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Item	Exceeds standard	Meets standard	Partially meets standard	Does not meet standard	Weight	Points	Explanation	Total Points
I. Introduction								
A. Descriptive Information about the Eligible School	*Not Applicable.*	☐ Form is complete.	*Not Applicable.*	Form is **missing any of the Following:** ☐ Name, ☐ Designation ☐ Accountability Label, ☐ Selected Intervention, ☐ NCES ID, or ☐ MSIS Code.	1		*Does not meet standard = 0* *Meets standard = 2*	
		◯ Meets standard		◯ Does not meet standard				
B. Alignment with the Needs Assessment 1. Comprehensive Needs Assessment	Proposal **meets all of the following:** ☐ Provides a clear, in-depth discussion of the school's needs in each area. ☐ Provides both quantitative and qualitative evidence in each area; evidence is disaggregated. ☐ MCAPS data is attached	Proposal **meets all of the following:** ☐ Clearly describes the school's needs in each area. ☐ Provides qualitative or quantitative evidence of need in each area. ☐ MCAPS data is attached.	Proposal **meets at least one of the following:** ☐ Description of needs in any area is unclear. ☐ Qualitative or quantitative evidence provided is inadequate to support identified ☐ MCAPS data is attached but confusing.	Proposal **meets any of the following:** ☐ Description of needs is missing for one or more areas. ☐ Neither qualitative nor quantitative evidence is provided for one or more areas. ☐ MCAPS data is not attached.	3		*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*	
	◯ Exceeds standard	◯ Meets standard	◯ Partially meets standard	◯ Does not meet standard				
2. Intervention Model Selection	Proposal **meets all of the following:** ☐ The narrative explains in detail how the choice of the intervention model is aligned with school needs.	Proposal **meets all of the following:** ☐ The needs assessment data supports the school's model selection. ☐ The model will be implemented for all students. ☐ Evidence shows that the model improves student academic achievement or attainment.	Proposal **meets at least one of the following:** ☐ The needs assessment data weakly supports the school's model	Proposal **meets any of the following:** ☐ The needs assessment data does not justify the school's model selection. ☐ The model will mot be implemented for all students. ☐ Evidence does not show that the model improves student academic achievement or attainment.	3		*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*	
	◯ Exceeds standard	◯ Meets standard	◯ Partially meets standard	◯ Does not meet standard				
3. Baseline Data and Performance Goals	Proposal **meets all of the following** : ☐ Completed Performance Framework sets reasonable but ambitious goals for the school.	Proposal meets **all of the following** : ☐ Performance Framework is complete; adequate goals set.	Proposal meets **at least one of the following** : ☐ Performance Framwork is partially incomplete and/or goals are inadequate.	Proposal meets **any of the following:** ☐ Performance Framework is not attached.	2		Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6	
	◯ Exceeds standard	◯ Meets standard	◯ Partially meets standard	◯ Does not meet standard				

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C. Alignment with Intervention Requirements	Proposal *meets all of the following:*	Proposal *meets all of the following:*	Proposal **meets** *at least one of the following:*	Proposal *meets any of the following:*			Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9	
	☐ The summary chart provides a succinct but detailed discussion of how each intervention requirement for the chosen model will be met. ☐ Page references provide clear evidence that the proposal will exceed the intervention requirements of the chosen model.	☐ The summary chart adequately addresses how each intervention requirement will be met. ☐ Page references provide evidence that the proposal will meet all of the intervention requirements.	☐ The summary chart references fulfillment of each intervention requirement, but the chart does not address how all of the requirements will be met. ☐ 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.	☐ The summary chart neither references nor addresses one or more of the intervention requirements for the chosen model. ☐ Page references do not provide evidence of proposal's alignment with the intervention requirements. ☐ Page references directly contradict any requirement.	3			
	⊙ Exceeds standard	⊙ Meets standard	⊙ Partially meets standard	⊙ Does not meet standard				
D. Foundation Laid through Priority/Focus Schools Process or Previous SIG Process	*Not Applicable.*	Proposal *meets all of the following:*	Proposal **meets** *at least one of the following:*	Proposal *meets any of the followina:*			Does not meet standard = 0 Partially meets standard = 1 Meets standard = 2	
		☐ 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. ☐ The school had no previous SIG award OR the previous SIG award produced strong, sustained student achievement gains.	☐ 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 from the meetings. ☐ If the school had a previous SIG award, it only produced weak or unsustained student achievement gains.	☐ 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. ☐ If the school had a previous SIG award, it was terminated or did not produce student achievement gains.	1			
		⊙ Meets standard	⊙ Partially meets standard	⊙ Does not meet standard				

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E. Implementation Milestones 1. Pre-Implementation or Planning Year	Proposal *meets all of the following* :	Proposal *meets all of the following:*	Proposal *meets at least one of the following:*	Proposal *meets any of the following:*			*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4* *Exceeds standard = 6*	
	☐ Activities are clear, allowable, and comprehensive. ☐ Activities are assigned to specific individuals (by name and/or position. ☐ Activities have a clear timeline, evaluation metrics that allow for continuous monitoring, and are necessary.	☐ Activities are clear, allowable. ☐ Activities are assigned to specific individuals (by name and/or position). ☐ Activities have a clear timeline and identified evaluation metric. ☐ Activities are necessary to the successful implementation of the school proposal.	☐ Some activities are unclear. ☐ Some activities are not assigned to specific individuals. ☐ Some activities lack a clear timeline, identified evaluation metric, OR connection to successful implementation.	☐ Too few activities are listed to evaluate pre-implementation/planning. ☐ Some activities are not allowable. ☐ No responsible individuals are given. ☐ No timeline is given. ☐ No identified evaluation metrics are given. ☐ No connections to successful implementation are given.	2			
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				
2. Implementation and Sustainability Years	Proposal *meets all of the following* :	Proposal *meets all of the following* :	Proposal *meets at least one of the following* :	Proposal *meets any of the following :*			*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4* *Exceeds standard = 6*	
	☐ Milestones are clear, actionable, and comprehensive. ☐ Milestones are assigned to specific individuals (by name and/or position). ☐ Milestones have a clear timeline and evaluation metrics that allow for continuous monitoring.	☐ Milestones are clear and actionable. ☐ Milestones are assigned to specific individuals (by name and/or position). ☐ Milestones have a clear timeline and identified evaluation metric.	☐ Some milestones are unclear. ☐ Some milestones are not assigned to specific individuals. ☐ Some milestones lack a clear timeline or evaluation metric.	☐ Too few milestones are listed to evaluate.	2			
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				
Section SUB-TOTAL	*Turnaround and Transformation = 49 points available*		*29 Points is 60% of points available*					
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.								

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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.	*Not applicable .*	Proposal *meets any of the following:* ☐ The school does not use the state standards as the basis of the school's curriculum.	3		*Does not meet standard = 0* *Meets standard = 6*	
		○ Meets standard		○ 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. ☐ The school has a clearly defined, regular process for determining the effectiveness of curricular materials. ☐ The school has a regular, clear, and high-quality process for determining whether materials are aligned with the standards.	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. ☐ The school has a defined process for determining the effectiveness of curricular materials. ☐ The school has a clear process for determining whether materials are aligned with the standards.	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. ☐ The school has a defined process for reviewing curricular materials regularly, BUT the process will not provide information about the effectiveness of the materials. ☐ The schools's process for determining whether materials are aligned is not adequate.	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. ☐ The school's process for reviewing curricular materials is vague or confusing. ☐ The school's process for determining whether materials are aligned with the standards is vague or confusing.	3		*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*	
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				

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3. Vertical alignment	Proposal *meets all of the following:* ☐ The school has provided a working link to, or other evidence of, the existence of pacing guides in each subject ☐ The school has a clear, high-quality plan (including a timeline and persons responsible) for developing pacing guides. ☐ The school has a regular, clear process for reviewing and revising pacing guides in all subject areas/grades. ☐ The school has a clear, high-quality plan for cross-grade planning.	Proposal *meets all of the following:* ☐ The school has provided a working link to, or other evidence of, the existence of pacing guides in each subject area/grade. OR ☐ The school has provided The school has a clear plan (inclduing a timeline and persons responsible) for developing pacing ☐ The school has a clear process for reviewing and revising pacing guides in all subject areas/grades. ☐ The school has a clear plan for cross-grade planning.	Proposal *meets at least one of the following:* ☐ The school has provided a working link to, or other evidence of, the existence of pacing guides in some subjects/grades. BUT ☐ The school lacks clear plans, including a timeline and persons responsible, for developing pacing guides for the remaining subject areas/grades. ☐ The school's process for reviewing and revising pacing guides in all subject areas/grades is unclear. ☐ The school's plan for cross-grade planning is unclear.	Proposal *meets any of the following:* ☐ The school has not provided a working link to, or other evidence of, the existence of pacing guides in any subject area/grade. AND ☐ The school lacks a clear plan, including a timeline and persons responsible, for developing pacing guides in each subject ☐ The school has neither a regular nor clear process for reviewing and revising pacing guides in all subject areas/grades. ☐ The school has no plan for cross-grade planning.	3		*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*	
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				
4. College and Career Ready Competencies	Proposal *meets all of the following* : ☐ The school's list of college and career ready competencies are evidence-based OR the school's process for developing the competencies will result in evidence-based strategies.	Proposal *meets all of the following* : ☐ The school attached a comprehensive list of college and career ready competencies OR has a clear process for ow to develop this list. ☐ The school provides a clear description for the competencies will be effectively integrated in each course. ☐ The school provides a clear plan for using the Senior Capstone Project to demonstrate a student's mastery of the competencies.	Proposal *meets at least one of the following* : ☐ The school provides a list of competencies BUT the list is vague, incomplete, or inadequate. ☐ The school's plan for integrating the competencies will not be effective or will include some but not all courses.	Proposal *meets any of the following* : ☐ The school did not attach a defined list of college and career ready competencies OR the description of how the school will develop the competencies is vague or confusing. ☐ The school's plan for integrating the competencies in each course if vague or confusing.	3		*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*	
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				
5. Career Pathways	Proposal *meets all of the following* : ☐ The school provides a clear description of multiple, varied pathways with comprehensive supporting coursework.	Proposal *meets all of the following* : ☐ The school provides a clear description of pathways with comprehensive supporting coursework.	Proposal *meets at least one of the following* : ☐ The school provides a clear description of pathways but either the pathways or supporting courseowrk are limited in	Proposal *meets any of the following* : ☐ The school's description of career pathways is vague or confusing.	3		*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*	
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				

6. College Credit	*Not applicable*	Proposal **meets all of the following** :	Proposal **meets at least one of the following** :	Proposal **meets any of the following** :	3		*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6*	
		☐ The school names the appropriate partners to provide college credit to all students and attaches signed memoranda of understanding with its key institution of higher education (IHE) ☐ The school's plans to provide college credit to all students at no cost, inclduing tuition fees, and textbook costs, are clear and	☐ The school names the appropriate partners to provide college credit to all students and attaches signed memoranda of understanding with its key institution of higher education (IHE) ☐ The school's plans to provide college credit to all students at no cost, inclduing tuition fees, and textbook costs, are clear BUT the plans are not likely to be	☐ The school does not name the appropriate partners to provide college credit to all students OR does not attach signed memoranda of understanding with its key institution of higher education (IHE) partner. ☐ The school's plans to provide college credit to all students at no cost, inclduing tuition fees, and textbook costs, is vague or				
			○ Meets standard	○ Partially meets standard	○ Does not meet standard			
7. Work-Based Learning Opportunities	Proposal **meets all of the following** : ☐ The school names the appropriate partners to provide work-based learning opportunities. ☐ The school's plans to provide work-based learning opportunities are clear and effective. ☐ The school provides signed memoranda of understanding with partners.	Proposal **meets all of the following** : ☐ The school names the appropriate partners to provide work-based learning opportunities. ☐ The school's plans to provide work-based learning opportunities are clear and effective.	Proposal **meets at least one of the following** : ☐ The school names the appropriate partners to provide work-based learning opportunities. ☐ The school's plans to provide work-based learning opportunities are clear BUT the plans are not likely to be effective.	Proposal **meets any of the following** : ☐ The school does not name the appropriate partners to provide work-based learning opportunities. ☐ The school's plans to provide work-based learning opportunities is vague or confusing.	3		*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*	
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				
B. Instruction 1. Instructional improvements	Proposal **meets all of the following:** ☐ Proposed instructional improvement strategies are clear, evidence-based, and effective. ☐ Proposed instructional improvements are aligned to school needs as identified by the needs assessment. ☐ Proposed instructional improvements will cover all grades/subject	Proposal **meets all of the following:** ☐ Proposed instructional improvement strategies are clear and effective. ☐ Proposed instructional improvements are aligned to school needs as identified by the needs assessment. ☐ Proposed instructional improvements will cover tested grades/subject areas.	Proposal **meets at least one of the following:** ☐ Proposed instructional improvement strategies are clear but ineffective. Some misalignment between proposed instructional improvements and needs assessment. ☐ Proposed instructional improvements will address some grades or subject areas.	Proposal **meets any of the following:** ☐ Current or proposed plans for instruction are vague or confusing. ☐ No alignment between proposed instructional improvements and needs assessment. ☐ Instructional improvements are not addressed or do not indicate a change from current practice.	2		*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4* *Exceeds standard = 6*	
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				

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2. Multi-Tiered Instructional Model/Intervention Process (IP)	Proposal **meets all of the following:** ☐ The school describes a multi-tiered system of support that exceeds State Board requirements. ☐ Current and proposed academic and non-academic services create a school-wide system of support for all	Proposal **meets all of the following:** ☐ The school describes a clear multi-tiered system of supports that meets State Board requirements. ☐ Proposed academic and non-academic services enhance current services to create a system of support for struggling students. ☐ Plans for academic and socio-emotional counseling are clear and show a significant commitment to counseling services, including college academic advising. ☐ Plans for teacher adivisors are clear and well-designed.	Proposal **meets all of the following:** ☐ The school's multi-tiered system of supports is unclear or does not meet State Board requirements. ☐ Proposed academic or non-academic services are inadequate or only marginally improve current services. ☐ Current and proposed academic or non-academic services are limited to those provided by the special education teachers or for selected grades.	Proposals **meets any of the following:** ☐ The school provides no evidence of a multi-tiered system of supports. ☐ The school's current and/or proposed academic or non-academic services are vague or confusing. ☐ The school does not propose plans for academic counseling, teacher advisors, or sociao-emotional counseling services.	2		*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4* *Exceeds standard = 6*	
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				
3. Special populations	Proposal **meets all of the following:** ☐ The school has clear, evidence-based plans for enhancing instruction for all special populations .	Proposal **meets all of the following:** ☐ The school has clear, plans for enhancing instruction for all special populations.	Proposal **meets at least one of the following:** ☐ The school has clear plans for enhancing instruction for some special populations.	Proposal **meets any of the following:** ☐ The school's plans for enhancing instruction for special populations are vague or confusing.	2		*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4* *Exceeds standard = 6*	
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				

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C. Data for Instructional Decision-Making 1. Current and Proposed Assessments	Proposal *meets all of the following:*	Proposal *meets all of the following:*	Proposal *meets at least one of the following:*	Proposal *meets any of the following:*			*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4* *Exceeds standard = 6*	
	☐ Current and proposed assessments cover all grades and subject areas. ☐ The school's assessment plan includes formative, interim, AND summative assessments for each subject area/ grade level. ☐ Proposed assessments will upgrade and/or streamline the assessment plan. ☐ New internal assessments will be high-quality and standardized within all grade-levels/ subject areas.	☐ Current and proposed assessments cover all tested grades and subject areas. ☐ The school's assessment plan includes formative, interim, AND summative assessments for tested subject areas/ grade levels. ☐ Proposed assessments will eliminate gaps in the current assessment ☐ New internal assessments will be high-quality and standardized in tested grades/ subject areas.	☐ Current and proposed assessments cover some tested grades and subject areas. ☐ The school's assessment plan includes formative, interim, AND summative assessments for some tested subject areas/grade levels. ☐ Some proposed assessments are duplicative. ☐ New internal assessments will vary within grade-levels/ subject areas.	☐ The school's current and proposed assessments are vague or confusing. ☐ The school's assessment plan is missing formative, interim, OR summative assessments for tested subject areas/ grade levels. ☐ All proposed assessments are duplicative. ☐ Plans for new internal assessments are vague or confusing.	2			
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				

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2. Data-driven decision-making	Proposal **meets all of the following:**	Proposal **meets all of the following:**	Proposal **meets at least one of the following:**	Proposal **meets any of the following:**			Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9	
	☐ Clear evidence is provided that instructional decisions are informed by data. ☐ Assessment plan will provide timely data (within 1-3 days) that can be analyzed by sub-groups, items, and classrooms. ☐ The school's systems/policies/ procedures/ structures to support data analysis and use on a consistent basis are clear and align with school schedules.	☐ Clear evidence is provided that instructional decisions are informed by data. ☐ Assessment plan will provide timely data (within 4-5 days) that can be analyzed by sub-groups, items, and classrooms. ☐ The school's systems/policies/ procedures/ structures to support data analysis and use on a consistent basis are clear.	☐ Limited evidence is provided that instructional decisions are informed by data. ☐ Assessment plan will provide timely data that can be analyzed by sub-groups, items, OR classrooms. ☐ The school's systems/policies/ procedures/ structures to support data analysis do not provide adequate time for analysis.	☐ No or vague evidence of data-driven decision-making is provided. ☐ Data provided will not be timely (greater than a week) nor will it permit disaggregated analysis. ☐ The school's systems/policies/ procedures/ structures to support data analysis and use on a consistent basis are vague, confusing, or missing.	3			
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				
3. Early Warning System	Proposal **meets all of the following:**	Proposal **meets all of the following:**	Proposal **meets at least one of the following:**	Proposal **meets any of the following:**			Does not meet standard = 0 Partially meets standard = 3 Meets standard = 6 Exceeds standard = 9	
	☐ The school has experience using an Early Warning System to identify students at-risk of dropping out of school, students least likely to attend college, and/or students historically under-represented in college courses.	☐ The school has an operational Early Warning System OR the school has clear, effective plans for developing or acquiring an Early Warning System for use from the start of the first full year of implementation. ☐ The school has access to appropriate data to identify the population at-risk of dropping out of school or the students least likely to attend college and/or those historically under-represented in college courses.	☐ The school's plans for developing or acquiring an Early Warning System will not allow use of the system from the start of the first full year of implementation. ☐ The school has limited access to appropriate data to identify the population at-risk of dropping out of school or the students least likely to attend college and/or those historically under-representated in college courses.	☐ The school does not have an operational Early Warning System AND plans for developing or acquiring an Early Warning System for use from the start of the first full year of implementation are vague or confusing. ☐ The school does not have access to appropriate data to identify the population at-risk of dropping out of school or the students least likely to attend college and/or those historically under-representated in college courses. ☐ The school's plans for data for the Early Warning System are vague or confusing.	3			
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				

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D. Instructional Leadership and Staff 1. Current Instructional Staff 2. Proposed Instructional Staff	Proposal *meets all of the following:*	Proposal *meets all of the following:*	Proposal *meets at least one of the following:*	Proposal *meets any of the following:*			Does not meet standard = 0 Partially meets standard = 2 Meets standard = 4 Exceeds standard = 6	
	☐ The staff plan meets all items under the "meets standard" column. ☐ The proposed staff plan reflects evidence-based school improvement strategies.	☐ The proposed staff plan will support full implementation of the school proposal. ☐ All staff positions are clearly described. ☐ The proposed staff plan is aligned with the needs assessment. ☐ All SIG-funded positions will meet EDGAR cost principles.	☐ Some positions or personnel are unnecessary to fully implement the proposal. ☐ Some staff positions are not clearly described. ☐ Staff plan alignment with the needs assessment is unclear	☐ The staff plan will not support full implementation of the school proposal. ☐ The staff plan is vague or confusing. ☐ Staff plan is not aligned to the needs ☐ Any SIG-funded position does not meet EDGAR cost principles.	2			
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				
Section Sub-Total	*Pathways = 105 points available*		*63 Points is 60% of points available*					

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III. Operation and Support Systems								
A. Allocation of Financial Resources	*Not Applicable.*	Proposal ***meets all of the following:*** ☐ All additional sources of revenue will support/align with the SIG proposal and the school's needs.	Proposal ***meets at least the following:*** ☐ Some sources of additional revenue will support/align with the SIG proposal and the school's needs.	Proposal ***meets any of the following:*** ☐ Use of additional revenue does not align with the school proposal or the school's needs. ☐ Explanations of how resources will support/align with the SIG proposal are vague or confusing.	2		*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4*	
		◯ Meets standard	◯ Partially meets standard	◯ Does not meet standard				
B. Evaluation Policies	Proposal ***meets all of the following:*** ☐ The school will use the MDE's teacher evaluation plan OR ☐ Plan meets all of the items in the "meets standards" column. ☐ Plan also provides qualitative and quanitative indicators of effectiveness. ☐ Plan includes board policies for teacher and administrator evaluation.	Proposal ***meets all of the following:*** ☐ The school will use the MDE's teacher evaluation plan OR ☐ Plan clearly describes teacher and administrator evaluation processes that include both informal and formal observations and artifacts as indicators of effectiveness. ☐ The plan includes a timeline and specific improvements that will be made to the school's evaluation system. ☐ The school's evaluation system is rigorous, transparent, and equitable; uses student data as a significant factor; and was developed with teacher and principal input.	Proposal ***meets at least the following:*** ☐ The school will not use the MDE's teacher evaluation plan AND ☐ Plan describes teacher OR administrator evaluation processes that include both informal and formal observations and some artifacts as indicators of effectiveness. ☐ The plan for improvements to the current evaluation system in unclear.	Proposal ***meets any of the following:*** ☐ The school will not use the MDE's teacher evaluation plan AND ☐ Plan does not describe how the district will evaluate teachers and administrators. ☐ PLan does not include current evaluation tools. ☐ PLan does not provide improvements or changes to current evaluation system. ☐ The school's evaluation system lacks rigor, transparency, and equity; student data as a significant factor; OR teacher and principal input.	3		*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*	
	◯ Exceeds standard	◯ Meets standard	◯ Partially meets standard	◯ Does not meet standard				

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C. Organizational Structures and Management 1. Governance a. Proposed Governance Structure b. District-Level Staff	Proposal **meets all of the following:** ☐ Plan meets all of the items in the "meets standards" column. ☐ School improvement is clearly a district-wide priority as demonstrated by an internal school improvement	Proposal **meets all of the following** : ☐ Organizational charts which clearly represent lines of authority are included for BOTH the school and the district. ☐ District-level staff support is clear and adequate to ensure fidelity of implementation at the school-level.	Proposal **meets at least one the following** : ☐ Organizational charts which clearly represent lines of authority are included for the school OR the district. ☐ District-level staff support is limited.	Proposal **meets any of the following:** ☐ Organizational charts which clearly represent lines of aurhority are ☐ No district-level staff support is provided.	2		*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4* *Exceeds standard = 6*	
	◯ Exceeds standard	◯ Meets standard	◯ Partially meets standard	◯ Does not meet standard				
c. Pathways to Success School Leadership Team	*Not applicable*	Proposal **meets all of the following** : ☐ The description of the School Leadership Team contains all necessary persons AND the description is clear.	Proposal **meets at least one the following** : ☐ The description of the School Leadership Team contains all necessary persons BUT the description is vague or confusing.	Proposal **meets any of the following:** ☐ The School Leadership Team lacks any of the following: high school principal, high school counselor, middle school principal, middle school counselor, individuals with decision-making authority from both the LEA and IHE, and a desing consultant	2		*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4*	
	◯ Not Applicable	◯ Meets standard	◯ Partially meets standard	◯ Does not meet standard				
2. External Providers* a. Contract for Daily Management b. Contract for Specific Services c. Scope of Work	Proposal **meets all of the following:** ☐ The plan meets all of the items in the "meets standards" column ☐ The district describes an internal process for monitoring the effectiveness of services provided by External Providers.	Proposal **meets all of the following:** ☐ The plan includes a comprehensive, proposed scope of work for the External Provider(s). ☐ The scope of work includes quanitative performance measures.	Proposal **meets at least one of the following:** ☐ The plan includes a vague proposed scope of work for the External Provider(s). ☐ The scope of work includes limited quantitative performance measures.	Proposal **meets any of the following**: ☐ The scope of work does not adequately define expectations for the performance of External Providers.	0		*No points awarded during the initial review.* **Pathways Schools are required to contract with an MDE-approved technical assistance provider but are not required to contract with additional providers. If the school chooses to contract with External Providers, the school must have a clear plan for services.*	
	◯ Exceeds standard	◯ Meets standard	◯ Partially meets standard	◯ Does not meet standard				

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d. MDE-Approved Technical Assistance Provider		Proposal *meets all of the following:* ☐ The school attaches a signed MOU with and MDE-approved technical assistance provider. ○ Meets standard		Proposal *meets any of the following:* ☐ The school does not provide a signed MOUR with an MDE-approved technical assistance provider. ○ Does not meet standard	1		*Does not meet standard = 0* *Meets standard = 2*	
D. Family and Community Engagement 1. Written Communications Plan	Proposal *meets all of the following:* ☐ The proposal meets all of the items in the "meets standards" column. ☐ Parents and community members will be offered multiple methods (meetings, hotlines, dedicated email) of asking questions regarding the transition. ○ Exceeds standard	Proposal *meets all of the following:* ☐ Media outreach will begin several months in advance of transition and is likely to reach all affected parents and most community members. ☐ Parents and community members will be offered multiple opportunities to ask questions regarding the ☐ Transition services are well-defined, individualized, and easily accessible to children and their ○ Meets standard	Proposal *meets at least one of the following:* ☐ Media outreach lacks a clear timeline. AND/OR ☐ Media outreach is unlikely to reach all affected parents. ☐ Parents and community members will be offered one opportunity (e.g., one meeting) to ask questions regarding the ☐ Transition services are clear but minimal. ○ Partially meets standard	Proposal *meets any of the following:* ☐ Transition services are vague or confusing. OR ☐ No opportunities to ask questions are proposed. ☐ Media outreach is vague or confusing. OR ☐ No plans for media outreach are proposed. ☐ No transition services are proposed. ○ Does not meet standard	2		*Does not meet standard = 0* *Partially meets standard = 2* *Meets standard = 4* *Exceeds standard = 6*	

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2. Engagement in School Improvement	Proposal *meets all of the following:*	Proposal *meets all of the following:*	Proposal *meets at least one of the following:*	Proposal *meets any of the following:*			*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*	
	☐ Plan meets all of the items in the "meets standards" column. ☐ The proposal includes a highly structured, Board-approved, school-wide plan to engage parents and community members. ☐ The proposal includes a plan or process to monitor and evaluate the effectiveness of the engagement efforts.	☐ Opportunities for meaningful engagement are clear and numerous. ☐ Engagement plans include multiple opportunities for parents to review the school performance and participate in decision-making about school improvement plans. ☐ The proposal is designed to strengthen or expand current involvement activities using SIG funds.	☐ Opportunities for engagement are clear BUT they are limited. ☐ Opportunities for engagement are clear BUT they are shallow; no parents will have a formal role in decision-making about school improvement plans.	☐ Opportunities for engagement are too vague or too confusing to evaluate. ☐ No opportunities for engagement are given.	3			
	○ Exceeds standard	○ Meets standard	○ Partially meets standard	○ Does not meet standard				

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E. Sustainability	Proposal *meets all of the following:* 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.	Proposal *meets all of the following:* 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.	Proposal *meets at least one of the following:* 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.	Proposal *meets any of the following:* ☐ The school's response is vague or confusing. ☐ The school does not describe how it will sustain reforms.	3		*Does not meet standard = 0* *Partially meets standard = 3* *Meets standard = 6* *Exceeds standard = 9*	
	⃝ Exceeds standard	⃝ Meets standard	⃝ Partially meets standard	⃝ Does not meet standard				
Section Sub-Total	**Pathways=49 points available**		***29 Points is 60% of points available***					
Total Points =								