# Expert Panels

**School Improvement**: All regional executive directors (REDs) are invited to participate, but a majority needs to provide input, including the RED working directly with the school being reviewed.

# Protocol Review

Panelists will be provided with the proposal and all supporting documentation at least one week in advance of the scheduled deadline. Each panelist is expected to read the proposal in its entirety and scan documentation as needed. The panelist will complete the following activities:

* Record notes on points of strength, areas of concern, and potential interview questions related to the budget or implementation on the feedback form.
* Submit completed forms to the Office of Grants Management (OGM) by the due date.
* The complete review will consist of 200 points, 100 points from the four review questions and 100 points from the extended rubric.

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| **RATINGS**  ***Identify a score based on the evidence for each of the following statements, score range is between 0 and 25.*** | | | |
| **Q1: The school/ district correlated the TOP-2 and TOP-3 so that the proposed strategies address the identified needs in needs assessment.** | | | |
|  |  | \_\_\_\_\_ |  |
| **The district has demonstrated capacity to implement the whole-school transformation model and is committed to building further capacity for sustainability.** | | | |
|  |  | \_\_\_\_\_ |  |
| **The school’s plan and budget support attainment and sustainability of improved outcomes for all students.** | | | |
|  |  | \_\_\_\_\_ |  |
| **The school/ district provided evidence that the principal, family, and community were involved in the development of this plan.** | | | |
|  |  | \_\_\_\_\_ |  |

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| **District Name:** |  | |
| **School Name:** |
|  |  | |
| **POINTS OF STRENGTH** | | | **AREAS OF CONCERN** | |
| **Q1:**  **Q2:**  **Q3:**  **Q4:**  **ITEM 3**  **ITEM 4**  **ITEM 5**  **ITEM 6**  **ITEM 7**  **ITEM 8** | | | **Q1:**  **Q2:**  **Q3:**  **Q4:**  **ITEM 3**  **ITEM 4**  **ITEM 5**  **ITEM 6**  **ITEM 7**  **ITEM 8** | |