

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 *all 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	18	Points available	48	Points available	36	Points available	LEA Plan Overview	School Proposal	Budget	Qualifies?
	29	60% of points available	29	60% of points available	11	60% of points available	29	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
I. Introduction								
A. Descriptive Information about the Eligible Schools	<i>Not Applicable.</i>	<input type="checkbox"/> Form is complete.	<i>Not Applicable.</i>	Form <i>is missing any of the following:</i> <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. Consultations with Stakeholders	<p>Proposal <i>meets all of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Agenda, minutes, and sign-in forms are completed and attached. <input type="checkbox"/> The description of the consultation with stakeholders is clear. <input type="checkbox"/> LEA provided a robust process for engaging families in the selection of the intervention <input type="checkbox"/> LEA provided multiple opportunities for meaningful stakeholder consultation. 	<p>Proposal <i>meets all of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Agenda, minutes, and sign-in forms are completed and attached. <input type="checkbox"/> The description of the consultation with stakeholders is clear. <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. 	<p>Proposal <i>meets at least one of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Agenda, minutes, and sign-in forms are completed and attached BUT the description of the consultation is vague OR <input type="checkbox"/> the evidence that the LEA engaged families and the community in the selection of the intervention model is unclear. 	<p>Proposal <i>meets any of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Agenda is not attached. <input type="checkbox"/> Minutes are not attached. <input type="checkbox"/> Sign-in form is not completed or not attached. <input type="checkbox"/> Description of the consultation is not provided. <input type="checkbox"/> No evidence that the LEA engaged families and the community in the selection of the intervention model. 	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				
C. Disclosure of External Party Application Assistance (IF APPLICABLE) <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>Not Applicable.</p>	<p>Proposal <i>meets at least one of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Form is clear and complete. OR <input type="checkbox"/> The LEA certified that no external parties assisted in the preparation of the application. 	<p>Proposal <i>meets the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> External parties are listed, BUT the parties' roles are not clearly described. 	<p>Proposal <i>meets any of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> LEA did not certify whether external parties assisted in the application AND no further information is provided. 	0		<p>No points awarded during initial review.</p>	
		<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard				
Section SUB-TOTAL								

II. District Governance							
A. District Governance 1. Policy Analysis and Timeline	Not Applicable.	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <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. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <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. 	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No evidence provided that the LEA conducted a policy analysis. 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		<p>Does not meet standard = 0 Partially Meets standard = 2 Meets standard = 4</p>
		<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			
2. School Board Approval	Not Applicable.	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear evidence of Board approval is provided. 	Not Applicable.	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No evidence of Board approval provided. OR <input type="checkbox"/> Evidence of Board approval is ambiguous. 	3		<p>Does not meet standard = 0 Meets standard = 6</p>
		<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard			

<p>3. External Provider Contracting Process</p>	<p>Proposal meets all of the following:</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 meets all of the following:</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 meets at least one of the following:</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 meets any of the following:</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>			

<p>B. District Capacity for Selected Interventions</p>	<p>Proposal <i>meets all of the following:</i></p> <p><input type="checkbox"/> The LEA provides compelling evidence that it has improved student outcomes with numerous, substantial grants.</p> <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> <p><input type="checkbox"/> 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> <p><input type="checkbox"/> The LEA presents evidence of an unqualified audit.</p>	<p>Proposal <i>meets all of the following:</i></p> <p><input type="checkbox"/> The LEA provides evidence that it has improved student outcomes with previous grants.</p> <p>Executive district leadership will be engaged in the improvement process.</p> <p><input type="checkbox"/> 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> <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> <p><input type="checkbox"/> 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> <p><input type="checkbox"/> The LEA presents evidence of an unqualified audit.</p> <p>The attached, relevant Schoolwide Plan and Priority or Focus Action Plan, as applicable, is aligned to the school proposal.</p>	<p>Proposal <i>meets at least one of the following:</i></p> <p>The LEA provides weak evidence that it has improved student outcomes with previous grants.</p> <p><input type="checkbox"/> Executive district leadership will be engaged in the improvement process but the engagement will be limited or unclear.</p> <p>The LEA's plan for internally monitoring implementation at the school-level is unclear.</p> <p><input type="checkbox"/> The LEA presents evidence that personnel involved with the grant have a track record of success in raising achievement.</p> <p><input type="checkbox"/> The LEA or one or more of its served schools has been rated as failing for two consecutive years. AND The LEA is not under state conservatorship.</p> <p><input type="checkbox"/> The LEA has some financial accountability issues that must be addressed by the LEA in the interview round, if the proposal</p> <p>The attached, relevant Schoolwide Plan and Priority or Focus Action Plan, as applicable, is aligned to the school proposal.</p> <p><input type="checkbox"/> Any school in the LEA previously received a School Improvement Grant.</p>	<p>Proposal <i>meets any of the following:</i></p> <p>The LEA provides no evidence that it has improved student outcomes with previous grants.</p> <p><input type="checkbox"/> Executive district leadership will not be engaged in the improvement process.</p> <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> <p><input type="checkbox"/> The LEA presents no evidence that personnel involved with the grant have a track record of success in raising achievement.</p> <p><input type="checkbox"/> The LEA failed to provide its most recent Schedule of Findings and Questioned Costs.</p> <p>The LEA has serious financial accountability issues, according to documentation provided.</p> <p><input type="checkbox"/> The LEA failed to attach the relevant Schoolwide Plan or Priority or Focus Action Plan, applicable.</p> <p><input type="checkbox"/> The school previously received a School Improvement Grant.</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>	

C. Sustainability	<p>Proposal <i>meets all of the following:</i></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>Proposal <i>meets all of the following:</i></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>Proposal <i>meets at least one of the following:</i></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>Proposal <i>meets any of the following:</i></p> <p><input type="checkbox"/> The LEA's response is vague or confusing.</p> <p><input type="checkbox"/> The LEA does not describe how it will sustain reforms from the district-level.</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			
Section SUB-TOTAL							
Total Points =	Turnaround Model=48 points available; 29 points is 60%of points available						

Item	Exceeds standard	Meets standard	Partially meets standard	Does not meet standard	Weight	Points	Explanation	Grand Total
I. Introduction								
A. Descriptive Information about the Eligible School	Not Applicable.	Form meets the following: <input type="checkbox"/> Form is complete.	Not Applicable.	Form is missing any of the following: <input type="checkbox"/> Name, <input type="checkbox"/> Designation, <input type="checkbox"/> Accountability Label, <input type="checkbox"/> Selected Intervention, <input checked="" type="checkbox"/> NCES ID, or <input type="checkbox"/> MSIS Code.	1		Does not meet standard = 0 Meets standard = 2	
		<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard				
B. Alignment with the Needs Assessment 1. Comprehensive Needs Assessment	Proposal meets all of the following: <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 meets all of the following: <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 meets at least one of the following: <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 meets any of the following: <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		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				
2. Intervention Model Selection	Proposal meets all of the following: <input type="checkbox"/> The narrative explains in detail how the choice of the intervention model is aligned with school needs.	Proposal meets all of the following: <input type="checkbox"/> The needs assessment data supports the school's model <input type="checkbox"/> The model will be implemented for all students. <input type="checkbox"/> Evidence shows that the model improves student academic achievement or attainment for the population served by the school. <input type="checkbox"/> Evidence shows the developer has served a population similar to the applicant school.	Proposal meets at least one of the following: <input type="checkbox"/> The needs assessment data weakly supports the school's model	Proposal meets any of the following: <input type="checkbox"/> The needs assessment data does not justify the school's model selection. <input type="checkbox"/> The model will not be implemented for all students. <input type="checkbox"/> Evidence does not show that the model improves student academic achievement or attainment for the population served by the school. <input type="checkbox"/> Evidence does not show that the developer has served a population similar to the applicant school.	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				

3. Baseline Data and Performance Goals	<p>Proposal meets all of the following:</p> <p>Completed Performance Framework sets reasonable but ambitious goals for the</p> <p><input type="checkbox"/></p>	<p>Proposal meets all of the following:</p> <p>Performance Framework is complete; adequate goals set.</p> <p><input type="checkbox"/></p>	<p>Proposal meets at least one of the following:</p> <p>Performance Framework is partially incomplete and/or goals are inadequate.</p> <p><input type="checkbox"/></p>	<p>Proposal meets any of the following:</p> <p>Performance Framework is not attached.</p> <p><input type="checkbox"/></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				

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

<p>E. Implementation Milestones Pre-Implementation or Planning Year</p>	<p>1. Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities are clear, allowable, and comprehensive. <input type="checkbox"/> Activities are assigned to specific individuals (by name and/or position). <input type="checkbox"/> Activities have a clear timeline, evaluation metrics that allow for continuous monitoring, and are necessary. 	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities are clear and allowable. <input type="checkbox"/> Activities are assigned to specific individuals (by name and/or position). <input type="checkbox"/> Activities have a clear timeline and identified evaluation metric. <input type="checkbox"/> Activities are necessary to the successful implementation of the school proposal. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some activities are unclear. <input type="checkbox"/> Some activities are not assigned to specific individuals. <input type="checkbox"/> Some activities lack a clear timeline, identified evaluation metric, OR connection to successful implementation. 	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Too few activities are listed to evaluate pre-implementation/ planning. <input type="checkbox"/> Some activities are not allowable. <input type="checkbox"/> No responsible individuals are given. <input type="checkbox"/> No timeline is given. <input type="checkbox"/> No identified evaluation metrics are given. <input type="checkbox"/> No connections to successful implementation are given. 	<p>2</p>		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>		
<p>2. Implementation and Sustainability Years</p>	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Milestones are clear, actionable, and comprehensive. <input type="checkbox"/> Milestones are assigned to specific individuals (by name and/or position). <input type="checkbox"/> Milestones have a clear timeline and evaluation metrics that allow for continuous monitoring. 	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Milestones are clear and actionable. <input type="checkbox"/> Milestones are assigned to specific individuals (by name and/or position). <input type="checkbox"/> Milestones have a clear timeline and identified evaluation metric. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some milestones are unclear. <input type="checkbox"/> Some milestones are not assigned to specific individuals. <input type="checkbox"/> Some milestones lack a clear timeline or evaluation metric. 	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Too few milestones are listed to evaluate. 	<p>2</p>		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6</p>		
<p>PART I TOTAL</p>	<p>Turnaround = 49 points available</p>		<p>29 points is 60% of points available</p>						
<p>Preferential Points: • 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>									

II. Teaching and Learning							
A. Approved Evidence-Based Whole-School Reform Model	Not Applicable	Proposal meets all of the following: <input type="checkbox"/> The whole-school reform model has been approved by the US Department of Education.	Not Applicable	Proposal meets any of the following: <input type="checkbox"/> The whole-school reform model has not been approved by the US Department of Education.	2		Does not meet standard = 0 Meets standard = 6
		<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard			
B. Fit with Student Instructional Needs	Proposal meets all of the following: <input type="checkbox"/> The proposal provides a compelling description of how the model will address the teaching and learning needs of the school AND how the model will address the student non-academic support needs of the school.	Proposal meets all of the following: <input type="checkbox"/> The proposal clearly describes how the model will address the teaching and learning needs of the school. <input type="checkbox"/> The proposal clearly describes how the model will address the student non-academic support needs of the school.	Proposal meets at least one of the following: <input type="checkbox"/> The proposal's description of how the model will address the teaching and learning needs of the school is weak. <input type="checkbox"/> The proposal's description of how the model will address the student non-academic support needs of the students is weak.	Proposal meets any of the following: <input type="checkbox"/> The proposal's description of how the model will address the teaching and learning needs of the school is vague or confusing. <input type="checkbox"/> The proposal's description of how the model will address the student non-academic support needs of the school is vague or confusing.	3		Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6
		<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard			
C. Instructional Leadership and Staff 1. Current Instructional Staff 2. Proposed Instructional Staff	Proposal meets all of the following: <input type="checkbox"/> The staff plan meets all items under the "meets standard" column. <input type="checkbox"/> The proposed staff plan reflects evidence-based school improvement strategies.	Proposal meets all of the following: <input type="checkbox"/> The proposed staff plan will support full implementation of the school proposal. <input type="checkbox"/> All staff positions are clearly described. <input type="checkbox"/> The proposed staff plan is aligned with the needs assessment. <input type="checkbox"/> All SIG-funded positions will meet EDGAR cost principles.	Proposal meets at least one of the following: <input type="checkbox"/> Some positions or personnel are unnecessary to fully implement the proposal. <input type="checkbox"/> Some staff positions are not clearly described. <input type="checkbox"/> Staff plan alignment with the needs assessment is unclear.	Proposal meets any of the following: <input type="checkbox"/> The staff plan will not support full implementation of the school proposal. <input type="checkbox"/> The staff plan is vague or confusing. <input type="checkbox"/> Staff plan is not aligned to the needs assessment. <input type="checkbox"/> Any SIG-funded position does not meet EDGAR cost principles.	2		Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6
		<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard			
PART II TOTAL		Whole School Reform = 18 points available		11 points is 60% of points available			

III. Operation and Support Systems							
A. Allocation of Financial Resources	Not Applicable.	Proposal meets all of the following: All additional sources of revenue will <input type="checkbox"/> support/align with the SIG proposal and the school's needs.	Proposal meets at least the following: Some sources of additional revenue will <input type="checkbox"/> support/align with the SIG proposal and the school's needs.	Proposal meets any of the following: Use of additional revenue clearly does <input type="checkbox"/> not align with the school proposal or the school's needs. Explanations of how resources will <input type="checkbox"/> support/align with the SIG proposal are vague or confusing.	3		Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6
	<input type="radio"/> Not applicable	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			
B. School Leadership	Proposal meets all of the following: The school's recruitment plan <input type="checkbox"/> includes clear timelines, multiple, effective recruitment The job description for the School Leader is clear and comprehensive. <input type="checkbox"/> The school's process for evaluating applicants uses high-quality interview protocols. <input type="checkbox"/>	Proposal meets all of the following: The school's recruitment plan includes clear timelines and at least one effective recruitment strategy. <input type="checkbox"/> The job description for the School Leader is clear. <input type="checkbox"/> The school's process for evaluating applicants is clear and thorough. <input type="checkbox"/>	Proposal meets at least the following: The school's recruitment plan is clear BUT is unlikely to garner qualified candidates. <input type="checkbox"/> The job description for the School Leader is vague or confusing. <input type="checkbox"/>	Proposal meets any of the following: The school's recruitment plan is vague or confusing. <input type="checkbox"/> The school does not have a job description for the School Leader. <input type="checkbox"/> The school's process for evaluating/ selecting applicants is vague or confusing. <input type="checkbox"/>	3		Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds Standard = 6
	<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. Organizational Structures and Management 1. Governance a. Proposed Governance Structure b. District-Level Staff</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Plan meets all items in the "meets standards" column.</p> <p><input type="checkbox"/> School improvement is clearly a district-wide priority as demonstrated by an internal school improvement</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Organizational charts which clearly represent lines of authority are included for both the school and the district.</p> <p><input type="checkbox"/> The proposal includes a detailed description of the proposed changes to the governance structure.</p> <p><input type="checkbox"/> District-level staff support is clear and adequate to ensure fidelity of implementation at the school-level.</p>	<p>Proposal meets at least one of the following:</p> <p><input type="checkbox"/> Organizational charts which clearly represent lines of authority are included for the school OR the district.</p> <p><input type="checkbox"/> The proposal's description of the proposed changes to the governance structure is vague or confusing.</p> <p><input type="checkbox"/> District-level staff support is limited.</p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> Organizational charts which clearly represent lines of authority are vague or omitted.</p> <p><input type="checkbox"/> The proposal lacks a description of proposed changes to the governance structure.</p> <p><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 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. Whole-School Reform Model Developer</p>	<p><i>Not applicable</i></p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> The school attaches evidence that a whole-school reform developer has agreed to support the school.</p>	<p><i>Not applicable</i></p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> The school does not provide evidence that a whole-school reform developer has agreed to support the school.</p>	<p>3</p>	<p>Does not meet standard = 0 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>E. Family and Community Engagement 1. Alignment</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> The proposal provides a compelling description of how the model will address the engagement needs of the school.</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> The proposal clearly describes how the model will address the engagement needs of the school.</p>	<p>Proposal meets at least one of the following:</p> <p><input type="checkbox"/> The proposal's description of how the model will address the engagement needs of the school is weak.</p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> The proposal's description of how the model will address the engagement needs of the school is 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>3. Engagement in school improvement</p>	<p>Proposal meets the following:</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 meets all of the following:</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 meets at least one of the following:</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 meets any of the following:</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>				
<p>E. Sustainability</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> 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>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> 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>	<p>Proposal meets at least one of the following:</p> <p><input type="checkbox"/> 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>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> The school’s response is vague or confusing.</p> <p><input type="checkbox"/> The school does not describe how it will sustain reforms.</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>PART III TOTAL</p>	<p>Whole-School = 48 points available</p>		<p>29 points is 60% of points available</p>						
<p>Total Points =</p>									

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

<p>Budget meets all of the following:</p> <p><input type="checkbox"/> All plan elements that require funding are reflected in the budget or narrative.</p>	<p>Budget meets any of the following:</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 meets all of the following:</p> <p><input type="checkbox"/> All budget items follow EDGAR cost principles (are reasonable, necessary, and program-related).</p>	<p>Budget meets any of the following:</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 meets all of the following:</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 meets any of the following:</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>Total Points =</p>					
<p><i>All Intervention Model Types= 36 points available; 22 points is 60% of points available</i></p>					