



## Massachusetts Department of Elementary and Secondary Education Redesign Plan Requirements Updated 12-01-10

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## Redesign Plan Requirements Overview

An *Act Relative to the Achievement Gap* signed into law in January 2010 established a new process and intervention powers for improving the performance of the state’s lowest performing schools. The U.S. Department of Education is also providing a new infusion of federal School Improvement Grant (SIG) funds (under Section 1003(g) of the Elementary and Secondary Education Act) to support this work. Massachusetts refers to this competitive grant process as the School Redesign Grant (SRG). To the extent possible, ESE is consolidating and integrating federal grant and state statutory requirements in order to simplify the planning and school redesign process for districts with Level 4 schools. The **Redesign Plan** template integrates these federal and state legislative requirements with the state’s Accountability and Assistance Framework, and serves as the narrative component of a district’s application on behalf of eligible persistently lowest achieving schools for SRG funds.

The Redesign Plan is a multi-part instrument that will provide:

- I. **Executive Summary:** an overview of the district’s overall plan for school redesign.
- II. **District-Level Redesign:** an overview of district-level issues.
- III. **School-Level Redesign:** a blueprint for intervention and the implementation of the conditions for school effectiveness at each identified school (School-Level Redesign).
- IV. **Implementation Timeline and Benchmarks:** implementation benchmarks across the 3-year redesign timeframe.
- V. **Measurable Annual Goals:** measurable annual goals which serve as the standard for continued implementation of the Redesign Plan, renewal of federal grant funds, and, if applicable, exiting from Level 4 status.
- VI. **Budget:** a detailed budget with narrative for how the district proposes to expend SRG funds.

**Note:** If a district opts to close an eligible school using the federal “School Closure” model, it may apply for SRG funding to pay certain reasonable and necessary costs associated with the closure. In this case, the district does not need to complete components III, IV, and V. Justification for closure costs should be provided within the narrative section contained within the budget workbook.

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| <p><b>Format and Submission Requirements</b></p> | <p>The Redesign Plan must:</p> <ul style="list-style-type: none"> <li>• Be prepared within a word-processing program and printed on plain, 8 ½ x 11” size paper that is suitable for reproduction. Three ring binders will not be accepted.</li> <li>• Contain one-inch margins</li> <li>• Use 11-point font, or larger</li> <li>• Include a Table of Contents that includes attachments and appendices</li> <li>• Include page numbers in the bottom right hand corner of each page, including attachments</li> </ul> <p>The Executive Summary and District-Level Redesign components are limited to 20 pages of text total. The School-Level Redesign component for each is limited to 30 pages of text. The Implementation Timeline and Benchmarks, Measurable Annual Goals, Budget, and any additional appendices or attachments that the district may want to include are not counted toward these page limits.</p> |
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# I. Executive Summary

## **Instructions**

Provide an overview (no-more than two pages) of the district's overall plan for school redesign. The executive summary should be suitable for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by ESE to share school plans with state-level stakeholders and with other districts to facilitate sharing and networking among.

## II. District-Level Redesign

### Instructions

The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including using SRG funds to provide adequate resources and related support at identified schools in order to effectively implement the required activities of the school intervention model it has selected. A district that applies for SRG funding must serve each of its Level 4 schools using one of the four federal school intervention models—Turnaround<sup>1</sup>, Restart, Closure, or Transformation. (For districts pursuing the Restart model please indicate, when appropriate, that the charter management organization (CMO) or education management organization (EMO) will be held responsible through a performance/partnership contract to perform the functions required in this application; and, in selecting the CMO/EMO, the district will be screening for particular capacities and competencies consistent with the grant requirements (e.g., school leadership pipeline, school-level redesign team, etc.). To demonstrate the district’s capacity to intervene in identified schools, please be sure to address the following district level areas.

1. **Analysis of key district needs and challenges:** Provide a description of the district’s core challenges and issues related to turning around the school(s), based on data and the district’s assessment of its current systems and policies for supporting underperforming schools.
2. **Key Strategies and Theory of Action:** Describe the district’s approach to turning around underperforming schools, the theory of action guiding district efforts and the key district strategies.
3. **District Redesign and Planning<sup>2</sup>:** Provide a description of the district’s redesign and planning process, including descriptions of teams or working groups and stakeholder groups involved in the planning process.
  - a. Describe how the district used district-level and/or school-level redesign teams/working groups to develop the intervention plans for each school.
    - i. Provide an overview of the overall structure of the district’s redesign planning process, including the number and structure of district-level and school-level redesign teams, how often they meet and interact, and the process by which decisions were or will be made.
    - ii. Provide a profile of the district-level redesign team(s), including:
      1. The composition of each redesign team.
      2. The identity of the chair or leader of each redesign team
      3. The identity and credentials of each redesign team member.
      4. Why specific members were chosen to form each team. The experience and qualifications should demonstrate that the members have experience and qualifications necessary to contribute to a plan for implementing the selected intervention model in each identified school.
4. **School redesign leadership pipeline:** Describe the actions that the district has taken (or will take) to recruit, screen, and select qualified educators who have the capability to implement one of the school intervention models.

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<sup>1</sup> **A note on the term “turnaround”:** The U.S. Department of Education uses the term “Turnaround” as the name for one of the four required intervention models that must be implemented to receive federal SIG funding. Massachusetts state law uses the term “turnaround plan” which generally refers to a plan created to intervene in the state’s lowest-achieving schools. In this document, the term “Redesign Plan” refers to the general “turnaround plan” specified in state law; the term “Turnaround” refers to the specific federal intervention model.

<sup>2</sup> SIG requirement B3a.

- a. Describe the actions that the district has taken or will take to recruit, screen and select—through both internal staff development and external recruitment—effective principals and teacher leaders who have the capability to implement one of the school intervention models.
  - b. Describe how the school will ensure that these effective educators will be placed in the district’s lowest-performing schools.
  - c. If qualified personnel have not yet been identified, describe the status of the district’s current pipeline for such individuals.
5. **External partner’s pipeline:** If applicable, describe how the district will recruit, screen, and select external providers to provide the expertise, support, and assistance to the district or to schools, as needed to implement redesign plans. External providers may assist districts with multiple aspects of redesign efforts, including implementing the redesign model, providing technical expertise in implementing a variety of components of the school intervention models, providing job-embedded professional development, designing an equitable teacher and principal evaluation system that relies on student achievement, and creating safe school environments that meet students’ social, emotional, and health needs.
- a. Describe the actions that the district has taken or will take to recruit, screen and select external providers to ensure their quality.<sup>3</sup>
  - b. Describe how the district has or will determine which external partners to utilize.
  - c. If the district has identified external providers who will assist it in implementing the intervention models, provide their credentials, experiences, and qualifications for the relevant task.
  - d. For Restarts: If the district has identified the charter operator, CMO, or EMO partners who will implement the Restart intervention in a particular school, provide their credentials, experiences, and qualifications for school intervention work. If a partner has not yet been identified, please describe the process for screening, selecting, and monitoring the progress of the organization(s) including draft language for the performance/partnership contract related to areas required for this grant application.
  - e. For Restarts: Describe how the district will plan for the sustainability of the restart once the SIG funding is expired, i.e. if a district is paying a CMO or EMO for 3 years, describe in detail its strategy for ensuring sufficient funding for the school in subsequent years.
  - f. If external providers have not yet been identified, describe the status of the district’s current pipeline for such organizations.
6. **Effective District Systems for planning, supporting, and monitoring implementation:** Provide a detailed description of the district’s systems and processes for ongoing planning, supporting, and monitoring the implementation of planned redesign efforts.
- a. Describe the teaming structures or other processes, such as the use of liaisons, coaches, or networking opportunities, to be used to support and monitor implementation of school-level redesign efforts.
  - b. Describe which district policies and practices currently exist that may promote or impede the implementation of the proposed plans and the actions the district has taken or will take to modify its policies and practices to enable its schools to implement the interventions fully and effectively<sup>4</sup>. Explain why and provide evidence for why these policies and practices need to be modified. In each case, be sure to address how the district will ensure that other schools are not adversely impacted by changes to the policies and practices. In particular, please be sure to consider and address, if appropriate:

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<sup>3</sup> SIG requirement B3b.

<sup>4</sup> SIG requirement B3d.

- i. Staff assignment policies (if not addressed above): How will displaced staff from the school be placed in other buildings? How will the district ensure that staff displaced from other buildings will not be placed into the identified school without a formal selection process?
  - ii. Student assignment policies: Will student enrollment be limited to a certain size at identified schools?
  - iii. Capital plans: Will buildings be reconfigured to support the implementation of Redesign Plans?
  - iv. Transportation: How will potential changes to school schedules, student assignment and building configurations be managed?
- c. Describe how the district will ensure that the identified school(s) receive ongoing, intensive technical assistance and related support from the district, the state, or designated external partner organizations.<sup>5</sup> Activities could include district staff dedicated to redesign efforts, specific programs that will be in place in all schools included in this application, etc.
- d. Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.
- e. For Restarts: please describe the relevant provisions in the existing or proposed performance/partnership contract that would address items b. – d. in this section.

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<sup>5</sup> SIG Transformation 4B.

### III. School-Level Redesign

#### Instructions

The School-Level Redesign section includes two parts. In Part A, please describe the elements of the 3-year Redesign Plan that will be put into place at **each identified school, using the categories provided below. In Part B, provide a detailed description of** how the school will implement the Conditions for School Effectiveness, which serves as a blueprint for school-level redesign efforts.

In order for a district to ensure eligibility for SRG funding, it must ensure that the required additional elements listed for the federal intervention model chosen—Turnaround, Restart, or Transformation—are addressed. Districts that select the Restart option should address all elements, though the school’s selected external partner will likely outline its plan for implementation rather than district or school personnel. However, the selected external partner with a demonstrated track record of success may propose an implementation plan that might not address all the elements below if a compelling rationale is given for why it is not necessary. If a partner has not yet been identified, please describe the relevant provisions from a draft contract to ensure that the School-Level Redesign requirements below will be addressed..

|                     |                  |
|---------------------|------------------|
| <b>School Name:</b> | <b>District:</b> |
|---------------------|------------------|

#### A. School-Level Redesign Overview

1. **School-level redesign team:** Describe the school’s redesign planning process, including the specific structure of the school-level redesign team, how often it meets, and the process by which decisions were or will be made.
  - a. Provide a profile of the school-level redesign team, including:
    - i. The composition of each redesign team.
    - ii. The identity of the chair or leader of each redesign team
    - iii. The identity and credentials of each redesign team member.
    - iv. Why specific members were chosen to form each team. The experience and qualifications should demonstrate that the members have experience and qualifications necessary to contribute to a plan for implementing the selected intervention model in each identified school.
  
2. **Baseline data and needs analysis<sup>6</sup>:** Provide a detailed and data based analysis of the needs of the school that assess the current status of the school’s implementation of the Conditions for School Effectiveness. Use the data and needs analysis to identify a set of high-priority issues, linked to the Conditions for School Effectiveness that will be used to drive redesign efforts. Your analysis should:<sup>7</sup>
  - a. Examine and analyze multiple sources of data
    - i. Disaggregate MCAS, growth, and other achievement data by income, ethnicity, program, gender, grade level, language proficiency, teacher, and other categories that may help explain achievement outcomes.
    - ii. Identify patterns in the data at the school, grade, and student level and among clusters or subtopics in state standards for greater specificity.
    - iii. Include a review of other data, including but not limited to perceptual data, behavioral data, school program and process data.

<sup>6</sup> SIG requirement B1a.

<sup>7</sup> The framework for this analysis draws heavily from Community Training and Assistance Center’s *Guide to Standard Bearer Schools*, March 2007.

- iv. If possible, use tests of statistical significance to determine if differences matter, though caution should be exercised when analyzing data based on small numbers of students.
  - b. Identify **critical issues**
    - i. Determine through data analysis and then select those areas where significant groups of students are achieving below standard and/or that show student achievement is flat or has declined over time. For high schools, this should include a specific analysis regarding off-track (for graduation) and out-of-school youth.
    - ii. Record issues that emerge from observable patterns in the data.
    - iii. Look for similar trends in multiple years of data.
    - iv. Compare with state and district averages and demographically similar schools.
    - v. Identify areas of growth and/or strength in student achievement patterns.
    - vi. Look for relationships among or between critical issues and events (e.g., math scores are down; a new textbook was implemented during the previous year).
  - c. Probe for causation
    - i. Ask questions about observable patterns in the data and about the character of the data.
    - ii. Develop hypotheses about the possible reasons for the observed patterns and trends.
    - iii. Use perceptual, program, and teacher data to test hypotheses and to probe for possible causes.
    - iv. Collect additional data and input if needed (e.g., conducting interviews or focus groups with students, parents, and/or teachers on a topic)
  - d. Determine **key priorities** for redesign
    - i. Determine what the school can change (programs, processes, professional knowledge and skills); what it may influence (behavior, parent involvement, communication); and where it may need to intervene (pre-school, tutorials, parent visits, etc).
    - ii. *Select a manageable number of key priorities – 3 to 5 – as the focus of school redesign.*
3. **Redesign model**<sup>8</sup>: Provide a brief description of the redesign model selected to be used in the identified school. The description must indicate which federal intervention model—Turnaround, Transformation, or Restart—the district will or has already begun to implement in this school. Explain why the selected intervention is appropriate for this particular school based on the specific needs identified above. In the description of the redesign model, please:
- a. Explain why the selected intervention is appropriate for this particular school. (**Note:** If the district has begun implementing, in whole or in part, one of the federal intervention models—Turnaround, Transformation, Restart—within the last two years and wishes to continue or complete the intervention being implemented, please be sure to describe the actions it has already taken—including replacing the principal—to meet the specified federal requirements below.)
  - b. Describe the organizing principles or educational theory of change that will guide the implementation of this particular intervention model and how this differs from what is currently in place at the school.
4. **Stakeholder support**<sup>9</sup>: Describe the interactions the district has had with relevant stakeholders in the development of a redesign plan for each school. Provide evidence, if available, of teachers’ union support with respect to staffing and teacher evaluation requirements in the Turnaround and Transformation models, school committee commitment to eliminate any barriers and to facilitate full and effective implementation of the models, and the support of staff and parents in the school to be served.
- a. **For Level 4 Schools only:** Level 4 schools must summarize the recommendations of the local stakeholder group convened by the district superintendent as required by state law.

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<sup>8</sup> SIG requirement B1a and B3a.

<sup>9</sup> SIG requirement B8.

- b. **For districts seeking expedited approval only:** If a district is seeking expedited approval of its Redesign Plan as outlined in state law, it must summarize the public comment provided on the Redesign Plan and provide evidence of approval of the school committee.

## **B. Critical Issues, Key Priorities, Key Strategies and their Relationship to Conditions for School Effectiveness**

### **Instructions**

#### **Overview**

Please provide an overview of the school-level plan that addresses the following three questions:

- What will the school look like in three years?
- How will you know?
- What early evidence of change will signal you are on the right track? (3-4 key benchmarks)

#### **Narrative**

The response to the next section must provide a detailed description (e.g., your blueprint) of the 3-5 Key Strategies the district and school will implement in the proposed redesign effort. In your response, please explicitly link the district and school **critical issues**, as identified in Sections A.2.b to the **key priorities** and their proposed associated **key strategies**. Your **key priorities**, as identified in Section 2d, and their **key strategies** should be cross-linked to the appropriate **Conditions for School Effectiveness**. For example, **Critical Issue 1:** Chronic student absence; high rate of referral; high incidence of long and short term suspensions; **Key Priority 1:** Address School Climate; **Key Strategy 1:** Implement PBIS program; **Related Conditions for School Effectiveness:** Professional Development and Structures for Collaboration; Students' Social, Emotional and Health Needs; and Family-School Engagement. Address the district's plan for implementation of the specified Conditions for School Effectiveness at the identified school and describe how this was informed by the baseline data and needs analysis.

### **Leadership and Governance**

1. **Effective school leadership:** Describe how the district will attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.
  - a. Describe how an effective school leadership team will be mobilized. For Level 4 schools, Indicate whether the district will require the principal, administrators, teachers and staff to reapply for their positions in the school, describe the process the district will utilize to re-staff the school.
  - b. **For Turnaround and Transformation only:** Describe the process by which the district will replace the principal<sup>10</sup> who led the school prior to the commencement of the Transformation or Turnaround model. If the district has already identified the new principal and/or other key staff members who will implement the selected intervention model in the identified school, provide their credentials, experiences, and qualifications, with a particular emphasis on school turnaround competencies.
  - c. **For Turnaround and Transformation only:** Describe how the district will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school<sup>11</sup>.

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<sup>10</sup> Turnaround 1, Transformation 1A

<sup>11</sup> Turnaround 3, Transformation 1E.

- d. **For Turnaround only:** Describe how the district will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, will screen all existing staff and rehire no more than 50 percent; and select new staff<sup>12</sup>. Include how the district defines “staff”—whether this includes non-instructional staff in addition to instructional staff.
- e. **For Turnaround only:** Describe how the school will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the district, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or state to obtain added flexibility in exchange for greater accountability<sup>13</sup>. Be sure to:
- f. **For Transformation only:**
  - i. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates (2) Are designed and developed with teacher and principal involvement<sup>14</sup>.
  - ii. Describe how the district will identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates (if applicable) and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.<sup>15</sup>

## Human Resources and Professional Development

- 2. **Principal’s staffing authority:** The district must ensure that the principal has the authority to identify the best teachers and ensure that they are hired to work in the identified school.
  - a. **For Turnaround and Transformation only:** Describe the operating flexibilities the school and principal will have around staffing to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates (if applicable)<sup>16</sup>.
- 3. **Professional development and structures for collaboration:** Professional development for school staff must include both job-embedded and individually pursued learning and structures for collaboration that enable teachers to have regular, frequent department and/or grade-level common planning and meeting time that is used to improve implementation of the curriculum and instructional practice.
  - a. Describe the school’s structures to provide increased, regular, and frequent meeting times for faculty to collaborate, plan, and engage in professional development within and across grades and subjects in order to improve implementation of the curriculum and instructional practice.<sup>17</sup>
  - b. Describe the school’s plan to:
    - i. Provide ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction), that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are

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<sup>12</sup> Turnaround 2.

<sup>13</sup> Turnaround 5.

<sup>14</sup> Transformation 1B.

<sup>15</sup> Transformation 1C.

<sup>16</sup> Turnaround 1, Transformation 4A.

<sup>17</sup> Turnaround 8, Transformation 3A.

- equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.<sup>18</sup>
- ii. Provide or support individually pursued learning, including content-based learning.

## Student Support

4. **Tiered instruction models and adequate learning time:** The school must use data and design a school schedule to provide adequate learning time for all students in core subjects.
  - a. Describe the systems the school will put into place to identify students needing additional supports and to inform and differentiate instruction in order to meet the academic needs of individual students.<sup>19</sup> What interventions will the school use? How will they be chosen?
  - b. Describe the specific steps the school will take steps to address achievement gaps for limited English-proficient, special education and low-income students<sup>20</sup>; in particular, describe how the school will develop or expand alternative English language learning programs for limited English proficient students, notwithstanding chapter 71A.<sup>21</sup>
  - c. **For Turnaround and Transformation only:** Describe how the school will establish schedules and strategies that provide increased learning time using a longer school day, week, or year schedule to significantly increase the total number of school hours (compared to time prior to the start of the Transformation model) to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography and (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations<sup>22</sup>.
5. **Students' social, emotional, and health needs<sup>23</sup>:** The school must create a safe environment, make effective use of a system for addressing the social, emotional, and health needs of its students, and provide appropriate social-emotional and community-oriented services and supports for students. Describe how the school will:
  - a. Take steps to address social service and health needs of students and their families, to help students arrive and remain at school ready to learn. This may include mental health and substance abuse screening.<sup>24</sup>
6. **Family-school relationships<sup>25</sup>:** The school must develop strong working relationships with families and appropriate community partners/providers in order to support students' academic progress and social/emotional well-being. Describe how the school will:
  - a. Provide ongoing mechanisms for parent, family, and community engagement.<sup>26</sup>
  - b. Take steps to improve or expand child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment.<sup>27</sup>
  - c. Improve workforce development services provided to students and their families at the school, to provide students and families with meaningful employment skills and opportunities.<sup>28</sup>

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<sup>18</sup> Turnaround 4, Transformation 1D.

<sup>19</sup> Turnaround 7, Transformation 2B

<sup>20</sup> *Act Relative to the Achievement Gap*, Massachusetts law – address achievement gaps

<sup>21</sup> *Act Relative to the Achievement Gap*, Massachusetts law – Alternative ELL programs

<sup>22</sup> Turnaround 8, Transformation 3A.

<sup>23</sup> Turnaround 9.

<sup>24</sup> *Act Relative to the Achievement Gap*, Massachusetts law – address social service and health needs

<sup>25</sup> Turnaround 9.

<sup>26</sup> Transformation 3B; State measurable annual goal 10.

<sup>27</sup> *Act Relative to the Achievement Gap*, Massachusetts law – child welfare services and law enforcement

## Financial and Asset Management

7. **Strategic use of resources and adequate budget authority:** District and school plans must be coordinated to provide integrated use of internal and external resources (human, financial, community, and other) to achieve each school’s mission.
  - a. **For Turnaround and Transformation only:** Describe the operating flexibilities the school and principal will have around budget to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates (if applicable).
  - b. Provide a three-year financial plan for the school. In this plan, describe how any additional funds to be provided by the district, commonwealth, federal government or other sources will support the implementation of the Redesign Plan, and how the district will align other resources (e.g. Title I, Part A—regular and school improvement funds, Title II Part A and Title II Part D, Title II, Part A, other state and community resources) with the proposed intervention model<sup>29</sup>.
  - c. Describe how the intervention reforms will be sustained after the Redesign Plan period and, if applicable, after federal SRG funds end in three years.<sup>30</sup> Specifically address:
    - i. The level and amount of technical assistance the district will provide to the school in each year of the Redesign Plan (e.g., this may decrease over the three-year period).
    - ii. How resources may be utilized or redirected to support priority areas (e.g., structures for collaborative planning time, professional development for school staff to ensure that redesign practices are institutionalized) to ensure that redesign efforts can be sustained.
    - iii. Plans for use of other resources to sustain critical elements of the redesign model.

## Curriculum, Instruction, and Assessment

8. **Aligned curriculum:** The school’s taught curricula must be aligned across multiple dimensions. Describe how data is used to identify and implement comprehensive, research-based, instructional programs that are aligned with Massachusetts curriculum frameworks and MCAS performance level descriptions, vertically aligned between grades (from one grade to the next), and horizontally aligned (across classrooms at the same grade level and across sections of the same course).<sup>31</sup>
9. **Effective instruction:** Instruction across subject areas must reflect effective practice and high expectations for all students. Describe how school staff will have a common understanding of the features of high-quality standards-based and the school’s system for monitoring instructional practice.
10. **Student Assessment:** The school must use a balanced system of formative and benchmark assessments.
  - a. Describe the specific processes the district and school will put in place to promote the continuous use of assessment data to inform and differentiate instruction in order to meet the academic needs of individual students.<sup>32</sup>
  - b. If applicable, specifically describe the developmentally appropriate child assessments from pre-kindergarten through third grade that the school will use and be sure to include annual implementation and use of data benchmarks in the action plan.

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<sup>28</sup> *Act Relative to the Achievement Gap*, Massachusetts law – workforce development services

<sup>29</sup> *Act Relative to the Achievement Gap*, Massachusetts law – financial plan for school; Also SIG Requirement B3c.

<sup>30</sup> SIG requirement B3e.

<sup>31</sup> Turnaround 6, Transformation 2A

<sup>32</sup> Turnaround 7, Transformation 2B

## IV. Implementation Timeline and Benchmarks<sup>33</sup>

The district must outline an implementation timeline and benchmarks at **each identified school** to demonstrate that it has sufficient capacity to implement the basic elements of the selected intervention model by the beginning of the grant funding and measure the progress of implementation across the up-to-three year period of the Redesign Plan. Full details should be provided for the pre-implementation period and year 1, with an outline of expected activities for years 2 and 3. Duplicate, modify, and expand the template below as needed. For the Restart model, please document the timeline for recruiting, selecting, and contracting with the CMO/EMO (Restart applicants will need to amend an approved application once the CMO/EMO to provide the final performance/partnership contract that would include implementation timelines and benchmarks consistent with this section).

| Conditions for School Effectiveness                            | Pre-Implementation (before full implementation September 2011 of SRG grant) | Year 1 | Year 2 | Year 3 |
|--|---|--------|--------|--------|
| Effective district systems for school support and intervention |   |        |        |        |
| Effective school leadership                                    |   |        |        |        |
| Professional development and structures for collaboration      |   |        |        |        |
| Tiered Instruction and adequate learning time                  |   |        |        |        |
| Students' social, emotional, and health needs                  |   |        |        |        |
| Family-school relationships                                    |   |        |        |        |
| Strategic use of resources and adequate budget authority       |   |        |        |        |
| Aligned curriculum   |   |        |        |        |
| Effective instruction  |   |        |        |        |
| Student assessment   |   |        |        |        |

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<sup>33</sup> SIG requirement B4.

## V. Measurable Annual Goals<sup>34</sup>

The district must describe ambitious-yet-attainable measurable annual goals for student achievement on the Massachusetts Comprehensive Assessment System (MCAS) tests in both English language arts and mathematics that it has established in order to monitor the performance of schools in which it will implement an intervention model. The district may also establish measurable annual goals using other assessments or in other areas of school performance to measure the success the implementation of the Redesign Plan.

When defining measurable annual goals, the district must ensure that each one addresses each of the following questions:

|  |                                      |                                |
|--|--------------------------------------|--------------------------------|
| <b>What</b> will change, or                  | <b>What</b> will the result be?      | [assessment tool or metric]    |
| <b>Who</b> will achieve the change, or       | <b>Who</b> will achieve result?      | [person(s) or organization(s)] |
| <b>How much</b> change is expected, or       | <b>How much</b> will the result be?  | [quantity]                     |
| <b>When*</b> will the change be achieved, or | <b>When*</b> will the results occur? | [timeframe or target date]     |

\*In most cases, these targets will be set annually, though in some cases, districts may propose target dates that occur within a year.

The district and school’s performance against these measurable annual goals will be assessed by ESE to determine if sufficient progress has been made to warrant renewal of federal SRG awards and to continue implementing a Redesign Plan.

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<sup>34</sup> SIG requirement B5; also *Act Relative to the Achievement Gap*, Massachusetts law –measurable annual goals

## **VI. Budget**

Please complete the separate budget workbook.