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| LEA/Charter Holder Name/ District | | CTDS# | | Entity # |
|  | |  | |  |
| Assigned Education Program Specialist: | |  | |  |
|  | |  | |  |
| Requirements | | YES | | NO |
| Contact information | |  | |  |
| Assurances | |  | |  |
| Signature page | |  | |  |
| 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 | |  | |  |
| Specialist - scorer | Total points available | Points earned | Date | Initials |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0-1 | 2-3 | 4-5 |
| 1. List all identified Targeted Support and Improvement Schools, current enrollment, principal, and the identified subgroup/s | Schools are not all listed with enrollment, principal name and subgroups |  | Schools are all listed with enrollment, principal name and subgroups |
| 2. Describe the School Comprehensive Needs Assessment process. Who was involved? What process was used to gather data? What was the consensus process? What was the general timeframe? | The school CNA, RCA, IAP process description is brief or vague. | The school CNA, RCA, IAP process is described including most of the following: data gathering process, the consensus process, who was involved, and the timeframe. | The school CNA, RCA, IAP process is described **in detail** including data gathering process, the consensus process, who was involved, and the timeframe. |
| 3. Based on the School CNA and leading and lagging indicator data analysis, what are the primary needs, root cause, desired outcomes and goals relative to each identified subgroup’s low achievement for each school. | Primary needs, root cause, desired outcomes and goals are not all listed and/or are not aligned. | Primary needs, root cause, desired outcomes and goals are listed, but there may be some misalignment. | Primary needs, root cause, desired outcomes and goals are listed and aligned. |
| 4. Looking across all schools in your LEA, identify trends to be addressed, the strategies, action steps and goals with evidence of success to be funded by this grant. These strategies and action steps should be in the LEA IAP. | LEA trend(s) is/are brief, and/or chart doesn’t include all elements requested, and/or there is no alignment. | LEA trend(s) is/are identified, and chart is complete but may have limited details including some misalignment. | LEA trend(s) is/are thorough, detailed, aligned and chart includes all elements requested. |
| 5. List individual school primary needs, strategies and action steps, and evidence of success with timelines and responsible party to be funded by this grant. | School primary needs, strategies and actions and evidence of success are brief, and/or chart doesn’t include all elements requested, and/or there is no alignment. | School primary needs, strategies and actions and evidence of success are identified, and chart is complete but there may be some misalignment. | School primary needs, strategies and actions and evidence of success are detailed and aligned, and the chart includes all elements requested. |
| 6. A. Communication Plan  Describe how the LEA will communicate current TSI status with each identified school, share data, and establish TSI expectations. Include what communication strategies the LEA will use, who is responsible, timeline/frequency of communication, monitoring and evaluating measures of success of communication strategies. | Communication Plan is vague and doesn’t include all elements. | Communication Plan briefly describes what communication strategies the LEA will use, who is responsible, timeline/frequency of communication, monitoring and evaluating measures of success of communication strategies. | Communication Plan is thorough and detailed including what communication strategies the LEA will use, who is responsible, timeline/frequency of communication, monitoring and evaluating measures of success of communication strategies. |
| 6. B. Accountability Plan  Describe how the LEA will hold identified schools responsible for TSI action items, implementation of grant funded strategies, action steps and goals to raise achievement. Be specific on the methods the LEA will use, who is responsible, timeline and frequency as well as how the accountability methods will be monitored and evaluated for success. | Accountability Plan is vague and doesn’t include all elements. | Accountability Plan briefly describes how the LEA will hold identified schools responsible for TSI action items, implementation of grant funded strategies, action steps and goals to raise achievement. It briefly addresses the methods the LEA will use, who is responsible, timeline and frequency as well as how the accountability methods will be monitored and evaluated for success. | Accountability Plan is thorough and detailed. It describes how the LEA will hold identified schools responsible for TSI action items, implementation of grant funded strategies, action steps and goals to raise achievement. It specifically addresses the methods the LEA will use, who is responsible, timeline and frequency as well as how the accountability methods will be monitored and evaluated for success. |
| 7. Proposed budget with required detailed narrative in GME is accurate; line items and codes are correct, math is correct. TSI funding tags are accurate in IAP. Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative.   * Requests are allowable. * Proposed Expenditures are reflected in the IAP and aligned to the CNA and RCA. * Proposed expenditures have adequate narrative details. * Proposed expenditures are in correct function and object codes. * Math is correct. | Budget contains multiple errors and insufficient details. | Budget narrative contains sufficient details, allowable, aligned to IAP, and coded mostly correctly with some mathematical errors | Detailed budget narrative, allowable, aligned to IAP, and coded correctly with minimal to no mathematical errors. |