</b>  <input type="checkbox"/> Clearly describes the school's needs in each area. <input type="checkbox"/> Provides qualitative or quantitative evidence of need in each area. <input type="checkbox"/> MCAPS data is attached.	Proposal <b>meets at least one of the following:</b>  <input type="checkbox"/> Description of needs in any area is unclear. <input type="checkbox"/> Qualitative or quantitative evidence provided is inadequate to support identified <input type="checkbox"/> MCAPS data is attached but confusing.	Proposal <b>meets any of the following:</b>  <input type="checkbox"/> Description of needs is missing for one or more areas. <input type="checkbox"/> Neither qualitative nor quantitative evidence is provided for one or more areas. <input type="checkbox"/> MCAPS data is not attached.	3		<i>Does not meet standard = 0</i> <i>Partially meets standard = 3</i> <i>Meets standard = 6</i> <i>Exceeds standard = 9</i>	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard				
2. Intervention Model Selection	Proposal <b>meets all of the following:</b>  <input type="checkbox"/> The narrative explains in detail how the choice of the intervention model is aligned with school needs.	Proposal <b>meets all of the following:</b>  <input type="checkbox"/> The needs assessment data supports the school's model	Proposal <b>meets at least one of the following:</b>  <input type="checkbox"/> The needs assessment data weakly supports the school's model	Proposal <b>meets any of the following:</b>  <input type="checkbox"/> The needs assessment data does not justify the school's model selection.	3		<i>Does not meet standard = 0</i> <i>Partially meets standard = 3</i> <i>Meets standard = 6</i> <i>Exceeds standard = 9</i>	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard				
3. Baseline Data and Performance Goals	Proposal <b>meets all of the following:</b>  <input type="checkbox"/> Completed Performance Framework sets reasonable but ambitious goals for the	Proposal <b>meets all of the following:</b>  <input type="checkbox"/> Performance Framework is complete; adequate goals set.	Proposal <b>meets at least one of the following:</b>  <input type="checkbox"/> Performance Framework is partially incomplete and/or goals are inadequate.	Proposal <b>meets any of the following:</b>  <input type="checkbox"/> Performance Framework is not attached.	2		<i>Does not meet standard = 0</i> <i>Partially meets standard = 2</i> <i>Meets standard = 4</i> <i>Exceeds standard = 6</i>	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard				

<p><b>C. Alignment with Intervention Requirements</b></p>	<p>Proposal <i>meets all of the following</i>:</p> <p><input type="checkbox"/> The summary chart provides a succinct but detailed discussion of how each intervention requirement for the chosen model will be met.</p> <p><input type="checkbox"/> Page references provide clear evidence that the proposal will exceed the intervention requirements of the chosen model.</p>	<p>Proposal <i>meets all of the following</i>:</p> <p><input type="checkbox"/> The summary chart adequately addresses how each intervention requirement will be met.</p> <p><input type="checkbox"/> Page references provide evidence that the proposal will meet all of the intervention requirements.</p>	<p>Proposal <i>meets at least one of the following</i>:</p> <p><input type="checkbox"/> The summary chart references fulfillment of each intervention requirement, but the chart does not address how all of the requirements will be met.</p> <p><input type="checkbox"/> Page references provide some evidence of the proposal's alignment with all intervention requirements, but evidence is unclear or weak for one or more requirement.</p>	<p>Proposal <i>meets any of the following</i>:</p> <p><input type="checkbox"/> The summary chart neither references nor addresses one or more of the intervention requirements for the chosen model.</p> <p><input type="checkbox"/> Page references do not provide evidence of proposal's alignment with the intervention requirements.</p> <p><input type="checkbox"/> Page references directly contradict any requirement.</p>	<p>3</p>	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
	<p><input type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			
<p><b>D. Foundtion Laid through Priority/Focus Schools Process or Previous SIG Process</b></p>	<p><i>Not Applicable.</i></p>	<p>Proposal <i>meets all of the following</i>:</p> <p><input type="checkbox"/> The school improvement actions taken since being designated a Priority or Focus school are clear and significant.</p> <p><input type="checkbox"/> The chart describing teams supporting improvement is complete, the meetings have been frequent, and significant outcomes or actions have resulted from the meetings.</p> <p><input type="checkbox"/> The school had no previous SIG award OR the previous SIG award produced strong, sustained student achievement gains.</p>	<p>Proposal <i>meets at least one of the following</i>:</p> <p><input type="checkbox"/> The school improvement actions taken since being designated a Priority or Focus school are clear BUT insignificant.</p> <p><input type="checkbox"/> The chart describing teams supporting improvement is complete but the meetings have not been frequent OR no significant outcomes or actions have resulted</p> <p><input type="checkbox"/> If the school had a previous SIG award, it only produced weak or unsustained student achievement gains.</p>	<p>Proposal <i>meets any of the following</i>:</p> <p><input type="checkbox"/> The description of the school improvement actions taken since being designated a Priority or Focus school is vague or confusing.</p> <p><input type="checkbox"/> The chart describing teams supporting improvement is incomplete, vague, or confusing.</p> <p><input type="checkbox"/> If the school had a previous SIG award, it was terminated or did not produce student achievement gains.</p>	<p>1</p>	<p>Does not meet standard = 0 Partially meets standard = 1 Meets standard = 2</p>	
		<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			

<p>E. Implementation Milestones 1. Pre-Implementation or Planning Year</p>	<p>Proposal <b>meets all of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activities are clear, allowable, and comprehensive.</li> <li><input type="checkbox"/> Activities are assigned to specific individuals (by name and/or position).</li> <li><input type="checkbox"/> Activities have a clear timeline, evaluation metrics that allow for continuous monitoring, and are necessary.</li> </ul>	<p>Proposal <b>meets all of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activities are clear and allowable.</li> <li><input type="checkbox"/> Activities are assigned to specific individuals (by name and/or position).</li> <li><input type="checkbox"/> Activities have a clear timeline and identified evaluation metric.</li> <li><input type="checkbox"/> Activities are necessary to the successful implementation of the school proposal.</li> </ul>	<p>Proposal <b>meets at least one of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Some activities are unclear.</li> <li><input type="checkbox"/> Some activities are not assigned to specific individuals.</li> <li><input type="checkbox"/> Some activities lack a clear timeline, identified evaluation metric, OR connection to successful implementation.</li> </ul>	<p>Proposal <b>meets any of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Too few activities are listed to evaluate pre-implementation/ planning.</li> <li><input type="checkbox"/> Some activities are not allowable.</li> <li><input type="checkbox"/> No responsible individuals are given.</li> <li><input type="checkbox"/> No timeline is given.</li> <li><input type="checkbox"/> No identified evaluation metrics are given.</li> <li><input type="checkbox"/> No connections to successful implementation are given.</li> </ul>	2		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>		
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>			
<p>2. Implementation and Sustainability Years</p>	<p>Proposal <b>meets all of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Milestones are clear, actionable, and comprehensive.</li> <li><input type="checkbox"/> Milestones are assigned to specific individuals (by name and/or position).</li> <li><input type="checkbox"/> Milestones have a clear timeline and evaluation metrics that allow for continuous monitoring.</li> </ul>	<p>Proposal <b>meets all of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Milestones are clear and actionable.</li> <li><input type="checkbox"/> Milestones are assigned to specific individuals (by name and/or position).</li> <li><input type="checkbox"/> Milestones have a clear timeline and identified evaluation metric.</li> </ul>	<p>Proposal <b>meets at least one of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Some milestones are unclear.</li> <li><input type="checkbox"/> Some milestones are not assigned to specific individuals.</li> <li><input type="checkbox"/> Some milestones lack a clear timeline or evaluation metric.</li> </ul>	<p>Proposal <b>meets any of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Too few milestones are listed to evaluate.</li> </ul>	2		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>		
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>			
<p><b>PART I TOTAL</b></p>		<p><b>Early Learning = 49 points available</b></p>		<p><b>29 points is 60% of points available</b></p>					
<p>Preferential Points:</p>									
<p>• Any school proposal for a school that has never received SIG may be awarded 10 preferential points in this section. Evidence must be found in Section D.</p>									
<p>II. Teaching and Learning</p>									
<p>A. Curriculum</p>									
<p>1. Use of State Standards</p>	<p>Not Applicable</p>	<p>Proposal <b>meets all of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school uses the state standards as the basis of the school's curriculum.</li> </ul>	<p>Not Applicable</p>	<p>Proposal <b>meets any of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school does not use the state standards as the basis of the school's curriculum.</li> </ul>	3		<p>Does not meet standard = 0 Meets standard = 6</p>		
		<p><input type="radio"/> Meets standard</p>			<p><input type="radio"/> Does not meet standard</p>				

<p>2. Research-Based Materials</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Proposed materials are research-based and sufficient to support full implementation of the standards in all subject areas/grades.</p> <p><input type="checkbox"/> The school has a clearly defined, regular process for determining the effectiveness of curricular materials.</p> <p><input type="checkbox"/> The school has a regular, clear, and high-quality process for determining whether materials are aligned with the standards.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Proposed materials are research-based and sufficient to support full implementation of the standards in all subject areas/grades.</p> <p><input type="checkbox"/> The school has a defined process for determining the effectiveness of curricular materials.</p> <p><input type="checkbox"/> The school has a clear process for determining whether materials are aligned with the standards.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Proposed materials are research-based BUT not sufficient to support full implementation of the standards in some subject areas/grades.</p> <p><input type="checkbox"/> The school has a defined process for reviewing curricular materials regularly, BUT the process will not provide information about the effectiveness of the materials.</p> <p><input type="checkbox"/> The school's process for determining whether materials are aligned is not adequate.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> Proposed materials are not research-based OR are not sufficient to support full implementation of the standards in most subject areas/grades.</p> <p><input type="checkbox"/> The school's process for reviewing curricular materials is vague or confusing.</p> <p><input type="checkbox"/> The school's process for determining whether materials are aligned with the standards is vague or confusing.</p>	<p>3</p>	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
	<p><input checked="" type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			
<p>3. Vertical alignment</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school has provided a working link to, or other evidence of, the existence of pacing guides in each subject area/grade. OR</p> <p><input type="checkbox"/> The school has a clear, high-quality plan (including a timeline and persons responsible) for developing pacing guides.</p> <p><input type="checkbox"/> The school has a regular, clear process for reviewing and revising pacing guides in all subject areas/grades.</p> <p><input type="checkbox"/> The school has a clear, high-quality plan for cross-grade planning.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school has provided a working link to, or other evidence of, the existence of pacing guides in each subject area/grade. OR</p> <p><input type="checkbox"/> The school has a clear plan (including a timeline and persons responsible) for developing pacing guides.</p> <p><input type="checkbox"/> The school has a clear process for reviewing and revising pacing guides in all subject areas/grades.</p> <p><input type="checkbox"/> The school has a clear plan for cross-grade planning.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> The school has provided a working link to, or other evidence of, the existence of pacing guides in some subjects/ grades.</p> <p><input type="checkbox"/> The school lacks clear plans, including a timeline and persons responsible, for developing pacing guides for the remaining subject</p> <p><input type="checkbox"/> The school's process for reviewing and revising pacing guides in all subject areas/grades is unclear.</p> <p><input type="checkbox"/> The school's plan for cross-grade planning is unclear.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> The school has not provided a working link to, or other evidence of, the existence of pacing guides in any subject area/grade. AND</p> <p><input type="checkbox"/> The school lacks a clear plan, including a timeline and persons responsible, for developing pacing guides in each subject area/grade.</p> <p><input type="checkbox"/> The school has neither a regular nor clear process for reviewing and revising pacing guides in all subject areas/grades.</p> <p><input type="checkbox"/> The school has no plan for cross-grade planning.</p>	<p>3</p>	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
	<p><input checked="" type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			

<p><b>B. Instruction</b> 1. Instructional improvements</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Proposed instructional improvement strategies are clear, innovative, and effective. Proposed instructional improvements are <input type="checkbox"/> aligned to school needs as identified by the needs assessment.</p> <p>Proposed instructional <input type="checkbox"/> improvements will cover all grades/subject</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Proposed instructional improvement strategies are clear and effective. Proposed instructional improvements are <input type="checkbox"/> aligned to school needs as identified by the needs assessment.</p> <p>Proposed instructional improvements will cover <input type="checkbox"/> tested grades/subject areas.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Proposed instructional improvement strategies are clear but ineffective. Some misalignment between proposed <input type="checkbox"/> instructional improvements and needs assessment.</p> <p>Proposed instructional <input type="checkbox"/> improvements will address some grades or subject areas.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> Current or proposed plans for instruction are vague or confusing. <input type="checkbox"/> No alignment between proposed instructional improvements and needs assessment.</p> <p>Instructional improvements are not <input type="checkbox"/> addressed or do not indicate a change from current practice.</p>	<p>2</p>		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>	
<p>2. Full-Day Kindergarten and High-Quality Pre-School a. Full-Day Kindergarten b. Compulsory Attendance for Enrolled Kindergarteners</p>	<p>Not Applicable</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school offers full-day Kindergarten to all students.</p> <p>Full-day Kindergarten is <input type="checkbox"/> compulsory for every child who enrolls.</p>	<p>Not Applicable</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> The school does not offer full-day Kindergarten to all students.</p> <p>Full-day Kindergarten is <input type="checkbox"/> not compulsory for every child who enrolls.</p>	<p>2</p>		<p>Does not meet standard = 0 Meets standard = 4</p>	
<p>c. High-Quality Pre-School</p>	<p>Proposal <b>meets all of the following:</b></p> <p>Plans for ALL of the following are likely to be effective and one or more is innovative: Staff qualifications; professional development; child-to-staff ratio; class size (including the total number of classes and students to be served); full-day program, inclusion of children with disabilities; <input type="checkbox"/> developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula aligned to state standards; individualized accommodations and supports; comparable staff salaries; program evaluation; on-site or accessible comprehensive services; or evidence-</p>	<p>Proposal <b>meets all of the following:</b></p> <p>Plans for ALL of the following are likely to be effective : Staff qualifications; professional development; child-to-staff ratio; class size (including the total number of classes and students to be served); full-day program, inclusion of children with disabilities; <input type="checkbox"/> developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula aligned to state standards; individualized accommodations and supports; comparable staff salaries; program evaluation; on-site or accessible comprehensive services; or evidence-</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p>Plans for ANY of the following are likely to be effective : Staff qualifications; professional development; child-to-staff ratio; class size (including the total number of classes and students to be served); full-day program, inclusion of children with disabilities; <input type="checkbox"/> developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula aligned to state standards; individualized accommodations and supports; comparable staff salaries; program evaluation; on-site or accessible comprehensive services; or evidence-</p>	<p>Proposal <b>meets any of the following:</b></p> <p>Descriptions of ANY of the following are vague or confusing : Staff qualifications; professional development; child-to-staff ratio; class size (including the total number of classes and students to be served); full-day program, inclusion of children with disabilities; <input type="checkbox"/> developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula aligned to state standards; individualized accommodations and supports; comparable staff salaries; program evaluation; on-site or accessible comprehensive services; or evidence-based</p>	<p>3</p>		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
	<p><input type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>				

<p>3. Multi-Tiered System of Supports Instructional Model/Intervention Process (IP)</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school describes a multi-tiered system of supports that exceeds State Board requirements.</p> <p><input type="checkbox"/> Current and proposed academic and non-academic services create a school-wide system of support for all</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school describes a clear multi-tiered system of supports that meets State Board requirements.</p> <p><input type="checkbox"/> Proposed academic and non-academic services enhance current services to create a system of support for struggling students.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school's multi-tiered system of supports is unclear or does not meet State Board requirements.</p> <p><input type="checkbox"/> Proposed academic or non-academic services are inadequate or only marginally improve current services.</p> <p><input type="checkbox"/> Current and proposed academic or non-academic services are limited to those provided by the special education teachers or for selected grades.</p>	<p>Proposals <b>meets any of the following:</b></p> <p><input type="checkbox"/> The school provides no evidence of a multi-tiered system of supports.</p> <p><input type="checkbox"/> The school's current and/or proposed academic or non-academic services are vague or confusing.</p>	<p>2</p>		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>		
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>			
<p>4. Special populations</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school has clear, evidence-based plans for enhancing instruction for all special</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school has clear plans for enhancing instruction for all special populations.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> The school has clear plans for enhancing instruction for some special populations.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> The school's plans for enhancing instruction for special populations are vague or</p>	<p>2</p>		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>		
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>			
<p><b>C. Data for Instructional Decision-Making</b> 1. Current and Proposed assessments</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Current and proposed assessments cover all grades and subject areas.</p> <p><input type="checkbox"/> The school's assessment plan includes formative, interim, AND summative assessments for each subject area/ grade level.</p> <p><input type="checkbox"/> Proposed assessments will upgrade and/or streamline the assessment plan.</p> <p><input type="checkbox"/> New internal assessments will be high-quality and standardized within all grade-levels/ subject areas.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Current and proposed assessments cover all tested grades and subject areas.</p> <p><input type="checkbox"/> The school's assessment plan includes formative, interim, AND summative assessments for tested subject areas/ grade levels.</p> <p><input type="checkbox"/> Proposed assessments will eliminate gaps in the current assessment</p> <p><input type="checkbox"/> New internal assessments will be high-quality and standardized in tested grades/ subject areas.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Current and proposed assessments cover some tested grades and subject areas.</p> <p><input type="checkbox"/> The school's assessment plan includes formative, interim, AND summative assessments for some tested subject areas/grade levels.</p> <p><input type="checkbox"/> Some proposed assessments are duplicative.</p> <p><input type="checkbox"/> New internal assessments will vary within grade-levels/ subject areas.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> The school's current and proposed assessments are vague or confusing.</p> <p><input type="checkbox"/> The school's assessment plan is missing formative, interim, OR summative assessments for tested subject areas/ grade levels.</p> <p><input type="checkbox"/> All proposed assessments are duplicative.</p> <p><input type="checkbox"/> Plans for new internal assessments are vague or confusing.</p>	<p>2</p>		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>		
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>			

<p>2. Data-driven decision-making</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Clear evidence is provided that instructional decisions are informed by data.</p> <p><input type="checkbox"/> Assessment plan will provide timely data (within 1-3 days) that can be analyzed by sub-groups, items, and classrooms.</p> <p><input type="checkbox"/> The school's systems/policies/ procedures/ structures to support data analysis and use on a consistent basis are clear and align with school schedules.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Clear evidence is provided that instructional decisions are informed by data.</p> <p><input type="checkbox"/> Assessment plan will provide timely data (within 4-5 days) that can be analyzed by sub-groups, items, and classrooms.</p> <p><input type="checkbox"/> The school's systems/policies/ procedures/ structures to support data analysis and use on a consistent basis are clear.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Limited evidence is provided that instructional decisions are informed by data.</p> <p><input type="checkbox"/> Assessment plan will provide timely data that can be analyzed by sub-groups, items, OR classrooms.</p> <p><input type="checkbox"/> The school's systems/policies/ procedures/ structures to support data analysis do not provide adequate time for analysis.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> No or vague evidence of data-driven decision-making is provided.</p> <p><input type="checkbox"/> Data provided will not be timely (greater than a week) nor will it permit disaggregated analysis.</p> <p><input type="checkbox"/> The school's systems/policies/ procedures/ structures to support data analysis and use on a consistent basis are vague, confusing, or missing.</p>	3		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>		
<input type="radio"/> Exceeds standard		<input type="radio"/> Meets standard		<input type="radio"/> Partially meets standard		<input type="radio"/> Does not meet standard			
<p><b>D. Instructional Leadership and Staff</b> 1. Current Instructional Staff 2. Proposed Instructional Staff</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The staff plan meets all items under the "meets standard" column.</p> <p><input type="checkbox"/> The proposed staff plan reflects evidence-based school improvement strategies.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The proposed staff plan will support full implementation of the school proposal.</p> <p><input type="checkbox"/> All staff positions are clearly described.</p> <p><input type="checkbox"/> The proposed staff plan is aligned with the needs assessment.</p> <p><input type="checkbox"/> All SIG-funded positions will meet EDGAR cost principles.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Some positions or personnel are unnecessary to fully implement the proposal.</p> <p><input type="checkbox"/> Some staff positions are not clearly described.</p> <p><input type="checkbox"/> Staff plan alignment with the needs assessment is unclear.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> The staff plan will not support full implementation of the school proposal.</p> <p><input type="checkbox"/> The staff plan is vague or confusing.</p> <p><input type="checkbox"/> Staff plan is not aligned to the needs</p> <p><input type="checkbox"/> Any SIG-funded position does not meet EDGAR cost principles.</p>	2		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>		
<input type="radio"/> Exceeds standard		<input type="radio"/> Meets standard		<input type="radio"/> Partially meets standard		<input type="radio"/> Does not meet standard			

**PART II TOTAL** *Early Learning = 76 points available* *46 points is 60% of points available*

**Preferential Points:**  
 • Proposals for the Early Learning Model which incorporate a strong, detailed literacy plan inclusive of all grades but especially K-3 are eligible for **10 preferential points**. Evidence must be provided in item B.1.b. in this section.

<p><b>III. Operation and Support Systems</b></p>									
<p><b>A. Allocation of Financial Resources</b></p>	<p><i>Not Applicable.</i></p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> All additional sources of revenue will support/align with the SIG proposal and the school's needs.</p>	<p>Proposal <b>meets at least the following:</b></p> <p><input type="checkbox"/> Some sources of additional revenue will support/align with the SIG proposal and the school's needs.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> Use of additional revenue clearly does not align with the school proposal or the school's needs.</p> <p><input type="checkbox"/> Explanations of how resources will support/align with the SIG proposal are vague or confusing.</p>	2		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4</p>		
<input type="radio"/> Not applicable		<input type="radio"/> Meets standard		<input type="radio"/> Partially meets standard		<input type="radio"/> Does not meet standard			

<p><b>B. Human Resource Systems</b> 1. Recruitment and Hiring School Leader <i>For Early Learning models and Turnaround/Transformation schools that do not qualify for an exemption.</i></p>	<p>a. Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school's recruitment plan includes clear timelines, multiple, effective recruitment</p> <p><input type="checkbox"/> The job description for the School Leader is clear and comprehensive.</p> <p><input type="checkbox"/> The school's process for evaluating applicants uses high-quality interview protocols.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school's recruitment plan includes clear timelines and at least one effective recruitment strategy.</p> <p><input type="checkbox"/> The job description for the School Leader is clear.</p> <p><input type="checkbox"/> The school's process for evaluating applicants is clear and thorough.</p>	<p>Proposal <b>meets at least the following:</b></p> <p><input type="checkbox"/> The school's recruitment plan is clear BUT is unlikely to garner qualified candidates.</p> <p><input type="checkbox"/> The job description for the School Leader is vague or confusing.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> The school's recruitment plan is vague or confusing.</p> <p><input type="checkbox"/> The school does not have a job description for the School Leader.</p> <p><input type="checkbox"/> The school's process for evaluating/ selecting applicants is vague or confusing.</p>	<p>3</p>		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>		
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>			
<p><i>For schools qualifying for an exception</i></p>	<p>Not applicable.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Evidence retained principal has a "track record of success in raising student achievement" is clear, quantitative, and compelling. OR</p> <p><input type="checkbox"/> A rural flexibility school's description of how it will meet the intent and purpose of the requirement is compelling.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Evidence retained principal has a "track record of success in raising student achievement" is clear and, quantitative, but not compelling. OR</p> <p><input type="checkbox"/> A rural flexibility school's description of how it will meet the intent and purpose of the requirement is weak.</p>	<p>Proposal <b>meets any of the following :</b></p> <p><input type="checkbox"/> Evidence retained principal has a "track record of success in raising student achievement" is not clear or not quantitative.</p> <p><input type="checkbox"/> Principal being retained is not "newly hired."</p> <p><input type="checkbox"/> School claimed a rural exemption but does not qualify.</p>	<p>3</p>		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6</p>		
<p><input type="radio"/> Not applicable</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>			
<p>b. Instructional staff</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school's recruitment plan includes timelines and multiple, effective</p> <p><input type="checkbox"/> The school's process for evaluating applicants reflects high expectations.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school's recruitment plan includes clear timelines and at least one effective recruitment strategy.</p> <p><input type="checkbox"/> The school's process for evaluating applicants is clear and reflects high expectations.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> The school's recruitment plan is clear BUT is unlikely to garner qualified candidates.</p>	<p>Proposal <b>meets any of the following :</b></p> <p><input type="checkbox"/> The school's instructional staff recruitment plan is</p> <p><input type="checkbox"/> The school's process for evaluating applicants is vague or confusing.</p>	<p>3</p>		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>		
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>			

<p>c. Financial incentives</p>	<p>Proposal <b>meets the following:</b></p> <p>The school proposes SIG-funded financial incentives that are based on student performance outcomes.</p> <input type="checkbox"/>	<p>Proposal <b>meets the following:</b></p> <p>The school proposes SIG-funded financial incentives and identifies any available state or federal financial incentive programs.</p> <input type="checkbox"/>	<p>Proposal <b>meets the following:</b></p> <p>The school only proposes financial incentives currently available through state or other federal programs.</p> <input type="checkbox"/>	<p>Proposal <b>meets the following:</b></p> <p>The school proposes no financial incentives, SIG-funded or otherwise.</p> <input type="checkbox"/>	<p>3</p>		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>		
<input type="radio"/> Exceeds standard		<input type="radio"/> Meets standard		<input type="radio"/> Partially meets standard		<input type="radio"/> Does not meet standard			
<p>2. Employment Policies a. Placement</p>	<p>Proposal <b>meets all of the following:</b></p> <p>Placement process is clear and driven by matching student need to teacher effectiveness.</p> <input type="checkbox"/> <p>Teacher preference is not a factor in making assignments.</p> <input type="checkbox"/>	<p>Proposal <b>meets all of the following:</b></p> <p>Placement process is clear and driven by matching student need to teacher effectiveness.</p> <input type="checkbox"/> <p>Teacher preference is taken into consideration but not as the most important factor.</p> <input type="checkbox"/>	<p>Proposal <b>meets the following:</b></p> <p>Placement process is clear but driven by seniority or teacher preference.</p> <input type="checkbox"/>	<p>Proposal <b>meets the following:</b></p> <p>Placement process is vague or confusing.</p> <input type="checkbox"/>	<p>3</p>		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>		
<input type="radio"/> Exceeds standard		<input type="radio"/> Meets standard		<input type="radio"/> Partially meets standard		<input type="radio"/> Does not meet standard			
<p>b. Evaluation policies</p>	<p>Proposal <b>meets all of the following:</b></p> <p>The school will use the MDE's teacher evaluation plan OR Plan meets all of the items in the "meets standards" column. Plan also provides qualitative and quantitative indicators of effectiveness. Plan includes board policies for teacher and administrator evaluation.</p> <input type="checkbox"/>	<p>Proposal <b>meets all of the following:</b></p> <p>The school will use the MDE's teacher evaluation plan OR Plan clearly describes teacher and administrator evaluation processes that include both informal and formal observations and artifacts as indicators of effectiveness. The plan includes a timeline and specific improvements that will be made to the school's evaluation system. The school's evaluation system is rigorous, transparent, and equitable; uses student data as a significant factor; and was developed with teacher and principal</p> <input type="checkbox"/>	<p>Proposal <b>meets at least the following:</b></p> <p>The school will not use the MDE's teacher evaluation plan AND Plan describes teacher OR administrator evaluation processes that include both informal and formal observations and some artifacts as indicators of effectiveness. The plan for improvements to the current evaluation system is unclear.</p> <input type="checkbox"/>	<p>Proposal <b>meets any of the following:</b></p> <p>The school will not use the MDE's teacher evaluation plan AND Plan does not describe how the district will evaluate teachers and administrators. Plan does not include current evaluation tools. Plan does not provide improvements or changes to current evaluation system. The school's evaluation system lacks rigor, transparency, and equity; student data as a significant factor; OR teacher and principal input.</p> <input type="checkbox"/>	<p>3</p>		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>		
<input type="radio"/> Exceeds standard		<input type="radio"/> Meets standard		<input type="radio"/> Partially meets standard		<input type="radio"/> Does not meet standard			

<p>c. Financial Rewards</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school proposes SIG-funded financial rewards with timelines and policies.</p> <p><input type="checkbox"/> The school proposes SIG-funded financial rewards that are based on student performance outcomes.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The school proposes SIG-funded financial rewards.</p>	<p>Proposal <b>meets at least the following:</b></p> <p><input type="checkbox"/> The school's plan for financial rewards is vague or confusing.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> The school proposes no financial rewards.</p>	<p>3</p>	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>	
<p>d. Opportunities for Promotion and Career Growth</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Opportunities for promotion are clear, numerous, and substantive.</p> <p><input type="checkbox"/> Opportunities for involvement in the decision-making process are clear and substantive.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Opportunities for promotion are clear.</p> <p><input type="checkbox"/> Opportunities for involvement in the decision-making process are clear.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Opportunities for promotion are limited.</p> <p><input type="checkbox"/> Opportunities for involvement in the decision-making process are limited.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input checked="" type="checkbox"/> Opportunities for promotion or involvement in reform are vague or confusing.</p> <p><input type="checkbox"/> Opportunities for involvement in the decision-making process are not</p>	<p>3</p>	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>	
<p>e. Termination</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Plan provides a clear, in-depth description of teacher and administrator effectiveness and ineffectiveness.</p> <p><input type="checkbox"/> Plan includes board policies for teacher and administrator termination and non-renewal.</p> <p><input type="checkbox"/> Plan includes a clearly defined process for developing, implementing, and evaluating outcomes of improvement plans for ineffective teachers and administrators.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Plan provides a clear description of teacher and administrator effectiveness and ineffectiveness.</p> <p><input type="checkbox"/> Plan describes a process for non-renewal of teachers AND administrators.</p> <p><input type="checkbox"/> Plan includes a clearly defined process for developing improvement plans.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Plan's description of teacher and administrator effectiveness and ineffectiveness is vague or confusing.</p> <p><input type="checkbox"/> Plan describes a process for non-renewal of teachers OR administrators.</p> <p><input type="checkbox"/> Plan for developing staff improvement plans is vague or</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> Plan does not describe teacher and administrator effectiveness and ineffectiveness.</p> <p><input type="checkbox"/> Plan does not describe how the district will non-renew or terminate teachers and administrators.</p> <p><input type="checkbox"/> No referent to staff improvement plans.</p>	<p>3</p>	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
<p><input type="radio"/> Exceeds standard</p>		<p><input type="radio"/> Meets standard</p>		<p><input type="radio"/> Partially meets standard</p>		<p><input type="radio"/> Does not meet standard</p>	

<p><b>C. Organizational Structures and Management</b> 1. Governance a. Proposed Governance Structure b. District-Level Staff</p>	<p>Proposal <i>meets all of the following</i>:   <input type="checkbox"/> Plan meets all items in the “meets standards” column.                   School improvement is clearly a district-wide priority as demonstrated by an internal school improvement  <input type="checkbox"/></p>	<p>Proposal <i>meets all of the following</i>:                   Organizational charts which clearly represent  <input type="checkbox"/> lines of authority are included for both the school and the district.                   District-level staff support is clear and adequate to ensure fidelity of implementation at the school-level.  <input type="checkbox"/></p>	<p>Proposal <i>meets at least one of the following</i>:                   Organizational charts which clearly represent  <input type="checkbox"/> lines of authority are included for the school OR the district.   <input type="checkbox"/> District-level staff support is limited.</p>	<p>Proposal <i>meets any of the following</i>:                   Organizational charts which clearly represent lines of authority are vague or omitted.  <input type="checkbox"/>   <input type="checkbox"/> No district-level staff support is provided.</p>	<p>2</p>	<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>	
	<p><input checked="" type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			
<p>2. External Providers Schools are not required to contract with Lead Partners. If the school chooses to contract with Lead Partners, the school must have a clear plan for services. If not, the school must addr</p>	<p>Proposal <i>meets all of the following</i>:   <input type="checkbox"/> The plan meets all of the items in the “meets standards” column.                   The district describes an internal process for monitoring the effectiveness of services provided by External Providers.  <input type="checkbox"/></p>	<p>Proposal <i>meets all of the following</i>:                   The plan includes a comprehensive, proposed scope of work for the External Providers.  <input type="checkbox"/>                   The scope of work includes quantitative performance measures.  <input type="checkbox"/></p>	<p>Proposal <i>meets at least one of the following</i>:                   The plan includes a vague proposed scope of work for the External Providers.  <input type="checkbox"/>                   The scope of work includes limited quantitative performance measures.  <input type="checkbox"/></p>	<p>Proposal <i>meets any of the following</i>:                   The scope of work does not adequately define expectations for the performance of External Providers.  <input type="checkbox"/></p>	<p>0</p>	<p>No points awarded during the initial review.</p>	
	<p><input checked="" type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			
<p>3. School Climate</p>	<p>Proposal <i>meets all of the following</i>:   <input type="checkbox"/> The plan meets all items in the “meets standards” column.  <input type="checkbox"/> Proposed solutions develop the capacity to create a sustained change in school culture.</p>	<p>Proposal <i>meets all of the following</i>:                   Proposal clearly describes the school’s climate as defined through the comprehensive needs assessment process.  <input type="checkbox"/>                   Proposed actions will directly address the problems identified by the needs assessment.  <input type="checkbox"/></p>	<p>Proposal <i>meets at least one of the following</i>:                   Proposal clearly describes the school’s climate as defined through the comprehensive needs assessment process,  <input type="checkbox"/> BUT proposed actions do not address the root cause of the problems identified by the needs assessment.</p>	<p>Proposal <i>meets any of the following</i>:   <input type="checkbox"/> Proposal is vague or confusing.   <input type="checkbox"/> Proposal does not address climate issues identified by the needs assessment.</p>	<p>2</p>	<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>	
	<p><input checked="" type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>			

<p><b>D. Support for Teaching and Learning</b> 1. Professional Development</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The proposal includes all of the items in the “meets standards” column.</p> <p><input type="checkbox"/> The proposal includes a calendar with clear lines of responsibility for implementation.</p> <p><input type="checkbox"/> Proposed activities are designed to develop the capacity and professional skills of teachers and principals.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The proposal includes a comprehensive plan that provides targeted, job-embedded professional development which is</p> <p><input type="checkbox"/> The proposal includes a system for monitoring the implementation of professional development initiatives that support the school’s instructional program.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> The proposal includes a comprehensive plan that provides targeted, job-embedded professional development BUT is not tied to staff evaluations.</p> <p><input type="checkbox"/> The proposed system for monitoring the implementation of professional development initiatives is unclear.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> The proposal lacks a structured professional development process (not continuous, job-embedded, comprehensive, or targeted).</p> <p><input type="checkbox"/> The proposal lacks a system for monitoring the professional development outcomes.</p>	3		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
<p>2. Time for Faculty Collaboration</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> School allots at least 60 minutes a week for faculty collaboration in grade-level, department-level, or special services groups and at least 90 minutes a month for full faculty meetings.</p> <p><input type="checkbox"/> Meetings are for data analysis, student progress, curricular or grade-level teaching approaches, joint lesson planning, professional development/ coaching, and/or school-wide efforts to support the school proposal.</p> <p><input type="checkbox"/> A process for monitoring meeting outcomes is described.</p> <p><input type="checkbox"/> School schedules reflect reserved time.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> School allots at least 30 minutes a week for faculty collaboration in grade-level, department-level, or special services groups and at least 60 minutes a month for full faculty</p> <p><input type="checkbox"/> School allots regular time for cross-grade planning.</p> <p><input type="checkbox"/> Meetings are for data analysis, student progress, curricular or grade-level teaching approaches, joint lesson planning, and professional development/ coaching.</p> <p><input type="checkbox"/> School schedules reflect reserved time.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> School allots at least 30 minutes a week for faculty collaboration in grade-level, department-level, or special services groups and at least 60 minutes a month for full faculty</p> <p><input type="checkbox"/> School allots regular time for cross-grade planning BUT it is</p> <p><input type="checkbox"/> Meeting topics are limited and do not reflect the scope of the school improvement process.</p> <p><input type="checkbox"/> School schedules reflect some reserved time.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> School schedules do not reflect adequate time for faculty collaboration.</p> <p><input type="checkbox"/> School does not allot time for cross-grade planning.</p> <p><input type="checkbox"/> Meetings’ purposes are vague or omitted.</p>	2		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>	
	<p><input checked="" type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>				

<p><b>E. Parent and Community Engagement</b> 1. Community School Relations</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> The proposal meets all of the items in the "meets standards" column.</p> <p><input type="checkbox"/> The school uses numerous, substantive methods to discover parental and community satisfaction.</p> <p><input type="checkbox"/> The proposal describes innovative improvements to enhance community-school relations.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Current and proposed methods of determining parental and community satisfaction with the school are clear and adequate.</p> <p><input type="checkbox"/> Current and proposed complaint procedures are included.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Current and proposed methods of determining parental and community satisfaction with the school are unclear or insufficient.</p> <p><input type="checkbox"/> Current and proposed complaint procedures are vague.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> The school has no method for determining parental and community satisfaction with the school.</p> <p><input type="checkbox"/> The school lacks complaint procedures for parents or community members.</p>	<p>2</p>		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>	
<p>2. Services for parents and community members</p>		<p>Proposal <b>meets the following:</b></p> <p><input type="checkbox"/> Services will enhance student achievement at the targeted school.</p> <p><input type="checkbox"/> Services address the needs of children and their families in the targeted school.</p> <p><input type="checkbox"/> Services are provided at a variety of times and locations.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Services will not enhance student achievement at the targeted school.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> Services are vague or confusing.</p> <p><input type="checkbox"/> Services will not address the needs of children and their families in the targeted school.</p> <p><input type="checkbox"/> Services are limited to the traditional school setting and schedule.</p>	<p>3</p>		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6</p>	
<p>3. Engagement in school improvement</p>	<p>Proposal <b>meets all the following:</b></p> <p><input type="checkbox"/> The proposal meets all of the items in the "meets standards" column.</p> <p><input type="checkbox"/> The proposal includes a highly structured, Board-approved, school-wide plan to engage parents and community members.</p> <p><input type="checkbox"/> The proposal includes a plan or process to monitor and evaluate the effectiveness of the engagement efforts.</p>	<p>Proposal <b>meets all of the following:</b></p> <p><input type="checkbox"/> Opportunities for meaningful engagement are clear</p> <p><input type="checkbox"/> Engagement plans include multiple opportunities for parents to review school performance and participate in decision-making about school improvement plans.</p> <p><input type="checkbox"/> The proposal is designed to strengthen or expand current involvement activities using SIG funds.</p>	<p>Proposal <b>meets at least one of the following:</b></p> <p><input type="checkbox"/> Opportunities for engagement are clear BUT they are limited.</p> <p><input type="checkbox"/> Opportunities for engagement are clear BUT they are shallow: no parents will have a formal role in decision-making about school improvement plans.</p>	<p>Proposal <b>meets any of the following:</b></p> <p><input type="checkbox"/> Opportunities for engagement are too vague or too confusing to evaluate.</p> <p><input type="checkbox"/> No opportunities for engagement are given.</p>	<p>3</p>		<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9</p>	
	<p><input type="radio"/> Exceeds standard</p>	<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Partially meets standard</p>	<p><input type="radio"/> Does not meet standard</p>				

<b>F. Sustainability</b>	<p>Proposal <i>meets all of the following</i>:</p> <p>The school makes a particularly compelling case for how it will sustain reforms through support for quality implementation, human capital development, and on-going community engagement. This case synthesizes information from the entire proposal (plan and budget) which attests to the sustainability of the reforms.</p> <input type="checkbox"/>	<p>Proposal <i>meets all of the following</i>:</p> <p>The school makes a clear case for how it will sustain reforms through support for quality implementation, human capital development, and on-going community engagement. This case synthesizes information from the entire proposal (plan and budget) which attests to the sustainability of the reforms.</p> <input type="checkbox"/>	<p>Proposal <i>meets at least one of the following</i>:</p> <p>The school's case for sustaining the reforms is mostly clear, BUT it lacks a description of how the school will support one of the following: quality implementation, human capital development, or on-going community engagement.</p> <input type="checkbox"/>	<p>Proposal <i>meets any of the following</i>:</p> <input type="checkbox"/> The school's response is vague or confusing. <input type="checkbox"/> The school does not describe how it will sustain reforms.	3	Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			
<b>PART III TOTAL</b>	<b>Early Learning=139 points available</b>		<b>83 points is 60% of points available</b>				
<b>TOTAL POINTS</b>							

Meets standard	Does not meet standard	Weight	Points	Explanation	Total
Budget <b><i>meets all of the following</i></b> : <input type="checkbox"/> Cover sheet is completed and attached. <input type="checkbox"/> Cover sheet aligns with the 3-year budget summary sheet.	Budget <b><i>meets any of the following</i></b> : <input type="checkbox"/> Cover sheet is not completed or attached. <input type="checkbox"/> Cover sheet does not align with the 3-year budget summary sheet.	3		Does not meet standard = 0 Meets standard = 6	
<input type="radio"/> Meets standard	<input type="radio"/> Does not meet standard				
Budget <b><i>meets all of the following</i></b> : <input type="checkbox"/> Budget narratives for all items are clear.	Budget <b><i>meets any of the following</i></b> : <input type="checkbox"/> Budget narrative for any item is not clear.	3		Does not meet standard = 0 Meets standard = 6	
<input type="radio"/> Meets standard	<input type="radio"/> Does not meet standard				
Budget <b><i>meets all of the following</i></b> : <input type="checkbox"/> Budget items/narratives are supported by the pages referenced in the plan.	Budget <b><i>meets any of the following</i></b> : <input type="checkbox"/> Budget item/narrative is not supported by the pages referenced in the plan.	3		Does not meet standard = 0 Meets standard = 6	
<input type="radio"/> Meets standard	<input type="radio"/> Does not meet standard				

<p>Budget <b>meets all of the following:</b></p> <p><input type="checkbox"/> All plan elements that require funding are reflected in the budget or narrative.</p>	<p>Budget <b>meets any of the following:</b></p> <p><input type="checkbox"/> Plan elements that require funding are not reflected in the budget or narrative.</p>	3		<p>Does not meet standard = 0 Meets standard = 6</p>	
<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Does not meet standard</p>				
<p>Budget <b>meets all of the following:</b></p> <p><input type="checkbox"/> All budget items follow EDGAR cost principles (are reasonable, necessary, and program-related).</p>	<p>Budget <b>meets any of the following:</b></p> <p><input type="checkbox"/> All budget items do not follow EDGAR cost principles (are reasonable, necessary, and program-related).</p>	3		<p>Does not meet standard = 0 Meets standard = 6</p>	
<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Does not meet standard</p>				
<p>Budget <b>meets all of the following:</b></p> <p><input type="checkbox"/> The annual allocation request per school for any year is no less than \$50,000 and no more than \$2,000,000.</p>	<p>Budget <b>meets any of the following:</b></p> <p><input type="checkbox"/> The annual allocation request per school for any year is less than \$50,000 or more than \$2,000,000.</p>	3		<p>Does not meet standard = 0 Meets standard = 6</p>	
<p><input type="radio"/> Meets standard</p>	<p><input type="radio"/> Does not meet standard</p>				
<p><b>Total Points =</b></p>					

All Intervention Model Types= 36 points available; 22 points is 60% of points available