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| LEA/Charter Holder Name/ District | CTDS# | Entity # |
|  |  |  |
| School: | CTDS# Entity | Entity # |
|  |  |  |
| Assigned Education Program Specialist: |  |  |
|  |  |  |
| Requirements | YES | NO |
| Contact information |  |  |
| Assurances |  |  |
| Proposed Budget in GME |  |  |
| Completed New CNA uploaded it in GME |  |  |
| Completed New Root Cause Analyses in GME |  |  |
| Completed New L/SIAP in GME |  |  |
| Completed evidence-based summary forms submitted as applicable |  |  |

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| --- | --- | --- | --- | --- |
| Specialist - scorer | Total points available | Points earned | Date | initials |
|  |  |  |  |  |
|  |  |  |  |  |

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| --- | --- | --- | --- |
| **School** | **0-1** | **2-3** | **4-5** |
| 1. List 2019-20 Sustainability strategies and action steps; success; specific data and evidence. | 2019-20 sustainability strategies and action steps are not listed or no data/evidence | 2019-20 sustainability strategies and action steps are listed indicating success with vague data and evidence | 2019-20 sustainability strategies and action steps are listed indicating success with specific data and evidence |
| 1. What 2019-20 IAP sustainability strategies and action steps will be continued? | 2019-20 sustainability strategies and action steps are not listed | 2019-20 sustainability strategies and action steps are listed but not aligned with #1 | Continuing 2019-20 sustainability strategies and action steps are listed aligned with #1 |
| 1. Describe changes in leading indicator data, include whole school, grade level and subgroup data. | Only partial data included; lack of analysis or action needed or only for one or two leading indicators | Some data are included with analysis and action needed for some leading indicators | Multiple year data are included with detailed analysis and specific action needed for multiple leading indicators |
| 1. List Statewide assessment proficiency data (% proficient and highly proficient) | Statewide assessment proficiency data are not included for the course of the grant | Statewide assessment proficiency data are included for the course of the grant | Statewide assessment proficiency data are included for the content of the grant; all students and subgroups |
| **LEA** |  |  |  |
| 1. Describe the LEA’s process to ensure sustainability of successful strategies and action steps | LEA’s sustainability plan is vague | LEA’s sustainability plan is general | LEA’s sustainability plan is specific and detailed |
| 1. Describe the LEA’s process for fiscal monitoring of SIG school/s. | LEA’s fiscal monitoring plan is vague | LEA’s fiscal monitoring plan is general | LEA’s fiscal monitoring plan is specific and detailed |
| 1. How will the LEA align other FY21 resources with SIG funds? Be specific. | LEA alignment of other FY21 resources with SIG funds is not described | LEA alignment of other FY21 resources with SIG funds is described | LEA alignment of other FY21 resources with SIG funds is described specifically and intentionally supports sustainability |
| 1. What is the LEA plan to continue to fund strategies and action steps critical to sustaining success when SIG funding ends? Be very specific | The LEA plan to continue to fund strategies and action steps critical to sustaining success when SIG funding ends is described very briefly | The LEA plan to continue to fund strategies and action steps critical to sustaining success when SIG funding ends is described in general | The LEA plan to continue to fund strategies and action steps critical to sustaining success when SIG funding ends is described clearly and specifically |
| 1. Proposed budget aligned to sustainability with required detailed narrative submitted with the application. Correct line items and math. | Proposed budget is not aligned to sustainability or there are many/major errors | Proposed budget is aligned sustainability with minor errors | Proposed budget is aligned to sustainability with required detailed narrative; line items and math are correct  Note: if a position is funded, *a demonstrable plan for future funding* is required |