Title I Multiple School Improvement Model Planning Grant Scoring Rubric

	Background, Part 1 **Grant Application Components that Must Meet the Requirements Outlined Below to Receive the Points Possible**		
Component	**Requirements**	**Points Possible**	**Points Awarded**
Applicant Contact Information	The applicant must provide: • The name of the LEA applying for this grant; • The name of a point of contact within the LEA for this grant; • The title of this point of contact within the LEA for this grant; and • The email address of this point of contact within the LEA for this grant.		
Overview of Comprehensive Support and Improvement (CSI) Schools	For each CSI school (at least four) that the applicant wants to include in the multiple school improvement model that this planning grant will be leveraged to develop, the applicant must provide: • The name of the school • The grades served by the school • A brief description of the current school improvement intervention(s) in place at the school	1	_____
Description of Why the LEA Identified these CSI Schools for a Multiple School Improvement Model	The LEA must describe **why** it wants to include each of the aforementioned CSI schools (at least four) in the multiple school improvement model that this planning grant will be leveraged to develop.	1	_____

Description of Multiple School Improvement Model Planning Team	The applicant must illustrate that it will engage a diverse group of stakeholders when planning its multiple school improvement model. **The applicant must include at least one representative from the following stakeholder groups on this planning team:** • School leadership team members • Educators • Staff members • Family members • Community members For each of the representatives on the planning team, the applicant must: • Provide their name • Describe their role(s) in the school community (e.g., 3rd grade teacher) • Identify the stakeholder group(s) they represent	2	_____
	Background, Part 1: Total Points Possible = 4		_____

Background: Part 2 Grant Application Components that Will be Scored on a Scale of 0 – 3					
Component	**0 Points**	**1 Point**	**2 Points**	**3 Points**	**Points Awarded**
Description of Multiple School Improvement Model[1]	The applicant does not complete this question.	The applicant describes the LEA's vision for the multiple school improvement model that will be designed through this grant, **but not in a manner that clearly describes either of the following:** 1. The multiple school improvement model it seeks to develop through this planning grant; **or** 2. Why this multiple school improvement model is appropriate for the CSI schools given their strengths and areas for growth.	The applicant describes the LEA's vision for the multiple school improvement model that will be designed through this grant **by clearly describing one of the following**: 1. The multiple school improvement model it seeks to develop through this planning grant; **or** 2. Why this multiple school improvement model is appropriate for the CSI schools given their strengths and areas for growth.	The applicant describes the LEA's vision for the multiple school improvement model that will be designed through this grant by clearly describing: 1. The multiple school improvement model it seeks to develop through this planning grant; **and** 2. Why this multiple school improvement model is appropriate for the CSI schools given their strengths and areas for growth.	_____

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[1] While the applicant will leverage this planning grant to fully develop a multiple school improvement model, it should have an initial perspective on what kind of model it hopes to develop through this grant.

Planning Grant Goals	The applicant provides at least one goal, but it is not written in a S.M.A.R.T. format and does not indicate who will be responsible for guiding the planning team and others towards the goal(s).	The applicant provides at least three goals, **but they are not each written in a S.M.A.R.T. format.**	The applicant provides at least three goals written in a S.M.A.R.T. format, **but at least one of the following supporting details needs improvement:** 1. The measure(s) of success are quantifiable and relevant for the goal; **and/or** 2. There is a person identified as being responsible for guiding the planning team and others towards the goal.	The applicant provides at least three goals written in a S.M.A.R.T. format that illustrate what the LEA wants to be true by the end of this planning grant. For each goal, the applicant provides: 1. At least one quantifiable, relevant measure of success; **and** 2. Identifies who will be responsible for guiding the planning team and others towards the goal.	_____x 2 = _____
				Background, Part 2: Total Points Possible = 9	_____

Each of the following grant application components will be scored using the criteria described in the table below:

1. Ongoing stakeholder engagement
2. District needs assessment and root cause analysis
3. School-level needs assessments and root cause analyses
4. Identify high-impact, evidence-based interventions
5. Budgeting and sustainability planning
6. Condition setting

Planning Grant Priorities Grant Application Components that Will be Scored on a Scale of 0 – 3				
0 Points	**1 Point**	**2 Points**	**3 Points**	**Points Awarded by Component**
The applicant provides a goal for this grant component, but it is not written in a S.M.A.R.T. format.	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this planning grant specific to this grant component. The applicant also defines at least two measurable benchmarks that align to the goal, but **two or more** of the following supporting details are missing or unclear: 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this planning grant specific to this grant component. The applicant also defines at least two measurable benchmarks that align to the goal, but **one** of the following supporting details is missing or unclear: 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success	The applicant sets an overarching goal for the grant component written in a S.M.A.R.T. format that illustrates what the LEA wants to be true by the end of this planning grant specific to this grant component. The applicant also defines at least two measurable benchmarks that align to the goal. For each benchmark, the applicant: 1. Describes the benchmark in a manner that clearly aligns to the overarching goal for this grant component; 2. Describes at least one measure of success that is quantifiable	Ongoing stakeholder engagement _____ District needs assessment and root cause analysis _____ School-level needs assessment and root cause analysis _____ Evidence-based interventions _____

that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark.	that is quantifiable and relevant for the benchmark; and/or 3. Defines a target date for completing this benchmark.	and relevant for the benchmark; and 3. Defines a target date for completing this benchmark.	Budgeting and sustainability planning _____ Condition setting _____
		Planning Grant Priorities: Total Points Possible = 18	_____

Budget Phases Part 1 **Grant Application Components that Must Meet the Requirements Outlined Below to Receive the Points Possible**			
Component	**Requirements**	**Points Possible**	**Points Awarded**
Budget Phases Questions 1 and 2 *("How much of the planning grant funding will be used…")*	In response to the first question under the "Budget Phases" heading, the applicant defines how much of the planning grant funding will be used for district-level supports to design a multiple school improvement model that serves CSI schools and set the conditions necessary for its implementation in the district's offices. In response to the first question under the "Budget Phases" heading, the applicant defines how much of the planning grant funding will be used for school-level supports to design the multiple school improvement model and set the conditions necessary for its implementation in the individual CSI schools.	1	_____
		Budget Phases Part 1: Total Points Possible = 1	_____

Budget Phases Part 2 Grant Application Components that Will be Scored on a Scale of 0 – 3					
Component	**0 Points**	**1 Point**	**2 Points**	**3 Points**	**Points Awarded**
Budget Phases Question 3 ("*Describe how this planning grant will be used to help the LEA…*")	The applicant does not complete this question.	The applicant **does not provide a clear description** of how the planning grant will be used to help the LEA and the CSI schools design a multiple school improvement model that is directly informed by key learnings from district and school-level needs assessments **and** ongoing, meaningful stakeholder engagement.	The applicant **provides concrete examples** of how the planning grant will be used to help the LEA and the CSI schools design a multiple school improvement model that is directly informed by key learnings from district and school-level needs assessments **or** ongoing, meaningful stakeholder engagement.	The applicant **provides concrete examples** of how the planning grant will be used to help the LEA and the CSI schools design a multiple school improvement model that is informed by key learnings from district and school-level needs assessments **and** ongoing, meaningful stakeholder engagement.	_____

| **Optional** Budget Phases Question 4 ("*If the LEA and the CSI schools propose working with an external partner(s) to achieve the objectives of this planning grant…*") | If the applicant includes an external partner in the budget and does not answer this question. | The applicant provides a rationale for selecting the external partner(s) that clearly demonstrates how the CSI schools' shared needs align with **only one of the following:** 1. The external partner's services; 2. The external partner's experience working in schools with similar student populations; and 3. The external partner's demonstrated track record of success. | The applicant provides a rationale for selecting the external partner(s) that clearly demonstrates how the CSI schools' shared needs align with **only two of the following:** 1. The external partner's services; 2. The external partner's experience working in schools with similar student populations; and 3. The external partner's demonstrated track record of success. | The applicant provides a rationale for selecting the external partner(s) that clearly demonstrates how the CSI schools' shared needs align with: 1. The external partner's services; 2. The external partner's experience working in schools with similar student populations; and 3. The external partner's demonstrated track record of success. | _____ x 2 = _____ |

Conditional Appendix A Technical Assistance Partner Profile **Must be reviewed if the LEA and the CSI schools propose working with an external partner(s) that is not on this list of organizations selected to participate in the IDOE's School Improvement Summit**	The applicant does not provide all of the required information (see the column to the right) or if the applicant gives the external partner a score of less than 13 on the "Assessment and Reflection" section of Appendix A.	The applicant provides **all of** the requested information about the external partner is **no more than two pages:** 1. Name, point of contact, email address, and phone number; 2. Mission and commitment to school improvement; 3. Evidentiary threshold met by the external partner's service(s), citing at least one study with a statistically significant positive effect on student outcomes; and 4. At least three references, including contact information, of schools that the external partner has provided similar services for. THEN REVIEW IF… ↓			_____ x 3 = _____
		The applicant gives the external partner a score of at least 13 on the "Assessment and Reflection" section of Appendix A. THEN REVIEW IF… ↓			
		The applicant provides clear and detailed supporting evidence for **two domains** on the "Assessment and Reflection" section of Appendix A.	The applicant provides clear and detailed supporting evidence for **three domains** on the "Assessment and Reflection" section of Appendix A.	The applicant provides clear and detailed supporting evidence for **all four domains** on the "Assessment and Reflection" section of Appendix A.	

Budget Phases Question 5 ("How will other funding sources be utilized to help the LEA…")	The applicant does not complete this question.	The applicant does not provide a clear, quantifiable description of how other funding will be utilized to help the LEA and the CSI schools design a multiple school improvement model that is directly informed by key learnings from district and school-level needs assessments and ongoing, meaningful stakeholder engagement.	The applicant describes and quantifies other funding sources that will be used to help the LEA and the CSI schools design a multiple school improvement model. However, the applicant does not make it clear how these other funding sources will be used to help the LEA and the CSI schools design a multiple school improvement model that is directly informed by key learnings from district and school-level needs assessments and ongoing, meaningful stakeholder engagement.	The applicant describes how other funding sources will be utilized to help the LEA and the CSI schools design a multiple school improvement model that is directly informed by key learnings from district and school-level needs assessments and ongoing, meaningful stakeholder engagement. For each funding source, the applicant provides the amount that will be allocated to help the LEA and the CSI schools achieve this objective.	_____

Budget Phases Part 2: Total Points Possible = 6	_____
If "Budget Phases Question 4" is Completed, Budget Phases Part 2: Total Points Possible = 12	_____
If "Appendix A" is Completed, Budget Phases Part 2: Total Points Possible = 21	_____

Fiscal Oversight and Accountability Grant Application Components that Must Meet the Requirements Outlined Below to Receive the Points Possible			
Component	**Requirements**	**Points Possible**	**Points Awarded**
Fiscal Oversight and Accountability Question 1 *("Describe the LEA's process for monitoring and evaluating…")*	The applicant defines how the LEA will ensure compliance with federal requirements of allowability under United States Department of Education Department General Administrative Regulations, ensuring that all proposed grant expenditures are: • Reasonable; • Allowable; • Necessary; and • Managed with appropriate internal controls	3	_____
Fiscal Oversight and Accountability: Total Points Possible = 3			_____

		Evaluation and Monitoring Grant Application Components that Will be Scored on a Scale of 0 – 3			
Component	**0 Points**	**1 Point**	**2 Points**	**3 Points**	**Points Awarded**
Evaluation and Monitoring Question 1 *("Describe the LEA's process for monitoring and…")*	The applicant does not complete this question.	The applicant describes the LEA's process for monitoring and evaluating progress towards the planning grant goals by clearly defining **two of the following**: 1. Who will be responsible for this critical work; 2. When they will meet to formally conduct progress monitoring; 3. What progress monitoring will consist of; and 4. How they will ensure progress monitoring is consistently focused on the planning grant's goals. Put another way, the applicant does not clearly define two or more of the four aforementioned criteria.	The applicant describes the LEA's process for monitoring and evaluating progress towards the planning grant goals by clearly defining **three of the following**: 1. Who will be responsible for this critical work; 2. When they will meet to formally conduct progress monitoring; 3. What progress monitoring will consist of; and 4. How they will ensure progress monitoring is consistently focused on the planning grant's goals. Put another way, the applicant does not clearly define one of the four aforementioned criteria.	The applicant describes the LEA's process for monitoring and evaluating progress towards the planning grant goals by clearly defining: 1. Who will be responsible for this critical work; 2. When they will meet to formally conduct progress monitoring; 3. What progress monitoring will consist of; and 4. How they will ensure progress monitoring is consistently focused on the planning grant's goals.	_____

Evaluation and Monitoring Question 2 *("How will the LEA modify and/or…")*	The applicant does not complete this question.	The applicant describes how the LEA will modify its approach to developing a multiple school improvement model if progress is not demonstrated but **not in a manner that clearly defines either of the following:** 1. A protocol for determining when and how to adjust the LEA's approach to developing a multiple school improvement model; and 2. A protocol for adjusting progress monitoring that reflects a heightened sense of urgency if adjustments are made to the LEA's approach to developing a multiple school improvement model.	The applicant describes how the LEA will modify its approach to developing a multiple school improvement model if progress is not demonstrated by clearly defining **one of the following**: 1. A protocol for determining when and how to adjust the LEA's approach to developing a multiple school improvement model; and 2. A protocol for adjusting progress monitoring that reflects a heightened sense of urgency if adjustments are made to the LEA's approach to developing a multiple school improvement model.	The applicant describes how the LEA will modify its approach to developing a multiple school improvement model if progress is not demonstrated by clearly defining: 1. A protocol for determining when and how to adjust the LEA's approach to developing a multiple school improvement model; and 2. A protocol for adjusting progress monitoring that reflects a heightened sense of urgency if adjustments are made to the LEA's approach to developing a multiple school improvement model.	_____

Evaluation and Monitoring Question 3 (*"How will the LEA monitor the fidelity…"*)	The applicant does not complete this question.	The applicant describes how the LEA will assess the effectiveness of grant-funded efforts to develop a multiple school improvement model by clearly defining **one of the following:** 1. Who will be responsible for formally evaluating the effectiveness of grant-funded efforts to develop the multiple school improvement model; 2. When they will meet to formally evaluate the effectiveness of grant-funded efforts to develop the multiple school improvement model; and 3. How the evaluation will be conducted. Put another way, the applicant does not clearly define two of the aforementioned criteria.	The applicant describes how the LEA will assess the effectiveness of grant-funded efforts to develop a multiple school improvement model by clearly defining **two of the following:** 1. Who will be responsible for formally evaluating the effectiveness of grant-funded efforts to develop the multiple school improvement model; 2. When they will meet to formally evaluate the effectiveness of grant-funded efforts to develop the multiple school improvement model; and 3. How the evaluation will be conducted. Put another way, the applicant does not clearly define one of the aforementioned criteria.	The applicant describes how the LEA will assess the effectiveness of grant-funded efforts to develop a multiple school improvement model by clearly defining: 1. Who will be responsible for formally evaluating the effectiveness of grant-funded efforts to develop the multiple school improvement model; 2. When they will meet to formally evaluate the effectiveness of grant-funded efforts to develop the multiple school improvement model; and 3. How the evaluation will be conducted.	_____

Optional Evaluation and Monitoring Question 4 *("Describe the LEA's process for…external partners")*	The applicant does not complete this question.	The applicant describes how the LEA will monitor and evaluate the effectiveness of external partners utilized through this planning grant by clearly defining **two of the following**: 1. Who will be responsible for this critical work; 2. When they will meet to formally conduct progress monitoring of external partners; 3. What progress monitoring of external partners will consist of; and 4. How they will ensure progress monitoring of external partners is focused on their specific goals. Put another way, the applicant does not clearly define two or more of the aforementioned criteria.	The applicant describes how the LEA will monitor and evaluate the effectiveness of external partners utilized through this planning grant by clearly defining **three of the following:** 1. Who will be responsible for this critical work; 2. When they will meet to formally conduct progress monitoring of external partners; 3. What progress monitoring of external partners will consist of; and 4. How they will ensure progress monitoring of external partners is focused on their specific goals. Put another way, the applicant does not clearly define one of the aforementioned criteria.	The applicant describes how the LEA will monitor and evaluate the effectiveness of external partners utilized through this planning grant by clearly defining: 1. Who will be responsible for this critical work; 2. When they will meet to formally conduct progress monitoring of external partners; 3. What progress monitoring of external partners will consist of; and 4. How they will ensure progress monitoring of external partners is focused on their specific goals. _____

Evaluation and Monitoring: Total Points Possible = 9	_____
If "Evaluation and Monitoring Question 4" is Completed	_____
Evaluation and Monitoring: Total Points Possible = 12	

Scoring Tables

Section	Applicant does not seek to work with an external partner(s) through this planning grant	Applicant seeks to work with an external partner(s) that participated in the IDOE's School Improvement through this planning grant	Applicant seeks to work with an external partner(s) that did not participate in the IDOE's School Improvement Summit through this planning grant
Background Part 1	____/4	____/4	____/4
Background Part 2	____/9	____/9	____/9
Planning Grant Priorities	____/18	____/18	____/18
Budget Phases Part 1	____/1	____/1	____/1
Budget Phases Part 2	____/6	____/12	____/21
Fiscal Oversight and Accountability	____/3	____/3	____/3
Evaluation and Monitoring	____/9	____/12	____/12
TOTAL	____/50	____/59	____/68