

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	<i>Not Applicable.</i>	Form <i>meets the following</i> : <input type="checkbox"/> Form is complete.	<i>Not Applicable.</i>	Form is <i>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 checked="" 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"/> Exceeds standard	<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard				
B. Alignment with the Needs Assessment 1. Comprehensive Needs Assessment	Proposal <i>meets all of the following</i> : <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 <i>meets all of the following</i> : <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 <i>meets at least one of the following</i> : <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 <i>meets any of the following</i> : <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 <i>meets all of the following</i> : <input type="checkbox"/> The narrative explains in detail how the choice of the intervention model is aligned with school needs.	Proposal <i>meets all of the following</i> : <input type="checkbox"/> The needs assessment data supports the school's model	Proposal <i>meets at least one of the following</i> : <input type="checkbox"/> The needs assessment data weakly supports the school's model	Proposal <i>meets any of the following</i> : <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 <i>meets all of the following</i> : <input type="checkbox"/> Completed Performance Framework sets reasonable but ambitious goals for the	Proposal <i>meets all of the following</i> : <input type="checkbox"/> Performance Framework is complete; adequate goals set.	Proposal <i>meets at least one of the following</i> : <input type="checkbox"/> Performance Framework is partially incomplete and/or goals are inadequate.	Proposal <i>meets any of the following</i> : <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>C. Alignment with Intervention Requirements</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>D. Foundtion Laid through Priority/Focus Schools Process or Previous SIG Process</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 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><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 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><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 I TOTAL</p>	<p>Turnaround = 49 points available</p>		<p>29 points is 60% of points available</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>							

II. Teaching and Learning							
A. Curriculum							
1. Use of State Standards	Not Applicable	Proposal meets all of the following: The school uses the state standards as the basis of the school's curriculum. <input type="checkbox"/>	Not Applicable	Proposal meets any of the following: The school does not use the state standards as the basis of the school's curriculum. <input type="checkbox"/>	2		Does not meet standard = 0 Meets standard = 6
		<input type="radio"/> Meets standard		<input type="radio"/> Does not meet standard			
2. Research-Based Materials	Proposal meets all of the following: Proposed materials are research-based and sufficient to support full implementation of the standards in all subject areas/grades. <input type="checkbox"/> The school has a clearly defined, regular process for determining the effectiveness of curricular materials. <input type="checkbox"/> The school has a regular, clear, and high-quality process for determining whether materials are aligned with the standards. <input type="checkbox"/>	Proposal meets all of the following: Proposed materials are research-based and sufficient to support full implementation of the standards in all subject areas/grades. <input type="checkbox"/> The school has a defined process for determining the effectiveness of curricular materials. <input type="checkbox"/> The school has a clear process for determining whether materials are aligned with the standards. <input type="checkbox"/>	Proposal meets at least one of the following: Proposed materials are research-based BUT not sufficient to support full implementation of the standards in some subject areas/grades. <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. <input type="checkbox"/> The school's process for determining whether materials are aligned is not adequate. <input type="checkbox"/>	Proposal meets any of the following: Proposed materials are not research-based OR are not sufficient to support full implementation of the standards in most subject areas/grades. <input type="checkbox"/> The school's process for reviewing curricular materials is vague or confusing. <input type="checkbox"/> The school's process for determining whether materials are aligned with the standards is vague or confusing. <input type="checkbox"/>	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			

<p>3. Vertical alignment</p>	<p>Proposal meets all of the following:</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 meets all of the following:</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 meets at least one of the following:</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 meets at least one of the following:</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 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. Instruction 1. Instructional improvements</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Proposed instructional improvement strategies are clear, innovative, and effective.</p> <p><input type="checkbox"/> Proposed instructional improvements are aligned to school needs as identified by the needs assessment.</p> <p><input type="checkbox"/> Proposed instructional improvements will cover all grades/subject</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Proposed instructional improvement strategies are clear and effective.</p> <p><input type="checkbox"/> Proposed instructional improvements are aligned to school needs as identified by the needs assessment.</p> <p><input type="checkbox"/> Proposed instructional improvements will cover tested grades/subject areas.</p>	<p>Proposal meets at least one of the following:</p> <p><input type="checkbox"/> Proposed instructional improvement strategies are clear but ineffective.</p> <p><input type="checkbox"/> Some misalignment between proposed instructional improvements and needs assessment.</p> <p><input type="checkbox"/> Proposed instructional improvements will address some grades or subject areas.</p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> Current or proposed plans for instruction are vague or confusing.</p> <p><input type="checkbox"/> No alignment between proposed instructional improvements and needs assessment.</p> <p><input type="checkbox"/> Instructional improvements are not 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><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. Multi-Tiered System of Supports Instructional Model/Intervention Process (IP)</p>	<p>Proposal meets all of the following:</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 meets all of the following:</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><input type="checkbox"/> Socio-emotional counseling and community-oriented services will be enhanced through SIG to meet the needs of the students.</p>	<p>Proposal meets all of the following:</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 meets any of the following:</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><input type="checkbox"/> The school does not propose plans for socio-emotional counseling and other services or community-oriented services.</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. Special populations</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> The school has clear, evidence-based plans for enhancing instruction for all special</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> The school has clear plans for enhancing instruction for all special populations.</p>	<p>Proposal meets at least one of the following:</p> <p><input type="checkbox"/> The school has clear plans for enhancing instruction for some special populations.</p>	<p>Proposal meets any of the following:</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>4. Increased time</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Proposal will increase annual instructional minutes by at least 300 hours.</p> <p><input type="checkbox"/> Increased time will be mandatory for all students.</p> <p><input type="checkbox"/> School schedules and school calendars clearly demonstrate instructional time is equal to the proposed increased time.</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Proposal will increase annual instructional minutes by at least 150 hours.</p> <p><input type="checkbox"/> Increased time will be mandatory for all students.</p> <p><input type="checkbox"/> School schedules and school calendars clearly demonstrate instructional time is equal to the proposed increased time.</p>	<p>Proposal meets at least one of the following:</p> <p><input type="checkbox"/> Proposal will increase annual instructional minutes by less than 150 hours.</p> <p><input type="checkbox"/> Increased time will be open to all students.</p> <p><input type="checkbox"/> School schedules and calendars do not align with proposed increased time.</p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> Proposal will not increase annual instructional minutes.</p> <p><input type="checkbox"/> Increased time will not be open to all students.</p> <p><input type="checkbox"/> School schedules and school calendars do not demonstrate increased instructional time.</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. Data for Instructional Decision-Making 1. Current and Proposed assessments</p>	<p>Proposal <i>meets all of the following</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current and proposed assessments cover all grades and subject areas. <input type="checkbox"/> The school's assessment plan includes formative, interim, AND summative assessments for each subject area/ grade level. <input type="checkbox"/> Proposed assessments will upgrade and/or streamline the assessment plan. <input type="checkbox"/> New internal assessments will be high-quality and standardized within all grade-levels/ subject areas. 	<p>Proposal <i>meets all of the following</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current and proposed assessments cover all tested grades and subject areas. <input type="checkbox"/> The school's assessment plan includes formative, interim, AND summative assessments for tested subject areas/ grade levels. <input type="checkbox"/> Proposed assessments will eliminate gaps in the current assessment <input type="checkbox"/> New internal assessments will be high-quality and standardized in tested grades/ subject areas. 	<p>Proposal <i>meets at least one of the following</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current and proposed assessments cover some tested grades and subject areas. <input type="checkbox"/> The school's assessment plan includes formative, interim, AND summative assessments for some tested subject areas/grade levels. <input type="checkbox"/> Some proposed assessments are duplicative. <input type="checkbox"/> New internal assessments will vary within grade-levels/ subject areas. 	<p>Proposal <i>meets any of the following</i>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school's current and proposed assessments are vague or confusing. <input type="checkbox"/> The school's assessment plan is missing formative, interim, OR summative assessments for tested subject areas/ grade levels. <input type="checkbox"/> All proposed assessments are duplicative. <input type="checkbox"/> Plans for new internal assessments are vague or confusing. 	2		<p><i>Does not meet standard = 0</i> <i>Partially meets standard = 2</i> <i>Meets standard = 4</i> <i>Exceeds standard = 6</i></p>	
	<input checked="" type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard				

<p>2. Data-driven decision-making</p>	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear evidence is provided that instructional decisions are informed by data. <input type="checkbox"/> Assessment plan will provide timely data (within 1-3 days) that can be analyzed by sub-groups, items, and classrooms. <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>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear evidence is provided that instructional decisions are informed by data. <input type="checkbox"/> Assessment plan will provide timely data (within 4-5 days) that can be analyzed by sub-groups, items, and classrooms. <input type="checkbox"/> The school's systems/policies/ procedures/ structures to support data analysis and use on a consistent basis are clear. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Limited evidence is provided that instructional decisions are informed by data. <input type="checkbox"/> Assessment plan will provide timely data that can be analyzed by sub-groups, items, OR classrooms. <input type="checkbox"/> The school's systems/policies/ procedures/ structures to support data analysis do not provide adequate time for analysis. 	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No or vague evidence of data-driven decision-making is provided. <input type="checkbox"/> Data provided will not be timely (greater than a week) nor will it permit disaggregated analysis. <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. 	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>D. Instructional Leadership and Staff 1. Current Instructional Staff 2. Proposed Instructional Staff</p>	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <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. 	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <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. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <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. 	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <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 <input type="checkbox"/> Any SIG-funded position does not meet EDGAR cost principles. 	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				
<p>PART II TOTAL</p>	<p>Turnaround = 72 points available</p>							
<p>Preferential Points:</p> <ul style="list-style-type: none"> • Proposals for the Turnaround model which make dual enrollment and AP/IB courses available to ALL students are eligible for 10 preferential points. Evidence must be provided in item B.1.b. in this section • Proposals for the Turnaround Model which incorporate high-quality pre-school using the Early Learning Collaborative model are eligible for 10 preferential points. Evidence must be provided in item B.2.c. in this section. • Proposals for the Turnaround 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. 								

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.	2	Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4
		<input type="radio"/> Not applicable	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard		
B. Human Resource Systems 1. Recruitment and Hiring School Leader <i>For Turnaround schools that do not qualify for an exemption.</i>		Proposal meets all of the following: <input type="checkbox"/> The school's recruitment plan includes clear timelines, multiple, effective recruitment <input type="checkbox"/> 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.	Proposal meets all of the following: <input type="checkbox"/> 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.	Proposal meets at least the following: <input type="checkbox"/> 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.	Proposal meets any of the following: <input type="checkbox"/> 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.	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		
<i>For schools qualifying for an exemption</i>		Not applicable.	Proposal meets all of the following: <input type="checkbox"/> Evidence retained principal has a "track record of success in raising student achievement" is clear, quantitative, and compelling. OR <input type="checkbox"/> The school's recruitment plan includes clear timelines and at least one effective recruitment strategy. <input type="checkbox"/> A rural flexibility school's description of how it will meet the intent and purpose of the requirement is compelling.	Proposal meets at least one of the following: <input type="checkbox"/> Evidence retained principal has a "track record of success in raising student achievement" is clear and, quantitative, but not compelling. OR <input type="checkbox"/> A rural flexibility school's description of how it will meet the intent and purpose of the requirement is weak.	Proposal meets any of the following: <input type="checkbox"/> Evidence retained principal has a "track record of success in raising student achievement" is not clear or not quantitative. <input type="checkbox"/> Principal being retained is not "newly hired." <input type="checkbox"/> School claimed a rural exemption but does not qualify.	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. Instructional staff	Proposal meets all of the following: <input type="checkbox"/> The school's recruitment plan includes timelines and multiple, effective <input type="checkbox"/> The school's process for evaluating applicants reflects high expectations.	Proposal meets all of the following: <input type="checkbox"/> The school's recruitment plan includes clear timelines and at least one effective recruitment strategy. <input type="checkbox"/> The school's process for evaluating applicants is clear and reflects high expectations.	Proposal meets at least one of the following: <input type="checkbox"/> The school's recruitment plan is clear BUT is unlikely to garner qualified candidates.	Proposal meets any of the following : <input type="checkbox"/> The school's instructional staff recruitment plan is <input type="checkbox"/> The school's process for evaluating applicants is vague or confusing.	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			

<p>c. Financial incentives</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> The school proposes SIG-funded financial incentives that are based on student performance outcomes.</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> The school proposes SIG-funded financial incentives and identifies any available state or federal financial incentive programs.</p>	<p>Proposal meets at least the following:</p> <p><input type="checkbox"/> The school only proposes financial incentives currently available through state or other federal programs.</p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> The school proposes no financial incentives, SIG-funded or otherwise.</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>2. Screening and Re-Hiring</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Plan describes in-depth how the district will use teacher effectiveness (as measured by student data) to determine which personnel to release or retain (no more than 50% of current staff).</p> <p><input type="checkbox"/> Plan includes interview protocols.</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Plan describes how the district will screen and re-hire no more than 50% of staff.</p> <p>A rural flexibility school provides a compelling</p> <p><input type="checkbox"/> description of how it will meet the intent and purpose of this requirement.</p>	<p>Proposal meets at least the following:</p> <p><input type="checkbox"/> Plan does not clearly describe how the district will screen and re-hire no more than 50% of current staff.</p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> Plan does not describe how the district will determine which personnel to release or transfer.</p> <p>A school claims a rural</p> <p><input type="checkbox"/> flexibility exemption but does not qualify.</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. Employment Policies a. Placement</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Placement process is clear and driven by matching student need to teacher</p> <p><input type="checkbox"/> Teacher preference is not a factor in making assignments.</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Placement process is clear and driven by matching student need to teacher</p> <p><input type="checkbox"/> Teacher preference is taken into consideration but not as the most important factor.</p>	<p>Proposal meets at least the following:</p> <p><input type="checkbox"/> Placement process is clear but driven by seniority or teacher preference.</p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> Placement process 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. Opportunities for promotion and career growth</p>	<p>Proposal meets all of the following:</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 meets all of the following:</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 meets at least one of the following:</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 meets any of the following:</p> <p><input type="checkbox"/> Opportunities for promotion or involvement in reform are vague or confusing.</p> <p><input type="checkbox"/> Opportunities for promotion or involvement in the decision-making process are not included.</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. Organizational Structures and Management 1. Governance a. Proposed Governance Structure b. District-Level Staff</p>	<p>Proposal meets all of the following: <input type="checkbox"/> Plan meets all items in the “meets standards” column. <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: <input type="checkbox"/> Organizational charts which clearly represent lines of authority are included for both the school and the district. <input type="checkbox"/> The proposal includes a detailed description of the proposed changes to the governance structure. <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: <input type="checkbox"/> Organizational charts which clearly represent lines of authority are included for the school OR the district. <input type="checkbox"/> The proposal’s description of the proposed changes to the governance structure is vague or confusing. <input type="checkbox"/> District-level staff support is limited.</p>	<p>Proposal meets any of the following: <input type="checkbox"/> Organizational charts which clearly represent lines of authority are vague or omitted. <input type="checkbox"/> The proposal lacks a description of proposed changes to the governance structure. <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>c. School Autonomy</p>	<p>Not applicable</p>	<p>Proposal meets all of the following: <input type="checkbox"/> Evidence is provided to support that the school’s leadership will have autonomy in making school improvement decisions and will be held accountable for those decisions.</p>	<p>Proposal meets at least one of the following: <input type="checkbox"/> Autonomy relevant to school improvement at the school-level is limited.</p>	<p>Proposal meets any of the following: <input type="checkbox"/> Decisions relevant to school improvement are the responsibility of district-level leadership only.</p>	<p>2</p>		<p>Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4</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>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 address this in the interview round if the application advances.</p>	<p>Proposal meets all of the following: <input type="checkbox"/> The plan meets all of the items in the “meets standards” column. <input type="checkbox"/> The district describes an internal process for monitoring the effectiveness of services provided by External Providers.</p>	<p>Proposal meets all of the following: <input type="checkbox"/> The plan includes a comprehensive, proposed scope of work for the External Providers. <input type="checkbox"/> The scope of work includes quantitative performance measures.</p>	<p>Proposal meets at least one of the following: <input type="checkbox"/> 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.</p>	<p>Proposal meets any of the following: <input type="checkbox"/> The scope of work does not adequately define expectations for the performance of External Providers.</p>	<p>0</p>		<p>No points awarded during the initial review.</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>				

3. School Climate	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> The plan meets all items in the "meets standards" column. Proposed solutions develop the capacity to create a sustained change in school culture.</p>	<p>Proposal meets all of the following:</p> <p><input type="checkbox"/> Proposal clearly describes the school's climate as defined through the comprehensive needs assessment process.</p> <p><input type="checkbox"/> Proposed actions will directly address the problems identified by the needs assessment.</p>	<p>Proposal meets at least one of the following:</p> <p>Proposal clearly describes the school's climate as defined through the comprehensive needs assessment process, BUT proposed actions do not address the root cause of the problems identified by the needs assessment.</p>	<p>Proposal meets any of the following:</p> <p><input type="checkbox"/> Proposal is vague or confusing.</p> <p><input type="checkbox"/> Proposal does not address climate issues identified by the needs assessment.</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				

<p>D. Support for Teaching and Learning 1. Professional Development</p>	<p>Proposal <i>meets all of the following</i>:</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 <i>meets all of the following</i>:</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 <i>meets at least one of the following</i>:</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 <i>meets any of the following</i>:</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>	
	<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. Time for Faculty Collaboration</p>	<p>Proposal <i>meets all of the following</i>:</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 <i>meets all of the following</i>:</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"/> 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 <i>meets at least one of the following</i>:</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"/> 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 <i>meets any of the following</i>:</p> <p><input type="checkbox"/> School schedules do not reflect adequate time for faculty collaboration.</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>	
	<input type="radio"/> Exceeds standard	<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard				

<p>E. Parent and Community Engagement 1. Community School Relations</p>	<p>Proposal <i>meets all of the following:</i></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 <i>meets all of the following:</i></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 <i>meets at least one of the following:</i></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 <i>meets any of the following:</i></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>	2		<p><i>Does not meet standard = 0</i> <i>Partially meets standard = 2</i> <i>Meets standard = 4</i> <i>Exceeds standard = 6</i></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. Services for parents and community members</p>		<p>Proposal meets the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Services will enhance student achievement at the targeted school. <input type="checkbox"/> Services address the needs of children and their families in the targeted school. <input type="checkbox"/> Services are provided at a variety of times and locations. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Services will not enhance student achievement at the targeted school. 	<p>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Services are vague or confusing. <input type="checkbox"/> Services will not address the needs of children and their families in the targeted school. <input type="checkbox"/> Services are limited to the traditional school setting and schedule. 	<p>3</p>	<p>Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6</p>	
		<input type="radio"/> Meets standard	<input type="radio"/> Partially meets standard	<input type="radio"/> Does not meet standard			
<p>3. Engagement in school improvement</p>	<p>Proposal meets the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The proposal meets all of the items in the "meets standards" column. <input type="checkbox"/> The proposal includes a highly structured, Board-approved, school-wide plan to engage parents and community members. <input type="checkbox"/> The proposal includes a plan or process to monitor and evaluate the effectiveness of the engagement efforts. 	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for meaningful engagement are clear <input type="checkbox"/> Engagement plans include multiple opportunities for parents to review school performance and participate in decision-making about school improvement plans. <input type="checkbox"/> The proposal is designed to strengthen or expand current involvement activities using SIG funds. 	<p>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for engagement are clear BUT they are limited. <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>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for engagement are too vague or too confusing to evaluate. <input type="checkbox"/> No opportunities for engagement are given. 	<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>F. Sustainability</p>	<p>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <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>Proposal meets all of the following:</p> <ul style="list-style-type: none"> <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>Proposal meets at least one of the following:</p> <ul style="list-style-type: none"> <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>Proposal meets any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The school's response is vague or confusing. <input type="checkbox"/> The school does not describe how it will sustain reforms. 	<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>PART III TOTAL</p>			<p>Turnaround=125 points available</p>	<p>75 points is 60% of points available</p>			
<p>Total Points =</p>							