Purpose of the Rubrics

As the School Improvement Grant (SIG) 1003(g) competition is a highly selective process, the need for a document to guide the scoring of Requests for Proposals (RFP) is imperative for fairness and transparency. The rubrics can be a powerful tool for both the applicant and the reviewer. By clearly outlining the acceptable minimum standard and establishing varying degrees of quality responses, the rubrics provide a means for multiple reviewers to objectively score proposals. Used as a self-assessment instrument during the application process, the rubrics aid in improving the applicants' understanding of expectations for quality proposals.

Proposal Components

Fixed Requirements

Assurances 1-13 are fixed requirements, meaning they must be checked by the district in order to submit the proposal but are not assigned a point value for scoring purposes. These items do not appear in the rubrics.

1-Point Items

District Turnaround Lead and Assurances 14-17 are 1-point items; they must be checked or completed by the district and the appropriate documentation must be submitted for points to be awarded.

3-Point Items

Items within Stakeholder Engagement, SIG Model Selection, Assurances 18-20, Areas of Focus, SIG Budget, and Project Performance Accountability and Reporting Requirements are worth a maximum of 3 points. They are in a "free-response" format and require greater thought from the applicant and, in turn, the reviewer will provide a rationale for the assigned point value. Some items also require documentation as noted. To ensure consistency in scoring, 3-point items are evaluated as follows:

Performance Levels		
Point Value	*Rating*	*Description*
3 points	Exceeds	The response *exceeds* expectations by meeting a majority of "Gold Standard" elements, in addition to all requirements outlined in the standard. The Gold Standard consists of research-based best practices and emerging promising practices.
2 points	Meets	The response *meets* all requirements outlined in the standard.
1 point	Approaches	The response *approaches* the standard; however, one or more of the requirements outlined in the standard are not present.
0 points	Not Addressed	The response does *not address* any of the requirements outlined in the standard.

The following is a paper version of an online form.

Phase 1: Needs Analysis and Intervention Selection (TOP-1 components) *[22 POINTS]*

District Turnaround Lead *[1 POINT]*

Turnaround Lead

Standard	Performance Level
The district provided the contact information for the person(s) leading the implementation of turnaround and directly supervising the SIG principals, including the employee's name, position title, email address and phone number, supervisor's name and position title, and a description of their role and responsibilities.	☐ The district provided the turnaround lead's information. [1 point] ☐ The district did not provide the turnaround lead's information. [0 points]

Stakeholder Engagement *[6 POINTS]*

Stakeholder Engagement

Role of the community assessment team (CAT) [3 points]

Standard	Gold Standard	Performance Level
The CAT has a clearly defined role that, at a minimum, includes reviewing school performance data, determining causes for low performance and making recommendations for school improvement. The district has uploaded a copy of the CAT membership roster with position titles and/or stakeholder groups for each person noted.	✓ Includes purposeful engagement activities throughout the pre-implementation stage and the full implementation of the intervention model, as documented by meeting calendars, agenda items, sign-in sheets and meeting minutes	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

Efforts to engage and involve stakeholders in the SIG model selection process [3 points]

Standard	Gold Standard	Performance Level
The district has employed multiple strategies to authentically engage stakeholders and increase their involvement and contributions in the SIG intervention model or turnaround option selection process, including recruiting members for the CAT, creating materials and holding meetings at times convenient for parents and guardians to build interest in the process and explain the specific interventions, and conducting surveys regarding intervention/turnaround selection, as evidenced by uploaded documentation.	✓ Includes an analysis of stakeholder survey results ✓ Documents efforts to increase number and diversity of stakeholders ✓ Includes event calendars, meeting announcements and participation statistics ✓ Extends engagement efforts to stakeholders from feeder pattern schools to support common goals for students over time and the community as a whole	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

SIG Model Selection[1] *[15 POINTS PER SCHOOL]*

In this section, the Gold Standard requires the district to demonstrate they have engaged in a process of inquiry (through quantitative data and qualitative information collected through surveys, interviews and/or focus groups with relevant stakeholders) and subsequent gap analysis to determine the specific needs of the school in each domain before selecting a model to address them.

School Leadership *[3 points]*		
Standard	**Gold Standard**	**Performance Level**
The district has demonstrated understanding of the selected SIG model's requirements for school leadership and described how the selected SIG model will address the leadership needs of the school.	The district has collected and analyzed information regarding the school's leadership needs, including perspectives of the sitting principal, leadership team and teachers. Using the quantitative and qualitative data available, the district has identified and prioritized from the list below the leadership qualities essential to addressing the specific needs of the SIG-targeted school. ✓ Creates a clear vision of excellent instruction and ensures the School Improvement Plan (SIP) is aligned to support it ✓ Builds relational trust among administrators, teachers, students and parents in order to realize the vision ✓ Demands respect for the vision and values of the school ✓ Demonstrates tenacity and focus on achieving the school's goals ✓ Understands and practices the continuous improvement process ✓ Makes the SIP an essential driver for school improvement ✓ Understands the science of learning and demonstrates it for teachers ✓ Serves as the instructional leader by providing meaningful and timely feedback to teachers ✓ Sets high expectations for all students and teachers ✓ Practices distributed leadership by building leadership skills in teachers and staff and providing them opportunities to lead ✓ Holds all teachers and staff accountable for daily fidelity to the vision ✓ Engages all stakeholders in problem solving around barriers to student achievement ✓ Manages resources efficiently for sustainable improvement	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

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[1] The domains and gold standards related to SIG model selection in the rubric were informed and inspired in large part by Bryk, A.S.; Sebring, P.B.; Allensworth, E.; Luppescu, S.; and Easton, J.Q. (2010) *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: The University of Chicago Press.

School Infrastructure *[6 points]*

Engaging parents and community in the success of students [3 points]

Standard	*Gold Standard*	*Performance Level*
The district has demonstrated understanding of the selected SIG model's implications for parental and community engagement and described how the selected SIG model will address the parental and community engagement needs of the school.	The district has collected and analyzed information regarding the school's parent and community needs, including teacher, student, parent and community member perspectives. Using the quantitative and qualitative data available, the district has identified and prioritized from the list below the qualities of strong parental and community engagement essential to addressing the specific needs of the SIG-targeted school: ✓ School site is a warm and welcoming place for parents/community ✓ School's vision, mission and goals are clearly communicated ✓ School employees understand the needs and values of the parents and community served by the school ✓ Trust between parents/community and school staff is intentionally fostered by leadership ✓ Range of accessible opportunities for parents and community members to be involved in the school's continuous improvement occur frequently and are well publicized ✓ Constructive feedback from stakeholders is encouraged and considered in decision making ✓ Parents and community members feel valued and view the school's success as a shared responsibility	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

Creating a safe and supportive school environment [3 points]

Standard	*Gold Standard*	*Performance Level*
The district has demonstrated understanding of the selected SIG model's implications for creating a positive school environment and described how the selected SIG model will address the needs of the school in relation to school environment.	The district has collected and analyzed information regarding the school's environment, including student and teacher perspectives. Using the quantitative and qualitative data available, the district has identified and prioritized from the list below the qualities of a school environment essential to addressing the specific needs of the SIG-targeted school: ✓ Students feel welcomed and safe on school grounds and travelling to the school ✓ Students feel safe and supported to engage in academic inquiry ✓ Students trust teachers and administrators ✓ School site is a stimulating and nurturing environment focused on learning and preparation for college and career ✓ Multi-tiered system of supports is employed schoolwide to coordinate all available resources to meet the needs of students ✓ Non-essential interruptions (e.g., tardies, announcements, student misconduct) are not tolerated during instructional time	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

Instructional Programs *[6 points]*

Promoting public and collaborative teaching *[3 points]*

Standard	*Gold Standard*	*Performance Level*
The district has demonstrated understanding of the selected SIG model's implications for collaborative teaching and described how the selected SIG model will address the needs of the school in relation to collaborative teaching.	The district has collected and analyzed information regarding collaborative teaching, including teacher perspectives. Using the quantitative and qualitative data available, the district has identified and prioritized from the list below the qualities of teaching essential to addressing the specific needs of the SIG-targeted school: ✓ Teachers feel shared responsibility for the success of all students ✓ Teachers feel safe to share practices and areas of expertise with leadership and peers, and to learn from trial and error ✓ Teachers are encouraged and supported to work together on common goals with clear objectives ✓ Teachers are provided adequate time and space to plan and integrate instruction together ✓ Teachers regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices ✓ Teachers are given regular feedback and coaching from knowledgeable others ✓ Teachers seek to grow as professionals for the good of the school	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

Promoting student learning through ambitious instruction *[3 points]*

Standard	*Gold Standard*	*Performance Level*
The district has demonstrated understanding of the selected SIG model's implications for instruction and described how the selected SIG model will address the needs of the school in relation to instruction.	The district has collected and analyzed information regarding instruction, including student perspectives. Using the quantitative and qualitative data available, the district has identified and prioritized from the list below the qualities of instruction essential to addressing the specific needs of the SIG-targeted school: ✓ Instructional programs are aligned to the Florida Standards ✓ Curricula are organized and well-paced within and coordinated across grade levels ✓ Specific, measurable, standards-aligned daily objectives are understood by the teacher and student ✓ Classroom activities, assignments and experiences are designed to meet learning objectives and student learning styles ✓ Students are engaged in interactive, intellectually challenging work and feel responsible for their learning ✓ Daily objectives are assessed routinely and data is used to inform and differentiate further instruction	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

Phase 2: Areas of Assurance and Focus[2]

Phase 2 maximum point values vary by SIG model. See Appendix E for scoring summaries by model.

Areas of Assurance

Assurance 14: Reassignment of students to higher-performing schools *[1 point]*	
Standard	*Performance Level*
The district will close the school and reassign students to higher-performing schools in the district that are within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.	This assurance requires documentation to be submitted with the SIG proposal. Appropriate documentation must be uploaded in order for the district to receive points. ☐ The district confirms it has filed the appropriate paperwork with the FDOE School Approval Committee to close the school and uploads a copy of the letter to parents notifying them of the closure and offering the opportunity to enroll their student at a higher-performing school within a radius of "reasonable proximity." [1 point] ☐ The district did not upload any documentation, or the documents submitted were not acceptable. [0 points]

Closure

Assurance 15: Reopening as a charter *[1 point]*	
Standard	*Performance Level*
The district will close the school and reopen as a charter or multiple charters in accordance with Section 1002.33, Florida Statutes.	This assurance requires documentation to be submitted with the SIG proposal. Appropriate documentation must be uploaded in order for the district to receive points. ☐ The district confirms it has filed the appropriate paperwork to close the school and apply for a new school identification number with the FDOE School Approval Committee, and will upload the charter contract(s). [1 point] ☐ The district did not upload any documentation, or the documents submitted were not acceptable. [0 points]

Restart with Charter

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[2] Several of the gold standards in the rubrics for Areas of Assurance and Areas of Focus were informed and inspired by Perlman, C.L. and Redding, S. (2011) *Handbook on Effective Implementation of School Improvement Grants*. Lincoln, IL: Center on Innovation and Improvement. Retrieved from http://www.centerii.org/handbook/Resources/Handbook_on_Effective_Implementation_of_School_Improvement_Grants.pdf

Assurance 16: Enrollment of former students *[1 point]*

Standard	*Performance Level*
The district will enroll any former student who wishes to attend the school, within the grades the restarted school serves.	This assurance requires documentation to be submitted with the SIG proposal. Appropriate documentation must be uploaded in order for the district to receive points. ☐ The district has uploaded a copy of the letter to parents notifying them of the restart and offering the opportunity to enroll their student. [1 point] ☐ The district did not upload any documentation, or the documents submitted were not acceptable. [0 points]

Restart with Charter or Restart with EMO

Assurance 17: Oversight of external providers *[1 point]*

Standard	*Performance Level*
The district will follow established policies and procedures to recruit, select and provide oversight to external providers (including charter companies) to ensure their quality and hold them accountable for complying with the final requirements. All external providers should have a successful record of providing support in similar settings.	This assurance requires documentation to be submitted with the SIG proposal. Appropriate documentation must be uploaded in order for the district to receive points. ☐ The district has uploaded a description of their recruitment screening and selection process. [1 point] ☐ The district did not upload any documentation, or the documents submitted were not acceptable. [0 points]

All models, where applicable

Assurance 18: Operational flexibility *[3 points]*

Standard	Gold Standard	Performance Level
The district's DIAP (question I.B) defines "operational flexibility" in a way that demonstrates how it will provide operational flexibility in the areas of staffing, scheduling and budgeting to the school in order to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	✓ Provides waivers or exemptions from traditional district policies that restrict flexibility ✓ Grants greater autonomy, similar to schools with charters, to schools implementing a SIG model when compared (on average) with other district schools	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

Transformation, Turnaround and Restart with EMO

Assurance 19: Enhancement of district policies and practices *[3 points]*

Standard	Gold Standard	Performance Level
The district's DIAP (question II.B.2) identifies a list of policies and practices that need to be added, modified, or removed and provides a rationale of how the proposed changes will enhance current policies and practices that may be creating barriers to full and effective implementation of the selected model in a school or to sustainability of improvements after grant funding ends. Includes the steps required to make the modifications and the person(s) responsible for implementation and follow-up.	✓ Draws connections to specific barriers to a goal or to implementation of a strategy identified by the district in the problem-solving section of the DIAP to address the SIG Areas of Focus ✓ Prioritizes policies and practices that need modifications based on most immediate need ✓ Includes modifications to staffing, scheduling and budgeting where needed to increase and support operational flexibility at the school	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

All models

Assurance 20: Sustainability of reforms *[3 points]*

Standard	Gold Standard	Performance Level
The district's DIAP (question II.B.1) includes a plan to sustain improvements after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.	✓ Encourages a fundamental shift in thinking, promoting interventions as ongoing reforms from the onset ✓ Engages the community throughout the decision-making and implementation processes ✓ Creates or strengthens potential impact of a designated school improvement or "turnaround" office ✓ Identifies internal and external resources and capabilities available ✓ Considers and plans for changes that may hinder future implementation (e.g., personnel turnover, funding)	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

All models except Closure

Areas of Focus

Areas of Focus are addressed in the District Improvement and Assistance Plan (DIAP) using the 8-step planning and problem-solving (8SPPS) process.

8-Step Planning and Problem-Solving Process *[3 points]*

Each of the following four subsections represents combinations of related steps and will be scored on a scale of zero to three. An average of the scores will be calculated, resulting in a final score (ranging from zero to three) for the 8SPPS process.

Goals (Steps 1 and 8) – Creating and Testing a Theory of Action

	Standard	Gold Standard	Performance Level
Step 1	a) The goal is specific, helps to focus the district on systems-level changes that will support the highest areas of need, and describes the desired outcome that would result from a problem or set of problems being resolved. b) One or more data indicators are selected and rigorous yet attainable targets are set for three years. Together, 1a and 1b form a coherent "theory of action" (i.e., "If we do [1a], we will see [1b]").	✓ Addresses the needs of subgroups not meeting annual measurable objective (AMO) targets for the prior school year, and the special needs of subgroups not addressed by AMOs (e.g., migrant, homeless, neglected and delinquent)	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]
Step 8	The goal's monitoring plan includes the process for collecting and using data to determine if progress toward the goal is satisfactory, the person responsible for monitoring, a schedule to measure and monitor incremental changes and the evidence of progress monitoring that will be expected (e.g., data analysis report).	✓ Outlines criteria to evaluate results and contingencies to address each type of result (e.g., positive, questionable or poor) ✓ Establishes predetermined intervals for the team to decide whether to continue, intensify, modify or terminate strategies; revisit barriers; or modify the goal itself based on data ✓ Uses multiple data measures that are aligned to and predictive of the targets selected in Step 1b	

Resources and Barriers (Steps 2 and 3) – Analyzing Root Causes

	Standard	Gold Standard	Performance Level
Step 2	a) The resources relate to the stated goal and are currently available to the school. b) The barriers relate to the stated goal and are conditions that limit the effectiveness of current efforts to improve student achievement.	✓ Resources include fiscal, material, human and social. Data is used to find those resource(s) which may be having an impact ✓ Barriers are grouped into thematic buckets	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]
Step 3	The selected barriers are alterable elements of curriculum instruction, environment and/or organizational systems. They are wide-reaching, immediately actionable, and highly impactful on the goal if removed.	✓ Evidence of thoughtful prioritization of barriers based on cost/complexity and potential impact is provided ✓ Barriers are root causes, not symptoms	

Strategies and Action Steps (Steps 4 and 5) – Planning to "Do"

	Standard	Gold Standard	Performance Level
Step 4	A rationale is provided for each selected strategy. The selected strategies will enable the school to address, reduce or eliminate the targeted barrier.	✓ Includes research-based strategies that have been shown to be effective in similar school settings ✓ Makes full use of the available resources	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]
Step 5	The action steps create a detailed plan to take the strategy from non-implementation to full implementation. Each step identifies one task that will be completed and by whom, specific dates or a schedule for completion, who will ensure the task is carried out, and the evidence of completion (deliverables) they will provide. Action steps that require the expenditure of funds for a resource are marked as budget line items. Action steps that need to be included in the professional development (PD) and technical assistance (TA) report are marked as PD or TA items. Any action step that requires a school-level implementation and/or budget expenditure is tagged to the respective school(s).	✓ Action steps together form a cohesive and realistic implementation timeline for the strategy ✓ Responsibility for action steps is distributed across teams ✓ Documentation is provided to show all persons responsible have been provided the assigned task, timeline and expected deliverables ✓ Proposed evidence of completion (deliverable) is meaningful	

Strategy Monitoring Plans (Steps 6 and 7) – Monitoring Fidelity and Effectiveness

	Standard	Gold Standard	Performance Level
Step 6	The strategy monitoring plans include what will be done to monitor the fidelity of implementation of the strategy as a whole (all action steps), who will monitor, how often the monitoring will occur (e.g., frequency, specific dates, schedule), and what evidence of monitoring will be collected to determine whether the action plan established in Step 5 was implemented with fidelity.	✓ Outlines the support that will be provided for person(s) implementing the action plan (Step 5) ✓ Provides documentation to show all persons responsible for steps in the action plan have been provided the monitoring protocols ✓ Identifies the party responsible for evaluating the collected data and ensuring the leadership team considers the data during future problem-solving sessions.	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]
Step 7	The strategy monitoring plans include what data will be collected to monitor the effectiveness of the strategy and the benchmark for success; who will collect, chart and prepare the data; how often data will be collected and evaluated (e.g., frequency, specific dates, schedule); and what evidence of monitoring will be collected to determine whether implementation of the action plan in step 5 has reduced or eliminated the barrier to the goal.	✓ Establishes predetermined intervals to inform the leadership team of any strategies that do not appear to be working so that they may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed (as evidenced by data review) ✓ Uses multiple data measures where possible and relevant	

Areas of Focus 1-4 are addressed through the 8-step planning and problem-solving process. They may each be addressed in a separate goal, or as combinations of one or more goals and strategies.

Area of Focus 1: Design and implementation of a schoolwide multi-tiered system of supports *[3 points]*		
Standard	***Gold Standard***	***Performance Level***
The district's DIAP establishes an action plan to design and implement a schoolwide multi-tiered system of supports (MTSS) that includes the processes through which district leadership will identify and align all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes; monitor whether instructional and intervention programs are implemented as intended (i.e., "with fidelity") and whether they are effective; and allocate resources to schools. For the Turnaround model, the MTSS must provide appropriate social-emotional and community-oriented services and supports to students.	✓ Develops a plan to facilitate the sharing of information between all stakeholders and building of districtwide consensus to support MTSS structures ✓ Uses common language and avoids overuse of professional jargon and acronyms ✓ Describes how the district leadership team identifies organizational issues at the district and school levels that may be impacting district goals ✓ Includes asset mapping to indicate distribution of resources ✓ Describes the data source(s) and management system(s) used by the district leadership team to generate student-outcome-focused goals and priorities ✓ Includes a mechanism for regular reflection and review to adjust plans and supports	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

All models except Closure

Area of Focus 2: Identification and implementation of a Florida Standards-based instructional program *[3 points]*		
Standard	***Gold Standard***	***Performance Level***
The district's DIAP establishes an action plan to identify and implement a Florida Standards-based instructional program.	✓ Offers opportunities for teachers to be involved in the process to make explicit connections between instruction and the standards ✓ Provides schools with a district curriculum guide that is comprehensive, integrated across grade levels and aligned with the Florida Standards	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

All models except Closure

Area of Focus 3: Promoting the continuous use of student data to inform and differentiate instruction *[3 points]*		
Standard	***Gold Standard***	***Performance Level***
The district's DIAP establishes an action plan to promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students.	✓ Incorporates multiple types of data including demographic, student learning, perception and process data ✓ Encourages data-based decision making for student placement, changes to instruction, evaluating the effectiveness of instruction and identifying systemic areas of weakness ✓ Identifies differentiated instruction as an approach to instructional and organizational practices ✓ Uses the coaching model to support teachers in implementing differentiated instruction in the classroom	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

All models except Closure

Area of Focus 4: Increasing learning time *[3 points]*		
Standard	***Gold Standard***	***Performance Level***
The district's DIAP establishes schedules and strategies that provide increased learning time for the purposes of (a) instruction in core academic subjects; (b) instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and (c) teacher collaboration, planning and professional development within and across grades and subjects. All three components are included with priority given to time for core instruction for all students and for teachers to collaborate, plan and engage in professional development.	✓ Promotes increased learning time to school staff, parents and students as an incredible opportunity for professional and student growth ✓ Focuses on building teacher capacity to deliver high-quality differentiated instruction ✓ Includes early and ongoing professional development for implementing teachers on topics such as the use of diagnostic data, intervention design, needs of readers at varied levels, whole group instruction and small group instruction ✓ Creates a "coalition of the willing" by allowing teachers to opt in or out of the program	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

Transformation and Turnaround

Area of Focus 5: Professional development and technical assistance *[6 points, 3 for professional development and 3 for technical assistance]*
This area is embedded throughout each of the first four Areas of Focus and is not meant to be a stand-alone goal.

Standard	Gold Standard	Performance Level
The district's DIAP includes a professional development and technical assistance outline for each school, which at a minimum includes sending a leadership team from each school along with a district leadership team to the Differentiated Accountability Summer Academy. The outline creates a plan to provide staff ongoing, high-quality, job-embedded professional development as well as ongoing, intensive technical assistance and related support from the district, state or designated external lead partner organization. All professional development and technical assistance is aligned authentically to district and school goals and barriers and to the school's comprehensive instructional program, and is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Monitoring for fidelity and effectiveness via changes in practice will be integrated with existing district and school evaluation systems.	✓ Includes at least one professional development opportunity and technical assistance item for each of the above Areas of Focus ✓ Incorporates professional development activities such as peer observation, mentoring/mentee opportunities, lesson study, team and department study groups, and action research projects, in addition to traditional workshops ✓ Provides opportunities for school administrators to participate in professional development activities to advance their leadership skills ✓ Differentiates professional development opportunities based on the individual needs of the schools, administrators and teachers, as evidenced by student and teacher data ✓ Ensures technical assistance materials are developed for all stakeholder groups that may be involved in or affected by an activity	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

All models except Closure

SIG Budget *[6 POINTS]*

SIG Budget		
Budget [3 points]		
Standard	*Gold Standard*	*Performance Level*
The budget adequately supports full and effective implementation of the proposed model for each targeted school and clearly delineates LEA-level expenditures from school-level expenditures. Expenditures are described clearly and justifications provided where needed to help reviewers understand the rationale. All line items, including those related to pre-implementation activities to prepare for successful implementation of the model, are allowable, reasonable, and necessary for implementing the stated strategies in order to achieve the proposed goals and targets set for the school.	✓ Tapers the budget by year 3 in order to encourage sustainability of improvements ✓ Demonstrates commitment to building capacity within the LEA and school to sustain improvements after funding period ends	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]
Alignment of other resources to SIG interventions [3 points]		
Standard	*Gold Standard*	*Performance Level*
The district's DIAP (Question I.D.1) includes a description of their methodology and examples of how the district will coordinate and supplement federal, state and local funds, services and programs to align to interventions in SIG schools. Includes the person/people responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.	✓ Uses the budgets developed in the DIAP to demonstrate alignment of supplemental federal funds [in addition to SIG 1003(g) funds] to the district's school improvement goals ✓ Demonstrates commitment to repurposing resources as needed to maximize their impact	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]

Project Performance Accountability and Reporting Requirements *[3 POINTS]*

Implementation Timeline and Schedule of Deliverables		
Standard	*Gold Standard*	*Performance Level*
The implementation timeline is complete, in logical order and proposed evidences in the DIAP action plans for SIG goals are clearly related to the strategy or action step. Documentation in the schedule of deliverables is clearly linked to the task, action step or monitoring activity for which it is required.	✓ Includes clear and concise summary descriptions or notes explaining the connection between the deliverable and the task, action step or monitoring activity	☐ Exceeds [3 points] ☐ Meets [2 points] ☐ Approaches [1 point] ☐ Not Addressed [0 points]