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| LEA/Charter Holder Name/ District | CTDS# | Entity # |
|  |  |  |
| School:  | CTDS#  | Entity # |
|  |  |  |
| Assigned Education Program Specialist: |  |  |
|  |  |  |
| Requirements | YES | NO |
| Contact information  |  |  |
| Assurances  |  |  |
| Signature page |  |  |
| Proposed Budget in GME |  |  |
| Completed New CNA uploaded it in GME |  |  |
| Completed New Root Cause Analyses in GME |  |  |
| Completed New L/SIAP in GME |  |  |
| Completed evidence-based summary forms submitted as applicable |  |  |
| Specialist - scorer | Total points available | Points earned | Date | Initials |
|  |  |  |  |  |
|  |  |  |  |  |

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| --- | --- | --- | --- |
| School | 0-1 | 2-3 | 4-5 |
| 1. Vision:

Mission:Shared/ Core Values/ Beliefs:Latest revision date | None included | Some elements included | Vision:Mission:Shared/ Core Values/Beliefs:Latest revision dateAll are included |
| 1. Describe the CNA, RCA, IAP process in detail. What process did you use, include data gathering process, the consensus process? Who was involved? What was the timeframe?
 | The CNA, RCA, IAP process description is brief or vague. | The CNA, RCA, IAP process is described including most of the following: data gathering process, the consensus process, who was involved, and the timeframe. | The CNA, RCA, IAP process is described **in detail** including all of the following: data gathering process, the consensus process, who was involved, and the timeframe. |
| 1. As a result of your new 2022-23 CNA, identify the principles/indicators, primary needs, root causes, need statements and desired outcomes.
 | Principles, primary needs, root cause, desired outcomes and goals are not all listed and/or are not aligned. | Principles, primary needs, root cause, desired outcomes and goals are listed, but there may be some misalignment. | At least 3 principles/indicators, primary needs, root causes, need statements and desired outcomes are included and aligned |
| 1. List both process and impact SMART goals from your IAP.
 | Insufficient process and impact goals are included and/or are not SMART format | Some process and impact goals are included, are in SMART format, but more are needed | Process and impact goals are included, are in SMART format, are sufficient and appropriate  |
| 1. What strategies and action steps in the school 2022-23 IAP will be funded with the FY23 CSI grant? Include timelines and responsible staff.
 | Strategies and actions are brief, and/or chart doesn’t include all elements requested, and/or there is no alignment | Strategies and actions are identified, and chart is complete but may have limited details including some misalignment | All strategies and action steps in the school 2022-23 IAP that will be funded with the FY23 CSI grant are listed including timelines and responsible staff, and all items are aligned |
| 1. Think five years in the future…describe your school, what it looks like, feels like, sounds like...
 | Vague description of future school, what it looks like, feels like, sounds like | Brief description of future school, what it looks like, feels like, sounds like | Detailed description of future school, what it looks like, feels like, sounds like; paints a picture that you can “see”. |
| 7. Proposed budget with required detailed narrative in GME is accurate; line items and codes are correct, math is correct. CSI funding tags are accurate in IAP. Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative.* Be sure the requests are allowable.
* Proposed Expenditures are reflected in the IAP and aligned to the CNA and RCA.
* Proposed expenditures have adequate narrative details.
* Proposed expenditures are in correct function and object codes.
* Math is correct.
 | Budget contains multiple errors and insufficient details | Budget narrative contains sufficient details, allowable, aligned to IAP, and coded mostly correctly with some mathematical errors | Detailed budget narrative, allowable, aligned to IAP, and coded correctly with minimal to no mathematical errors |
| LEA |  |  |  |
| 1. Describe the LEA’s plan to support the schools as they implement their IAP. Include actions, person/s responsible, timelines and measures of success.
 | LEA support plan is vague and doesn’t include all elements. | Brief description of support plan including actions, person/s responsible, timelines and measures of success. | Detailed and thorough plan that specifically addresses the actions, person/s responsible, timelines and measures of success. |
| 1. Describe the LEA’s plan to hold school/s accountable as they implement their IAP, including monitoring and evaluating measures. Include actions, person/s responsible, and timelines.
 | LEA accountability plan is vague and doesn’t include all elements | Brief description of accountability plan including actions, monitoring and evaluation measures, person/s responsible, and timelines | Detailed and thorough accountability plan that specifically addresses the actions, monitoring and evaluation measures, person/s responsible, and timelines |
| 1. Describe the LEA’s plan to fiscally monitor school/s receiving CSI funds. Include actions, person/s responsible, and timelines.
 | LEA fiscal monitoring plan is vague and doesn’t include all elements | Brief description of fiscal monitoring plan including actions, person/s responsible, and timelines | Detailed and thorough fiscal monitoring plan that specifically addresses the actions, person/s responsible, and timelines |