

2010-2011 Title I School Improvement Grants [1003(a)] Checklist

Reviewer:	LEA:		
Initial Review Date:	Review of Revisions:	Forwarded for Approval:	
SCHOOL INFORMATION			
Selecting Schools for Service	Y	N	Reviewer Comments
Are all the schools selected eligible to receive services (SINI 1+)?	<input type="checkbox"/>	<input type="checkbox"/>	
Does each school provide a percentage of poverty?	<input type="checkbox"/>	<input type="checkbox"/>	
Do all schools have an allocation? Note: If LEA does not allocate funds to all schools, the LEA should provide an explanation why funds were not allocated to a school.	<input type="checkbox"/>	<input type="checkbox"/>	
DATA ANALYSIS DURING PROJECT PERIOD			
1.1. Is professional development of staff being provided to analyze student achievement and program outcome data?	<input type="checkbox"/>	<input type="checkbox"/>	
1.2. Is the person/agency that will deliver the professional development identified?	<input type="checkbox"/>	<input type="checkbox"/>	
2.1. Is the frequency of the data analysis for SINI schools identified for Prevent I, Prevent II, Correct I, Correct II, or Intervene schools?	<input type="checkbox"/>	<input type="checkbox"/>	
2.2. Is the format for data analysis provided (professional learning communities, data chats, etc)?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the use of the outcomes of data analysis provided?	<input type="checkbox"/>	<input type="checkbox"/>	
LEA SUPPORT TEAMS			
Activities Conducted by the LEA Support Team	Y	N	Reviewer Comments
Is there a description of technical assistance provided by the LEA to Prevent I, Prevent II, Correct I, Correct II, and Intervene schools?	<input type="checkbox"/>	<input type="checkbox"/>	
Do these activities include different levels of oversight for schools in different categories of Differentiated Accountability?	<input type="checkbox"/>	<input type="checkbox"/>	
Do the activities of the LEA Support Team align with the strategies being implemented?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the frequency and duration of each activity conducted by the LEA Support Team provided?	<input type="checkbox"/>	<input type="checkbox"/>	
STRATEGIES TO BE IMPLEMENTED			
Are all the schools receiving an allocation tied to a strategy?	<input type="checkbox"/>	<input type="checkbox"/>	
1a. Identify Need			
Is there a need identified?	<input type="checkbox"/>	<input type="checkbox"/>	
1b. Data Source(s) and Actual Outcome(s)			
Is there at least one data source to support the identified need?	<input type="checkbox"/>	<input type="checkbox"/>	
Is there a corresponding actual outcome for each data source listed?	<input type="checkbox"/>	<input type="checkbox"/>	
1c. Selection of School(s)			

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Does each strategy address at least one school in 1c?	<input type="checkbox"/>	<input type="checkbox"/>	
1d. Name of Strategy			
Is the name of each strategy provided?	<input type="checkbox"/>	<input type="checkbox"/>	
Does each strategy address the identified need?	<input type="checkbox"/>	<input type="checkbox"/>	
1e. Purpose, Description of Research of Effectiveness, and Differentiated Accountability Implementation Support			
Is there an adequate description of the purpose of each strategy?	<input type="checkbox"/>	<input type="checkbox"/>	
Is there a description of research of effectiveness of each strategy?	<input type="checkbox"/>	<input type="checkbox"/>	
Does each strategy support the implementation of Differentiated Accountability (http://flbsi.org/pdf/Final%202010-2011%20Strategies%20and%20Support%20Document%20for%20Regular%20Schools_June_18.pdf)	<input type="checkbox"/>	<input type="checkbox"/>	
Does each strategy support the identified need?	<input type="checkbox"/>	<input type="checkbox"/>	
1f. Root Causes			
Is a root cause identified?	<input type="checkbox"/>	<input type="checkbox"/>	
Does each root cause identified correspond with the identified need?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the data/documents reviewed to determine each root cause to low academic achievement provided?	<input type="checkbox"/>	<input type="checkbox"/>	
Is there an explanation as to how the strategies implemented will eliminate each root cause to low academic achievement?	<input type="checkbox"/>	<input type="checkbox"/>	
1g. Targeted Population(s)			
Does each strategy indicate the targeted population(s) being addressed?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the targeted population(s) correspond with the actual outcomes and identified need?	<input type="checkbox"/>	<input type="checkbox"/>	
1h. Current Capacity			
Are there state and local resources identified that will support the implementation of the strategy?	<input type="checkbox"/>	<input type="checkbox"/>	
Are there other federal resources identified that will support the implementation of the strategy (Title I, Public School Choice, Title II, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	
Are collaborated partners identified?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the description of how strategies implemented will enhance/expand the current capacity of the LEA to support student academic achievement?	<input type="checkbox"/>	<input type="checkbox"/>	
1i. Frequency and Duration			
Is the frequency and duration of each strategy provided?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Monitoring Implementation			
Is the person(s)/entity in charge of monitoring implementation of each strategy identified?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Progress Monitoring			
Is the progress monitoring tool(s) for each strategy identified?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Frequency of Progress Monitoring			
Is there a frequency of progress monitoring for each progress monitoring tool listed in each strategy?	<input type="checkbox"/>	<input type="checkbox"/>	

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5. Supplement versus Supplant		
Is there sufficient clarifying information provided to support that each strategy supplements local and state education funds?	<input type="checkbox"/>	<input type="checkbox"/>
6. Next Generation Strategic Imperative		
Does the selected Next Generation Strategic Imperative correspond with the each identified need and strategy?	<input type="checkbox"/>	<input type="checkbox"/>
7. Academic Initiatives		
Did the LEA select the appropriate initiative as it relates to each identified strategy?	<input type="checkbox"/>	<input type="checkbox"/>
DISSEMINATION/MARKETING		
1. Is the method(s) of disseminating/marketing of this application provided?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the method(s) of reporting student outcomes of this application provided?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the population(s) identified for each method of disseminating/marketing and reporting student outcomes of this application?	<input type="checkbox"/>	<input type="checkbox"/>
4.1. Is the frequency of dissemination/marketing and reporting student outcomes of this application for each method identified?	<input type="checkbox"/>	<input type="checkbox"/>
4.2. Is the duration of dissemination/marketing and reporting student outcomes of this application for each method identified?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the information for dissemination/marketing and reporting student outcomes of this application supplied for speakers of other languages? Are those languages listed?	<input type="checkbox"/>	<input type="checkbox"/>
EVALUATION OF PREVIOUS YEAR'S TITLE I SCHOOL IMPROVEMENT (see http://www.fl DOE.org/bsa/title1/parta-1003a-1003g.asp)		
1. Was the description of the process for evaluating the outcomes of student academic achievement adequate? Did the process include:		
<ul style="list-style-type: none"> • The data used to evaluate • Stakeholders involved in the evaluation • Reporting outcomes • Proposed program changes • Timeframes • Align with previous year's project 	<input type="checkbox"/>	<input type="checkbox"/>
2.1. Does the description of success or failure in meeting proposed outcomes align with previous application?	<input type="checkbox"/>	<input type="checkbox"/>
2.2. Does this year's application continue any listed successes in meeting program outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
2.3. Does this year's application address any listed failures in meeting program outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
3.1. Do the successes identified for program implementation correspond with the previous year's	<input type="checkbox"/>	<input type="checkbox"/>

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application?			
3.2. Does the LEA continue to implement identified strategies that were shown to increase student achievement?	<input type="checkbox"/>	<input type="checkbox"/>	
4.1. Do the failures identified for program implementation correspond with the previous year's application?	<input type="checkbox"/>	<input type="checkbox"/>	
4.2. Did the LEA eliminate strategies identified as not increasing student achievement?	<input type="checkbox"/>	<input type="checkbox"/>	
5.1. Did the LEA address the reason(s) for any strategies success in this year's application to support continued implementation?	<input type="checkbox"/>	<input type="checkbox"/>	
5.2. Did the LEA address the reason(s) for any strategies success in this year's application to support continued implementation?	<input type="checkbox"/>	<input type="checkbox"/>	
BUDGET			
Does each line item correspond to at least one strategy listed in the application?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the amount for administering the program within the 5% cap (including pre-negotiated indirect costs)?	<input type="checkbox"/>	<input type="checkbox"/>	
Do any of the function/object codes contain questionable expenditures?	<input type="checkbox"/>	<input type="checkbox"/>	