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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 |
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|  |  |  |  |  |

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| --- | --- | --- | --- |
|  | 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 |
| 1. List all SMART goals (process and impact) related to identified subgroup achievement from the 2022-23 IAP with progress monitoring/evaluation data to demonstrate progress towards and/or achievement of your goals, what do the data tell you?.
 | Goals are listed with little or no data or analysis | All goals are listed with actual data, analysis is limited | All goals are listed with actual data with data analysis recognizing and articulating trends from the data and making conclusions and inferences about the data to structure a response including next steps |
| 1. List the FY23 TSI strategies and action steps that will continue to be funded in FY24 Included specific evidence of successful\* implementation or progress on the identified strategies and action steps.
 | Continuing strategies and action steps are listed; evidence of success is not included or very weak. | Continuing strategies and action steps are listed; evidence of success is brief | Continuing strategies and action steps are listed; evidence of success is detailed and explicit. |
| 1. As a result of analyzing the new FY24 schools’ CNAs, list the trends across schools that will be addressed by grant funding.

List the specific schools that identified the same needs and root causes with similar or the same desired outcomes and goals that you will address as an LEA in the District Level Programs budget. Write NA if no trends are identified to be funded.  | 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. |
| 1. List strategies and actions steps to be funded to address the LEA trends in question #4. Also provide how you will monitor and evaluate these actions. These strategies and action steps should be in the LEA IAP.
 | Chart is incomplete and/or not aligned | Chart is completed trend, strategy, action steps, monitoring measures and evaluation measures; all elements are loosely aligned | Chart is completed in detail; trend, strategy, action steps, monitoring measures and evaluation measures; all elements are aligned |
| 1. Based on the 2023-24 schools’ CNAs 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 unique to individual schools. NA if not funding unique needs.
 | Each school is listed, but need, root cause, desired outcome and process and impact goals are missing or incomplete or not aligned | Each School with unique need/s are listed but need, root cause, desired outcome and process and impact goals are loosely aligned | Each School with unique need/s are listed with tightly aligned need, root cause, desired outcome and process and impact goals. |
| 1. List strategies and action steps to be funded to address unique school subgroup needs in question #6. Also provide how you will monitor and evaluate these actions. These strategies and action steps should be in the school’s IAP.
 | Each school with unique need is listed with strategy, action steps, monitoring measures and evaluation measures; all elements are not aligned; or not all listed. | Each school with unique need is listed with strategy, action steps, monitoring measures and evaluation measures; all elements are loosely aligned. | Each school with unique need is listed with strategy, action steps, monitoring measures and evaluation measures; all elements are tightly aligned. |
| 1. 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. |
| 1. 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. |
| 1. 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. |