

Name of Grant Program: Title I Redesign and Restructuring Grant Program – Summer Semester Program in Collaboration with Department (ESE) Supported School Improvement Assistance Centers **Fund Code:** 510-F

Additional Information
Ten Enabling/Essential Conditions

**Excerpted from Regulations on Underperforming Schools and School Districts –
603 C.M.R. 2.03 Subsection (6)(e)**

The district's immediate term plan of corrective action to improve student performance in a Commonwealth Priority School or Chronically Underperforming School shall describe the changes in the district's or school's existing policies, structures, agreements, processes, and practices necessary to ensure significant achievement gains for all students enrolled in such schools. All such plans must include the following elements or a compelling rationale for alternative approaches designed to achieve comparable or superior results. The:

1. school's principal has authority to select and assign staff to positions in the school without regard to seniority;
2. school's principal has control over financial resources necessary to implement successfully the school improvement plan;
3. school is implementing curricula that are aligned to state frameworks in core academic subjects;
4. school implements systematically a program of interim assessments (4-6 times per year) in English language arts and mathematics that are aligned to school curriculum and state frameworks;
5. school has a system to provide detailed tracking and analysis of assessment results and uses those results to inform curriculum, instruction, and individual interventions;
6. school schedule for student learning provides adequate time on a daily and weekly basis for the delivery of instruction and provision of individualized support as needed in English language arts and mathematics, which for students not yet proficient is presumed to be at least 90 minutes per day in each subject;
7. school provides daily after-school tutoring and homework help for students who need supplemental instruction and focused work on skill development;
8. school has a least two full-time subject-area coaches, one each for English language arts/reading and for mathematics, who are responsible to provide faculty at the school with consistent classroom observation and feedback on the quality and effectiveness of curriculum delivery, instructional practice, and data use;
9. school administrators periodically evaluate faculty, including direct evaluation of applicable content knowledge and annual evaluation of overall performance tied in part to solid growth in student learning and commitment to the school's culture, educational model, and improvement strategy; and
10. weekly and annual work schedule for teachers provides adequate time for regular, frequent, department and/or grade-level faculty meetings to discuss individual student progress, curriculum issues, instructional practice, and schoolwide improvement efforts. As a general rule no less than one (1) hour per week shall be dedicated to leadership-directed, collaborative work, and no fewer than five (5) days per year, or hours equivalent thereto, when teachers are not responsible for supervising or teaching students, shall be dedicated to professional development and planning activities directed by school leaders.