



**Appendix A: Reviewer Rubric**  
**Title I Wisconsin Spotlight Schools Grant**  
New School Application Scoring Rubric

Applicant School: \_\_\_\_\_

Amount Requested: \_\_\_\_\_

Reviewer Number: \_\_\_\_\_

**Overall Rating (transfer from page 16)**

**Strongly recommended** for  
Spotlight Schools Program

**Should be considered** for  
Spotlight Schools Program

**Not recommended** for  
Spotlight Schools Program

**Does not currently qualify** for  
Spotlight Schools Program

*For rubric for **Teaching and Learning**, see pages 2-3. (REQUIRED)*

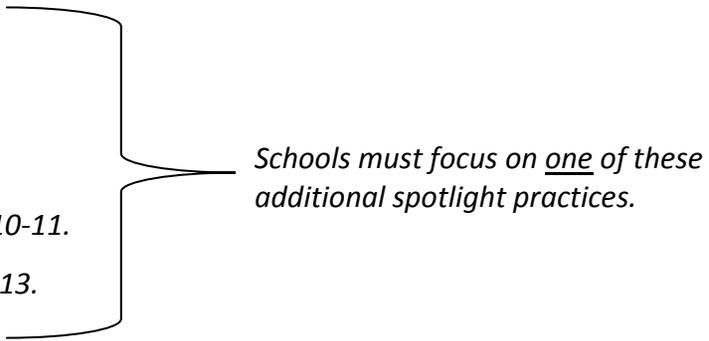
*For rubric for **Vision, Values, Culture, and Climate**, see pages 4-5.*

*For rubric for **Leadership and Governance**, see pages 6-7.*

*For rubric for **Decision Making and Accountability**, see pages 8-9.*

*For rubric for **Professional Development and Teacher Quality**, see pages 10-11.*

*For rubric for **Family, School, and Community Partnerships**, see pages 12-13.*



*For rubric for **School Visits**, see page 14. (REQUIRED)*

*For rubric for **School Plan, Budget Detail, and Summary**, see page 15. (REQUIRED)*

*For **Reviewer Overview and Justification**, see page 16.*

**SECTION VI: IDENTIFYING SPOTLIGHT PROGRAMS AND PRACTICES**

**A. Teaching and Learning (page 1 of 2 )**

Questions	Indicators of a School that Demonstrates High Performance in Teaching and Learning	Possible Evidence of Exemplary Practices in Teaching and Learning
<p>1. Describe how your school supports a schoolwide culture of high expectations and achievement for all students.</p>	<p>1.1 All staff members hold students to high expectations every day in every classroom. There is a rigorous curriculum, a process for examining the effectiveness of core curriculum and instruction, and a belief that all students will achieve at high levels.</p> <p>1.2 The school openly examines and modifies systems and practices that are barriers to all students achieving at high levels.</p> <p>1.3 The school climate is warm, supportive, orderly, respectful, and supports student learning through clear and enforced expectations for student behavior.</p> <p>1.4 The school ensures a high degree of accountability for team work and school performance and reports results publicly.</p> <p>1.5 Staff members work to promote a culture of innovation and risk-taking that creates opportunities for all students to be successful in authentic learning environments.</p>	<ul style="list-style-type: none"> <li>● Actions that have been taken to remove barriers to high academic achievement;</li> <li>● Curriculum and instructional framework delineated by grades and/or content areas;</li> <li>● Monitoring systems to ensure implementation fidelity in the core curriculum;</li> <li>● District and/or school assessment plan(s) and instructional pathways;</li> </ul>
<p>2. Describe the curriculum and instructional framework that your school has implemented to define what specifically is taught in all grades and subject areas.</p>	<p>2.1 Academic standards clearly identify what all students should know and be able to do across the curriculum. Specific information about what is taught in all grades and in all subject areas, including the core content, grade level benchmarks, instructional strategies, and assessments is included.</p> <p>2.2 The instructional framework provides curricular and instructional transitions between grades and disciplines within the school.</p> <p>2.3 The instructional framework addresses 21<sup>st</sup> century essential skills that students must have to be successful in the future, including critical thinking, problem solving, communication, and collaboration.</p> <p>2.4 Processes used within grade levels and departments ensure that all staff are consistently implementing the curriculum and instructional framework with fidelity.</p> <p>2.5 There is a data review process for evaluating the success of the core curriculum for all students.</p>	<ul style="list-style-type: none"> <li>● Process and impact of data review system;</li> <li>● Examples of accelerated learning opportunities and progress monitoring strategies;</li> <li>● Impact of professional development focusing on differentiating instruction;</li> <li>● Team planning and implementation process for differentiating instruction;</li> </ul>
<p>3. Explain how data is used to identify targeted areas for curriculum, instruction, and program improvements.</p>	<p>3.1 The school promotes the continuous use of student data to inform and differentiate instruction to meet the needs of individual students, including both gifted and struggling students.</p> <p>3.2 The school uses a balanced assessment system and purposeful data analysis to identify targeted areas for curriculum, instruction, and other program improvements to determine high priority needs and set goals for school improvement.</p> <p>3.3 Staff members are committed to schoolwide use of performance-based assignments, formative assessments and data analysis practices that inform teachers, students, parents, and community members about student progress throughout the year.</p>	<ul style="list-style-type: none"> <li>● Examples of schedule changes established to allow time for intervention and acceleration;</li> <li>● Evidence of the impact of the interventions provided; and</li> <li>● Response to Intervention (RtI) practices and/or RtI Self-Assessment results and modifications to school practices based on results.</li> </ul>

<p>4. Describe your school’s plan for identifying students for intervention (tiers II and III), how interventions are tracked and how progress is monitored. Include information about how your school differentiates the core curriculum and instructional practices to meet the needs of all students (tier I).</p>	<p>4.1 The school has implemented a system of support to ensure that students performing below grade level have access to interventions and extended learning opportunities that ensure they are making progress. The school monitors these interventions and extended learning opportunities for their impact and makes modifications as needed.</p> <p>4.2 Teachers use differentiated instruction and grouping strategies to meet the individual needs of a wide range of student learners, including English language learners (ELL), students with disabilities, gifted, ethnically diverse, and economically disadvantaged.</p> <p>4.3 The school has redirected funds to students with the greatest needs.</p>	
---	---	--

**Overall Reviewer Rating for these Questions Based on Narrative Responses and Submitted Evidence:**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> <b>Excellent</b><br>Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included. | <input type="checkbox"/> <b>Good</b><br>Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included. | <input type="checkbox"/> <b>Fair</b><br>Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response. | <input type="checkbox"/> <b>Poor</b><br>Response and evidence do not address indicators. |
|---|--|--|--|

**Reviewer Comments:**

**SECTION VI: IDENTIFYING SPOTLIGHT PROGRAMS AND PRACTICES-CONTINUED**

***B. Vision, Values, Culture, and Climate (page 1 of 2)***

Questions	Indicators of a School that Demonstrates High Performance in Vision, Values, Culture, and Climate	Possible Evidence of Exemplary Practices in Vision, Values, Culture, and Climate
<p>1. Provide your school’s vision statement. Describe how shared ownership for its underlying values was established among staff, students, families, and community members.</p>	<p>1.1 The vision is connected to and articulates deeper values and future hopes, and describes a direction or goal and a level of excellence that the school wishes to attain.                      1.2 The process of creating the vision inspires, motivates, and energizes all stakeholders in a commitment to a common cause.                      1.3 All stakeholders (staff, parents/families, students, community partners) are knowledgeable and supportive of the school’s vision and mission.                      1.4 There is a comprehensive school improvement plan that reflects goals, action steps, timelines, and responsibilities for accomplishing school goals.</p>	<ul style="list-style-type: none"> <li>• School structures that align the work of teams to the school’s vision and promote a healthy school culture and climate;</li> <li>• Surveys, interviews, or other sources of data that reflect the significance of the vision and school culture in school improvement;</li> <li>• Processes that demonstrate the inclusion of multiple stakeholders in the development, review and/or improvement of the school’s vision;</li> <li>• Strategies that demonstrate the alignment of the school’s vision to the district’s vision;</li> <li>• Practices that demonstrate how the school’s vision and values drive all school decisions on behalf of students; and</li> <li>• Specific practices that promote a positive school culture and create the conditions for high-quality learning to occur.</li> </ul>
<p>2. Explain how the vision statement impacts the culture of your school, including the ways that staff, students, family, and community work together.</p>	<p>2.1 There is a collective will among all stakeholders to ensure that all students can learn and be successful.                      2.2 A shared vision of what a high-performing school is and does drives every facet of school improvement and decision-making.                      2.3 The vision articulates the learning community’s commitment and responsibility to both excellence and equity in the organization.                      2.4 The vision drives resource allocation in the school as well as the broader community.</p>	
<p>3. Describe how your school has incorporated the vision and collective values into creating a positive climate that supports the learning of all students.</p>	<p>3.1 The vision embraces the dual mission of creating in each student solid and rigorous academic achievement and civic caring and responsibility.                      3.2 The vision is linked to state standards/Common Core State Standards that results in all students mastering challenging standards at proficient or above levels.                      3.3 There is clear alignment between the school’s vision and the school’s practices that result in increased student achievement.                      3.4 There is clear alignment between the school’s vision and values and the goals and expectations for all students.</p>	

**Overall Reviewer Rating for these Questions Based on Narrative Responses and Submitted Evidence:**

Excellent

Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.

Good

Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.

Fair

Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.

Poor

Response and evidence do not address indicators.

**Reviewer Comments:**

**SECTION VI: IDENTIFYING SPOTLIGHT PROGRAMS AND PRACTICES-CONTINUED**

***B. Leadership and Governance (page 1 of 2)***

Questions	Indicators of a School that Demonstrates High Performance in Leadership and Governance	Possible Evidence of Exemplary Practices in Leadership and Governance
<p>1. Describe how the role of the school leader and the leadership team contributes to high performance for students and teachers at your school.</p>	<p>1.1 Evidence of strong principal leadership that promotes excellence and equity and holds steadfast to the vision.                      1.2 School leadership (principal and teacher leaders) monitors, supervises, and supports instruction as their top priority.                      1.3 The principal demonstrates the ability to garner and allocate resources to achieve school improvement goals, especially for students who are low-performing.                      1.4 School leadership (principal and teacher leaders) supports people, programs, services, and activities, and builds partnerships within the community to achieve the school's vision.                      1.5 The principal demonstrates flexibility in dealing with change and encourages innovation to achieve goals.                      1.6 The principal builds capacity in teachers to take on leadership roles.</p>	<ul style="list-style-type: none"> <li>● Letters, articles, or other documents from principal to staff and community describing the vision, goals, and expectations of the school;</li> <li>● Examples of organizational structures that impact the learning of students and staff;</li> <li>● Processes used by staff to analyze data throughout the year and guide ongoing changes as needed;</li> <li>● Impact of teacher leadership and the leadership team on student achievement;</li> </ul>
<p>2. Describe how your school's organization and practices support the development of teachers and leaders.</p>	<p>2.1 The school has defined roles for teacher leaders and can describe the impact of their leadership on student learning and achievement.                      2.2 The staff and key stakeholders (e.g., parents, community members, students) have examined school practices, structures, and systems to determine if there are more effective ways to serve students.                      2.3 School organization practices (e.g., teaming, schedule, communication, RtI structures, etc.) provide teachers with leadership opportunities for collaborative planning, school improvement planning, monitoring data, and professional development.                      2.4 There are opportunities to stay current on educational research and trends, and there are strategies to communicate the information to stakeholders.</p>	<ul style="list-style-type: none"> <li>● Documents showing how resources have been allocated to students who need additional support and interventions and the impact on student learning;</li> <li>● Examples of how the community has shared responsibility for the learning of the students;</li> <li>● Examples of innovative practices that have been designed and/or supported by the principal and teacher leaders;</li> </ul>
<p>3. Explain how leaders are accountable for student learning results.</p>	<p>3.1 Student progress and achievement results are owned by all staff. There are clearly defined strategies in place to analyze a wide variety of types of data to plan, support, monitor, and verify learning throughout the year. Data is used to make necessary adjustments in practice.                      3.2 The staff makes decisions based on attaining the most positive results for students, rather than on adhering to or maintaining established practices and systems.                      3.3 The staff cultivates support for the school among all segments of the community.</p>	<ul style="list-style-type: none"> <li>● Examples of decision-making processes involving multiple stakeholders; and</li> <li>● Surveys examining the role and impact of teacher leaders.</li> </ul>

**Overall Reviewer Rating for these Questions Based on Narrative Responses and Submitted Evidence:**

Excellent

Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.

Good

Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.

Fair

Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.

Poor

Response and evidence do not address indicators.

**Reviewer Comments:**

**SECTION VI: IDENTIFYING SPOTLIGHT PROGRAMS AND PRACTICES-CONTINUED**

***B. Decision Making and Accountability (page 1 of 2)***

<b>Questions</b>	<b>Indicators of a School that Demonstrates High Performance in Decision Making and Accountability</b>	<b>Possible Evidence of Exemplary Practices in Decision Making and Accountability</b>
<p>1. Describe your school’s plan and purposes for collecting, analyzing, and using a variety of data. Include the role of staff in each step.</p>	<p>1.1 School has a comprehensive plan for ongoing needs assessment, data collection, and analysis to plan, support, monitor, and verify learning, making recommendations for actions, and monitoring the effectiveness of the school’s practices.</p> <p>1.2 The plan includes both academic and behavioral-related information from a variety of sources.</p> <p>1.3 The data plan is directly related to school goals and objectives that are reflected in the school improvement plan.</p> <p>1.4 The impact of thoughtful data collection, analysis, and decision making, results in improved achievement for all students.</p> <p>1.5 Data is communicated to all stakeholders in the learning community in ways that can be easily understood.</p>	<ul style="list-style-type: none"> <li>● Examples of decisions that have been made based on data collection and analysis, including decisions that have been revised based on ongoing data review;</li> <li>● District and/or school assessment plan(s) and instructional pathways;</li> <li>● Statements, surveys, or focus group results from staff on how professional development opportunities to build skills on use of data has impacted their practice and instructional decisions;</li> </ul>
<p>2. Describe how your school builds the skills and capacity of staff to use data effectively and the impact of those efforts.</p>	<p>2.1 Staff members are assessed for strengths and areas of improvement regarding their understanding and use of a variety of data types and sources and the design and implementation of assessments.</p> <p>2.2 Professional development assists teachers in the use of data to plan, support, monitor, and verify learning more effectively.</p> <p>2.3 All staff are involved in decisions regarding the use of assessments and the implementation of data collection and analysis at the school.</p> <p>2.4 Ongoing professional development is linked to the impact on student achievement, and learning opportunities for staff are adjusted based on those results.</p>	<ul style="list-style-type: none"> <li>● Examples of how data is communicated to stakeholders in the learning community; and</li> <li>● Interventions being implemented based on student data analysis and how the impact of the interventions is monitored.</li> </ul>
<p>3. Describe how decisions about the use of resources that impact student learning and achievement are made.</p>	<p>3.1 The plan promotes the continuous use of student data to inform decision-making.</p> <p>3.2 School-based decisions about the allocation of resources and school improvement initiatives are based on student performance; adjustments are made as necessary.</p> <p>3.3 Resources, including money, staff allocation, professional development, materials, and additional support are targeted to students to address critical learning needs based on data analysis.</p> <p>3.4 Use of data results in effective, timely intervention for students who experience difficulty in attaining the proficient and advanced level of academic content standards.</p> <p>3.5 Use of data results in additional learning opportunities for students who are exceeding benchmarks and/or are gifted and talented.</p>	

**Overall Reviewer Rating for these Questions Based on Narrative Responses and Submitted Evidence:**

Excellent

Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.

Good

Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.

Fair

Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.

Poor

Response and evidence do not address indicators.

**Reviewer Comments:**

**SECTION VI: IDENTIFYING SPOTLIGHT PROGRAMS AND PRACTICES-CONTINUED**

***B. Professional Development and Teacher Quality (page 1 of 2)***

<b>Questions</b>	<b>Indicators of a School that Demonstrates High Performance in Professional Development and Teacher Quality</b>	<b>Possible Evidence of Exemplary Practices in Professional Development and Teacher Quality</b>
<p>1. Describe the comprehensive professional development plan implemented in your school to address the needs of staff. Provide examples for how the plan is aligned to professional development standards, best practices, and your school’s teacher evaluation system.</p>	<p>1.1 The school has a comprehensive professional development plan focused on improved student learning and achievement that is systematic, research-based, culturally-relevant, standards-driven, and provides high-quality learning opportunities for all school staff.</p> <p>1.2 Professional development is aligned with rigorous state student academic achievement standards and addresses specific real concerns in the teaching and learning process.</p> <p>1.3 The plan provides targeted and differentiated professional development to address the needs of teachers based on their content and pedagogical knowledge and the aggregated results of the school’s teacher evaluation system.</p> <p>1.4 The school has designated adequate resources for ongoing professional development, support for change, and accountability for results.</p>	<ul style="list-style-type: none"> <li>● Evidence of schedule that provides high-quality professional learning time for teams to collaborate during the school day;</li> <li>● Evidence of modifications to learning opportunities based on data analysis;</li> <li>● Examples of protocols used by educators to analyze student work;</li> </ul>
<p>2. Describe how your school supports a culture of collaborative learning and problem-solving.</p>	<p>2.1 The school has a culture of continuous learning where professional collaboration and problem-solving are valued.</p> <p>2.2 Professional development occurs several times per week primarily among established teams of teachers, principals, and other instructional staff members who engage in a continuous cycle of improvement that evaluates student, teacher, and school learning needs through a thorough review of data about student and teacher performance.</p> <p>2.3 Professional development is provided by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders.</p> <p>2.4 Staff members take collective responsibility for the performance of all students.</p>	<ul style="list-style-type: none"> <li>● Coaching and modeling that reinforces and extends the learning of staff;</li> <li>● Assessments by staff of impact of professional learning on their instructional practice;</li> <li>● Evidence that teachers and other staff members have led professional development for their colleagues; and</li> </ul>
<p>3. Explain how data is used to ensure that professional development is designed to meet the needs of students and staff. Include information about how ongoing data analysis is used to adjust professional development plans.</p>	<p>3.1 The staff regularly assess the effectiveness of professional development in achieving identified learning goals, improving teaching, and assisting all students to meet challenging state academic achievement standards.</p> <p>3.2 Staff continually modify actions and make improvements to ensure they have the content, process, knowledge, and skills to address the learning needs of students.</p> <p>3.3 Accountability measures are clearly communicated and based on student performance results.</p>	<ul style="list-style-type: none"> <li>● Examples of how professional development is differentiated to meet the learning needs of staff, and resources (human, financial, time, etc.) allocated for professional development.</li> </ul>

**Overall Reviewer Rating for these Questions Based on Narrative Responses and Submitted Evidence:**

Excellent

Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.

Good

Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.

Fair

Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.

Poor

Response and evidence do not address indicators.

**Reviewer Comments:**

**SECTION VI: IDENTIFYING SPOTLIGHT PROGRAMS AND PRACTICES-CONTINUED**

**B. Family, School, and Community Partnerships (page 1 of 2)**

<b>Questions</b>	<b>Indicators of a School that Demonstrates High Performance in Family, School, and Community Partnerships</b>	<b>Possible Evidence of Exemplary Practices in Family, School, and Community Partnerships</b>
<p>1. Describe key partnerships between your school and community organizations or agencies and their impact on student learning.</p>	<p>1.1 Partnerships between the school and community organizations/agencies are structured, self-sustaining, and focused on improving student performance.                      1.2 The school has built partnerships with community organizations, health clinics, the police department, and/or other groups that bring resources to the school to the students' social, emotional, and health needs.</p>	<ul style="list-style-type: none"> <li>● Impact of programs that offer support and resources to parents and families and that build on the school as a center for the community;</li> <li>● Examples of ways that parents and families have been involved in leadership roles or decisions at the school;</li> </ul>
<p>2. Describe how parents and families provide support to your school and are involved in site-based decisions. In turn, describe how your school provides support to parents and families.</p>	<p>2.1 Parents and community members are active partners in site-based decisions and the learning and growth of their students.                      2.2 The school continually looks for strategies to build on the strengths of parents and families, and to meaningfully involve parents in all aspects of school life.                      2.3 The school has implemented programs and support to families that provide resources and learning opportunities that go beyond the school day.                      2.4 The school offers culturally-responsive activities and learning opportunities that are geared toward the diverse needs of families and their children.</p>	<ul style="list-style-type: none"> <li>● Programs that are inclusive of all cultures and groups that comprise the school population;</li> <li>● Examples of evaluation strategies of current communication practices and adjustments that have been made to better meet the needs of students and families;</li> </ul>
<p>3. Explain how communicating and partnering with parents, families, and community organizations have impacted student learning.</p>	<p>3.1 Two-way communication structures between stakeholders and the school involve systematically sharing information in a variety of ways and working collaboratively to achieve the school's mission and goals.                      3.2 The school continually assesses its communication structures and seeks out more effective strategies to build partnerships and actively involve parents and families.</p>	<ul style="list-style-type: none"> <li>● Evaluation of practices and the link to improved student achievement; and</li> <li>● Publications or documents that describe family, school, and community partnerships.</li> </ul>

**Overall Reviewer Rating for these Questions Based on Narrative Responses and Submitted Evidence:**

Excellent

Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.

Good

Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.

Fair

Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.

Poor

Response and evidence do not address indicators.

**Reviewer Comments:**

**SECTION VII: SCHOOL VISITS**

Questions	Indicators for a High Quality School Visit				
<p>1. List the goals and outcomes for a school visit in the two spotlight practices included in this application.</p>	<ul style="list-style-type: none"> <li>• Goals include multiple and varied learning opportunities for visiting staff.</li> <li>• Outcomes include ideas for visiting staff to begin implementation of spotlighted practices.</li> <li>• Outcomes include ideas for visiting staff to move toward institutionalization of spotlighted practices.</li> </ul>				
<p>2. Create a draft agenda that reflects an entire school visit. Include information about classroom observations, interviews, discussion groups, the visit orientation, a wrap-up meeting, and any other experiences a visit to your school will include.</p>	<ul style="list-style-type: none"> <li>• Agenda includes an orientation to focus on goals and outcomes for the day.</li> <li>• Agenda includes classroom observations relevant to the applicant’s two spotlighted practices.</li> <li>• Agenda includes multiple opportunities for visiting and host school staff to engage in discussions and/or share resources related to spotlighted practices.</li> </ul>				
<p>3. Describe how you will promote your school to potential visitors and how you will recruit visiting schools.</p>	<ul style="list-style-type: none"> <li>• Response provides multiple and varied strategies for promoting school visits.</li> <li>• Response allows for opportunities to recruit schools to participate both regionally and across the state.</li> </ul>				
<p><b>Overall Reviewer Rating for these Questions Based on Narrative Responses and Submitted Evidence:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%; vertical-align: top;"> <input type="checkbox"/> <b>Excellent</b>                      Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.                 </td> <td style="width: 25%; vertical-align: top;"> <input type="checkbox"/> <b>Good</b>                      Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.                 </td> <td style="width: 25%; vertical-align: top;"> <input type="checkbox"/> <b>Fair</b>                      Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.                 </td> <td style="width: 25%; vertical-align: top;"> <input type="checkbox"/> <b>Poor</b>                      Response and evidence do not address indicators.                 </td> </tr> </table>		<input type="checkbox"/> <b>Excellent</b> Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.	<input type="checkbox"/> <b>Good</b> Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.	<input type="checkbox"/> <b>Fair</b> Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.	<input type="checkbox"/> <b>Poor</b> Response and evidence do not address indicators.
<input type="checkbox"/> <b>Excellent</b> Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.	<input type="checkbox"/> <b>Good</b> Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.	<input type="checkbox"/> <b>Fair</b> Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.	<input type="checkbox"/> <b>Poor</b> Response and evidence do not address indicators.		
<p><b>Reviewer Comments</b></p>					

**SECTION VIII: SCHOOL PLAN**

**GOAL 1: Host three or more one-day school visits focused on spotlighted practices.**

**The applicant provides the following information in plan and budget for GOAL 1:**

Objectives are aligned with the goal.

Yes  No

Objectives, activities, funds, and timelines are appropriate to reach the goal.

Yes  No

Objectives provide a measurable outcome.

Yes  No

Evaluation methods are measurable.

Yes  No

Budget is reasonable to cover costs associated with hosting a visiting school (lodging, mileage, and meals).

Yes  No

Plan and budget includes funds for a site visit coordinator as appropriate.

Yes  No

**Reviewer Comments:**

**GOAL 2: Provide ongoing school improvement practices and activities.**

**The applicant provides the following information in plan and budget for GOAL 2:**

Objectives are aligned with the goal.

Yes  No

Objectives, activities, funds, and timelines are appropriate to reach the goal.

Yes  No

Objectives provide a measurable outcome.

Yes  No

Evaluation methods are measurable.

Yes  No

**Reviewer Comments:**

**SECTIONS IX AND X: BUDGET DETAIL AND BUDGET SUMMARY**

Budget Detail is aligned with School Plan and Budget.

Yes  No

Budget Summary is aligned with School Plan and Budget and Budget Detail.

Yes  No

**Reviewer Comments:**

## REVIEWER OVERVIEW

Compile the results from the rest of the application to make a final determination about the quality of this application and indicate the ratings below.

Section	Rating			
	Excellent	Good	Fair	Poor
Section VI(A) – Teaching and Learning				
Section VI(B) – One Additional Spotlight Practice				
Section VII – School Visits				
Sections VIII-X – School Plan, Budget Detail, and Budget Summary				

### Overall Rating (You must justify your response.)

Strongly recommended for  
Spotlight Schools program

Should be considered for  
Spotlight Schools program

Not recommended for  
Spotlight Schools program

Does not currently qualify for Spotlight  
Schools program

**Reviewer Justification:**