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School Redesign Grant Requirements Overview

An Act Relative to the Achievement Gap signed into law in January 2010 established new processes and intervention powers for improving the performance of the lowest performing schools in the state. 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.) ESE is consolidating and integrating federal grant and state statutory requirements in order to create an aligned planning and school redesign process for districts with Level 4/Priority schools. The Redesign Plan template integrates the 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 includes the following sections, which must be completed and submitted in order to apply for a school redesign grant:

I. Executive Summary: an overview of the district’s overall plan for school redesign.
II. District-Level Redesign: a description of district-level strategies, resources, and use of policy options to support and monitor the implementation of school-level redesign efforts.
III. School-Level Redesign: a narrative that describes the key issues and priority areas for improvement to be addressed by the school, the intervention model to be used, the key strategies, aligned with the conditions for school effectiveness, that will be used to accelerate improvement, and the monitoring system to be used to assess progress.
IV. Implementation Timeline and Benchmarks: a listing of implementation benchmarks, aligned with the priority areas for improvement and related strategies, that will be used to track and monitor progress throughout the course of the redesign effort and the 3-year redesign timeframe.
V. Measurable Annual Goals: measurable annual goals are the standard for monitoring implementation of redesign efforts, renewal of federal grant funds, and exiting Level 4 status.
VI. Budget: a detailed budget with narrative for how the district proposes to expend SRG funds.

Note regarding the Restart Model: If a district opts to submit an application for a Restart Model it must complete Appendix D: Required Section for Restart Applications and include a signed copy when the full application is submitted to ESE.

Note regarding the School Closure model: 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 sections III, IV, and V of the proposal. Justification for closure costs should be provided within the narrative section contained within the budget workbook.

Format and Submission Requirements
The Redesign Plan must:
- 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;
- Contain one-inch margins and use 11-point font, or larger;
- Include a Table of Contents that includes attachments and appendices; and
- Include page numbers in the bottom right hand corner of each page, including attachments

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.
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. The executive summary should provide a vision for what the district and school will look like in three years, from the perspective of students and adults, and highlight the key priorities and strategies that will be used to engage in successful turnaround.
II. District-Level Redesign

Instructions
The district must demonstrate that it has the capacity to plan for, implement, monitor, and sustain 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 applicant Level 4 schools using one of the four federal school intervention models—Turnaround\(^1\), Restart, Closure, or Transformation.

The district-level redesign section of the narrative includes six parts:
1. Analysis of key district needs and challenges related to school turnaround
2. Key strategies and theory of action
3. District redesign and planning
4. Policies and strategies to support school-level redesign
5. District systems for supporting and monitoring implementation
6. District systems implementation benchmarks

Please complete each part of the district-level redesign narrative, following the instructions included in each part.

District-Level Redesign Narrative

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.

   In the description of your baseline data and needs analysis:
   a. Describe how the district examined and analyzed multiple sources of data (e.g., MCAS, growth, other achievement data, perceptual and behavioral data, and Conditions for School Effectiveness self-assessment results) by sub-groups, grades, and other categories to identify explanations for achievement outcomes and to identify patterns in the data.
   b. Describe the core issues of academic concern (e.g., the performance of students in particular subject areas, in certain grades, among certain populations of students) that were determined through data analysis. Describe and provide data for those areas where schools and/or 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.
   c. Describe how the district developed hypotheses and identified possible causes for academic concerns. What are the questions that the district used to investigate observable patterns in

\(^1\) 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.
the data? What are the district’s hypotheses about the possible reasons for the observed patterns and trends?

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 that will assist and support turnaround efforts of identified schools.

3. **District redesign and planning:** Provide a brief description of the district’s planning and decision-making process, including descriptions of teams or working groups and stakeholder groups involved in the planning process. In the narrative, please:
   a. Describe the **overall structure of the district's redesign planning and decision-making process**, including the composition of district-level and school-level redesign teams, the identity and credentials of key team members, how often teams meet and interact, and the process by which decisions were or will be made.
   b. Describe how the district used district- or school-level teams (e.g., working groups, redesign teams) to select the intervention model for each school.

Specific Instructions for Part 4 (a-e):
Level 4 districts and districts with Level 4 schools are encouraged to use this portion of the narrative (specifically, 4a) to list and briefly describe the changes in policy and strategies that are listed in relevant planning documents (e.g., existing Level 4 Turnaround Plan or a Level 4 District Plan [Accelerated Improvement Plan].) As you list each key change in policy, strategy, or use of resources, please briefly describe how the change will directly support redesign efforts in identified schools.

**Addressing the Federal Requirements:**
Federal requirements stipulate that districts selecting the Turnaround or Transformation intervention models implement specific strategies, as listed in Appendix A, Federal Requirement Checklist. Districts are responsible for addressing each of the federal requirements. If your narrative response to 4a does NOT directly address the policy issues listed in 4b, 4c, 4d, and 4e, then please provide a narrative response to these items that describes how the district will address the federal requirements and use these strategies to support school-level redesign efforts.

**Note:** If the district chooses to implement a Restart Model in a school, it must complete Appendix D: Required Section for Restart Applications and include a signed copy when the full application is submitted to ESE.

4. **Policies and strategies to support school-level redesign:** Describe the changes in policy and use of strategies and resources that will be employed to support school-level redesign efforts.
   a. Please list the **key changes in policy, strategies, and use of resources** and describe how the policy, strategy, or use of resources will directly support school-level redesign efforts. In your narrative, please discuss:
      i. District policies and practices that currently exist that may promote or impede the implementation of proposed plans;
      ii. Modifications and changes in policy, strategies, and use of resources that will enable the school(s) to fully implement the selected intervention model(s) and related strategies; and
iii. Potential implications of the changes in policy on component schools and how the district will ensure that other schools are not adversely impacted by changes to the policies and practices.

b. **School redesign leadership pipeline**: Describe the actions that the district has taken or will take to recruit, screen, select and place—through both internal staff development and external recruitment—effective principals, teacher leaders, and teachers who have the experience, skill, and expertise needed to implement the selected intervention model.

i. State whether or not a new principal has been selected to lead the school-level redesign effort and provide evidence that the principal (new or existing) has the necessary competencies and experience to lead a successful redesign effort. Please provide data demonstrating that the new or current principal has a successful and demonstrated track record of improvement in other schools or in another district (please include student performance data from previous school(s)). If a new principal has yet to be chosen, describe how the district will ensure that a leader is chosen that meets the criteria of this section.

ii. For districts using the **TURNAROUND MODEL**: describe how the district will use locally developed competencies to measure the effectiveness of staff, including screening all existing staff and rehiring not more than 50 percent of the staff from the previous year.

c. **External partner’s pipeline**: If applicable, describe how the district will recruit, screen, and select external providers with the requisite quality and expertise necessary to support and provide assistance to the district or to schools in implementing redesign plans. If the district has identified external providers who will assist it in implementing the intervention models, provide the credentials, experiences, and qualifications of the provider for the relevant task.

d. **Educator evaluation and teacher incentives**: Describe the policies and strategies that the district will use to adopt, adapt, or revise the state’s educator evaluation framework to evaluate educator effectiveness as it relates to the school(s). Describe how the district will identify and reward leaders, teachers and other staff who improve student achievement and participate in opportunities to improve professional practice.

e. **Extended learning time**: Describe how the district will increase the school year or the school schedule to increase learning time for students in core academic subjects and other subjects, and to increase opportunities for teachers to collaborate and plan together. Include a description of the professional development and/or additional planning time staff will receive in order to maximize the use of additional learning time.

5. **District Systems for supporting, monitoring, and sustaining implementation**: Provide a detailed description of the district’s systems and processes for ongoing planning, support, and monitoring the implementation of planned redesign efforts and how the district will sustain redesign efforts beyond SRG funding.

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2 Districts are encouraged, but not required, to partner with external providers. If a district is using an external provider(s), the district must submit a narrative response to IV (c). Districts may reference a tool provided by ESE to hold external partners accountable: http://www.doe.mass.edu/apa/framework/level4/PipelineToolkit.pdf

3 Districts and schools should reference the USED’s Additional LEA Guidance on Increased Learning Time posted with this RFP in Additional Documents
a. Describe the teaming structures and other mechanisms, such as the use of coordinators, liaisons, coaches, or networking opportunities, to be used to support and monitor implementation of school-level redesign efforts.

b. Describe how the district will monitor the implementation of the selected intervention model at each identified school and how the district will know whether planned interventions and strategies are working, or not. 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.

c. Describe how the district will ensure that the identified school(s) receive ongoing and coordinated technical assistance and related support from the district, the state, or designated external partner organizations. In your narrative, please describe:
   i. How the district will differentiate assistance and support to schools, including current and potential SRG funded schools; and
   ii. How the district will formally coordinate the activities of partner organizations (e.g., external providers and other support organizations).

d. Provide an overview of how the district will sustain redesign efforts and which policies, strategies, and use of resources contribute to building the capacity of the district and its schools to sustain improvement efforts beyond the three years of the SRG timeline.

6. **District Systems Implementation Benchmarks:** Identify at least two (2) Early Evidence of Change Benchmarks that the district will use to signal that district systems are being implemented, and that the district will use to monitor its own progress in supporting school-level redesign efforts4.

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4 Please refer to the Implementation Benchmark Worksheet (Appendix E) for guidance on developing technical and early evidence of change benchmarks.
III. School-Level Redesign

Instructions
The School-Level Redesign section includes two parts. In Part A, please describe the strategic thinking, planning, and data analysis that was used to identify priority areas for improvement and the intervention model (Turnaround, Transformation, or Restart) that will be employed to directly address the priority areas. In Part B, provide an explanation of the key strategies to be used within each priority area for improvement, including specific detail on how the school will use and implement strategies and actions aligned with the Conditions for School Effectiveness. The narrative provided in Part B, in combination with Section IV, Implementation Timeline and Benchmarks, will serve as the school’s blueprint for 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 or Transformation—are addressed in the school-level redesign narrative, if not previously addressed in the Section II, District-Level Redesign.

The school-level redesign section of the narrative includes two parts:

**Part A. School-Level Redesign Planning and Setting Priorities**
1. School-level redesign team
2. Baseline data and needs analysis
3. Redesign model
4. Stakeholder support

**Part B. Priority Areas for Improvement and Key Strategies**
1. Overview of school redesign
2. Description of priority areas for improvement and key strategies
3. School systems to monitor implementation

Please submit a school-level redesign narrative that addresses each of the listed parts and questions, following the instructions included in each part.
Part A. School-Level Redesign Planning and Setting Priorities

Part A Narrative Response

1. School-level redesign team: Describe the school’s redesign planning and decision-making process, including a description of the structure of the school-level redesign team, the identify and credentials of key team members, how often the team meets, and the process by which decisions were or will be made.

2. Baseline data and needs analysis: 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.

In the description of your baseline data and needs analysis:

a. Describe how the school examined and analyzed multiple sources of data (e.g., MCAS, growth, other achievement data, perceptual and behavioral data, and Conditions for School Effectiveness self-assessment results) by sub-groups, grades, and other categories to identify explanations for achievement outcomes and to identify patterns in the data.

b. Describe the core issues of academic concern (e.g., the performance of students in particular subject areas, in certain grades, among certain populations of students) that were determined through data analysis. Describe and provide data for 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.

c. Describe how the school developed hypotheses and identified possible causes for academic concerns. What are the questions that the school used to investigate observable patterns in the data? What are the school’s hypotheses about the possible reasons for the observed patterns and trends? Why will these strategies succeed when previous efforts have not?

d. List the key priorities for redesign—the Priority Areas for Improvement—based directly upon the data analysis and development of hypotheses.

   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 Priority Areas for Improvement (e.g., 3 to 5 priorities) as the focus of school redesign and that will directly attend to the issues and challenges identified in 2b and 2c, above.

3. Redesign approach: Provide a brief description of the approach to school redesign that will 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 approach to school redesign, please:

   b. 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.)

c. Describe how this approach will differ from previous reform efforts at the school. Briefly explain 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**: 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 model, 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.
Part B. Turnaround Priorities and Key Strategies

Instructions
The response to Part B must provide a detailed description (e.g., your blueprint) of the 3 to 5 priority areas for improvement and the corresponding key strategies that the district and school will implement in the proposed redesign effort. In the narrative, please provide specific information on how the strategies will be implemented. When describing proposed strategies, districts and schools are asked to link the proposed strategies to the related Conditions for School Effectiveness.

Important Notes Regarding the Conditions for School Effectiveness:

It is expected that the priorities and strategies described in Part B will include efforts to improve and enhance each of the Conditions for School Effectiveness. See Appendix B for a listing of strategies and actions arranged by Condition for School Effectiveness to support writing this section of the Redesign plan.

If one or more of the Conditions for School Effectiveness are not fully addressed by the listed priorities and strategies, please use Appendix C to describe how the school’s proposed redesign effort will attend to each condition.

Part B Narrative Response

1. Overview of school redesign: Provide a brief narrative overview of the school-level plan that addresses the following questions:
   a. What will the school look like in three years?
   b. How will you know?
   c. What early evidence of change will signal that the school is on the right track before MCAS results are released?
   d. How will the leadership team communicate and execute the vision for school redesign to students, staff and stakeholders?

2. Description of priority areas for improvement and key strategies: Provide a detailed description of the 3 to 5 priority areas for improvement the school will address in the proposed redesign effort and details of the corresponding key strategies that the school will implement, and how the district will support the school in these areas.
   a. In your response, please explicitly link the district and school core issues, as identified in Section 2b to the priority areas for improvement and their proposed associated key strategies. Your priority improvement areas, as identified in Section 2d, and their key strategies should be cross-linked to the appropriate Conditions for School Effectiveness.

Example 1:

Core issues: Chronic student absence; high rate of referral; high incidence of long and short term suspensions
Priority Improvement Area 1: Address School Climate
Key Strategy 1: Implement PBIS program
Key Strategy 2: …..
Related Conditions for School Effectiveness: Professional Development and Structures for Collaboration; Students’ Social, Emotional and Health Needs; and Family-School Engagement
3. **School Systems to Monitor and Sustain Implementation**: Provide a detailed description of the school’s systems and processes for supporting and monitoring the implementation of planned redesign efforts, including plans on how to sustain the school’s improvement efforts.
   a. Describe the teaming structures or other processes to be used to support and monitor implementation of school-level redesign efforts.
   b. Provide candid explanations of possible barriers to success and how they will be addressed.
   c. Describe key practices or strategies that will help to sustain improvement efforts, in light of the described barriers and potential unforeseen obstacles.
   d. Describe how the school will use the Implementation Timelines and Benchmarks Workbook to monitor redesign efforts and make mid-course corrections.
   e. Describe how the school will access support systems at the district level to monitor implementation of the school-level redesign plan.
IV. Implementation Timeline and Benchmarks

**Instructions**
The Implementation Timeline and Benchmarks are to be completed using the Implementation Timeline and Benchmarks Workbook, available as a Microsoft Excel file in the RFP.

Specific instructions:

1. Using the Implementation Timeline and Benchmark Template (in Microsoft Excel), insert all listed Priority Areas for Improvement and Key Strategies, as describe in Section III of your narrative, into the workbook.
   - Insert the Priority Areas for Improvement in the first tab in the Worksheet
   - Insert the Key Strategies for each Priority Areas for Improvement in the corresponding worksheets (e.g., Priority Area for Improvement #1, #2, and so forth), in the column labeled “Strategies”.
2. In the Priority Areas for Improvement worksheet (the first tab), complete columns c, d, e, and f.
   - What you’re currently seeing: Highlight the key issues and challenges related to the stated Priority Area for Improvement.
   - What you’d like to see (Vision): Provide a brief statement of your vision related to the stated Priority Area for Improvement.
   - Linkages to District Systems of Support: List the district systems (e.g., changes in policies and district strategies) that directly relate to efforts to address the Priority Area for Improvement.
   - Linkages to Conditions for School Effectiveness: List the Conditions for School Effectiveness that are being used and/or addressed in the Priority Area for Improvement.
3. Develop and insert implementation benchmarks—technical benchmarks and early evidence of change benchmarks within each Priority Area for Improvement and for relevant Key Strategies, as determined by the district and school as crucial to implementing planned efforts.
   - Use the worksheet to list each implementation benchmark, how the benchmark will be measured, and an approximate date when it is expected that the benchmark will be achieved and/or assessed.
   - List the expected outcomes for the Priority Area for Improvement, in the Expected Outcomes column. Expected outcomes may reference or include Measurable Annual Goals. **Note: It is not expected or required that all measurable annual goals be listed in this format. Please use the Expected Outcomes column to record outcomes that are directly relevant to your work and that relate to the Priority Area for Improvement.
4. Please provide specific dates for when key strategies will be implemented during Year 1 of the redesign effort throughout each Priority Area for Improvement. Please use the Summary Timeline worksheet (the last tab in the workbook) to record whether or not key strategies will be continued through the course of the three-year effort AND to record new strategies that will be implemented during years 2 and 3 of the grant. Detail on implementing strategies in years 2 and 3 is not required as part of the proposal for Year 1 SRG funding.

This document should be used as a tool for your Redesign Team to monitor progress throughout the course of the grant.

Technical support on this portion of the School-Level Redesign Plan can be obtained by contacting Erica Champagne at 781-338-3521 or echampagne@doe.mass.edu
V. Measurable Annual Goals

A district applying for School Redesign funds 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.

Applicants should complete the *Level 4 Measurable Annual Goals Template (with Sample Measures)* located in the RFP.

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 to continue implementing a Redesign Plan. All SRG Renewal awards are contingent upon making progress towards each school’s student performance Measureable Annual Goals (MAGs).

In February 2012 Massachusetts received flexibility from certain No Child Left Behind (NCLB) components, replacing Adequate Yearly Progress (AYP) measures with the state’s new 100-point cumulative Progress and Performance Index (PPI) metric. All schools classified into Level 4 will be required to achieve a cumulative PPI of 75 or higher in the aggregate and for all student subgroups by the end of their 3rd year of turnaround. (See Massachusetts’s approved Flexibility Request at [http://www2.ed.gov/policy/eseaflex/approved-requests/ma.pdf](http://www2.ed.gov/policy/eseaflex/approved-requests/ma.pdf)) SRG recipient schools’ are expected to progress toward meeting a cumulative PPI of 75 or higher for all students and for all student subgroups by the end of the third year of their Redesign Plan. When ESE identifies a school not making progress towards their student performance targets and a low SRG Renewal Application score, termination of funding is considered.

For detailed information on the rationale and methodology underlying the selection of measurable annual goals for Level 4 schools, please see the *Measurable Annual Goals: Background and Frequently Asked Questions* which can also be found here: [http://www.doe.mass.edu/apa/sss/turnaround/level4/default.html](http://www.doe.mass.edu/apa/sss/turnaround/level4/default.html)

Other Measures

To receive higher than the minimum score of 3 required for grant approval, applicants must include multiple measures of student performance in addition to MCAS measures. Applicants may select one or more of the following measures, or identify other measures, particularly if they address key priorities in school plans. Examples include:

1. **Student Rates**
   - Student attendance, dismissal rates, and exclusion rates
   - Student safety and discipline
   - Student promotion and dropout rates

2. **College Readiness and School Culture**
   - Student acquisition and mastery of twenty-first century skills
   - Development of college readiness, including at the elementary and middle school levels
   - Parent and family engagement
   - Building a culture of academic success among students
   - Building a culture of student support and success among school faculty and staff
   - Developmentally appropriate child assessments from pre-kindergarten through third grade
NOTES:

While the following are not required by ESE as outcome measures in school Turnaround plans, ESE will collect data at the end of each year of the grant on these indicators to meet federal reporting requirements for this grant:

1. Number of minutes within the school year
2. Distribution of teachers by performance level on the district’s teacher evaluation system
3. Teacher attendance rate
VI. Budget

*Please complete the separate budget workbook in Microsoft Excel located in the RFP.*
## Appendix A

### Federal Requirement Checklist: Transformation Model

#### 1. Developing and increasing teacher and school leader effectiveness

<table>
<thead>
<tr>
<th>The plan contains evidence that:</th>
<th>Circle Yes or No</th>
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</thead>
</table>
| (A) A new principal has been (or will be) hired for the 2014-15 school year to lead the school’s transformation model.  
*or* A new principal was hired no earlier than July 1, 2012 that will continue the school’s transformation model. | Yes               |
| (B) A new or revised evaluation system for teachers and principals will be implemented that takes into account data on student growth and is designed and developed with teacher and principal involvement. | Yes              |
| (C) The district will develop and use strategies for identifying and rewarding leaders, teachers, and other staff who increase student achievement or graduation rates and provide opportunities for leaders and teachers to improve professional practice. | Yes              |
| (D) The district will provide ongoing, high quality, job-embedded professional development that is aligned with the school’s instructional program. | Yes              |
| (E) The district will implement strategies to recruit, place, and retain staff.                    | Yes              |

#### 2. Comprehensive instructional reform strategies

<table>
<thead>
<tr>
<th>The plan contains evidence that:</th>
<th>Circle Yes or No</th>
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<tbody>
<tr>
<td>(A) The district is using data to identify and implement a research-based and aligned instructional program.</td>
<td>Yes</td>
</tr>
<tr>
<td>(B) The district promotes the continuous use of student data in schools to inform and differentiate instruction</td>
<td>Yes</td>
</tr>
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#### 3. Increasing learning time and creating community-oriented schools

<table>
<thead>
<tr>
<th>The plan contains evidence that:</th>
<th>Circle Yes or No</th>
</tr>
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<tr>
<td>(A) The model will provide extended learning time for students and teachers in the instructional core, instruction in other subject and enrichment activities, and for teachers to collaborate and plan.</td>
<td>Yes</td>
</tr>
<tr>
<td>(B) The district will provide ongoing mechanisms for family and community engagement</td>
<td>Yes</td>
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</tbody>
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#### 4. Operational flexibility and sustained support

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<thead>
<tr>
<th>The plan contains evidence that:</th>
<th>Circle Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) The school will be granted the operational flexibility necessary to implement a comprehensive approach.</td>
<td>Yes</td>
</tr>
<tr>
<td>(B) The school will receive ongoing and intensive support from the district, the state, or an external provider.</td>
<td>Yes</td>
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</tbody>
</table>
Federal Requirement Checklist: Turnaround Model

**Requirements**

<table>
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<tr>
<th>The plan contains evidence that:</th>
<th>Circle Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) A new principal has been (or will be) hired for the 2014-15 school year to lead the school’s turnaround model.</td>
<td>Yes</td>
</tr>
<tr>
<td>or A new principal was hired no earlier than July 1, 2012 that will continue the school’s turnaround model.</td>
<td>No</td>
</tr>
<tr>
<td>(2) The district will use locally adopted competencies to measure the effectiveness of staff, including screening all existing staff and rehire no more than 50 percent of the staff from the previous year.</td>
<td>Yes</td>
</tr>
<tr>
<td>(3) The district will develop and use strategies for identifying and rewarding leaders, teachers, and other staff who increase student achievement or graduation rates and provide opportunities for leaders and teacher to improve professional practice AND the district will implement strategies to recruit, place, and retain staff.</td>
<td>Yes</td>
</tr>
<tr>
<td>(4) The district will provide ongoing, high quality, job-embedded professional development that is aligned with the school’s instructional program.</td>
<td>Yes</td>
</tr>
<tr>
<td>(5) The district will adopt a new governance structure that will support the selected turnaround model.</td>
<td>Yes</td>
</tr>
<tr>
<td>(6) The district is using data to identify and implement a research-based and aligned instructional program.</td>
<td>Yes</td>
</tr>
<tr>
<td>(7) The district promotes the continuous use of student data in schools to inform and differentiate instruction.</td>
<td>Yes</td>
</tr>
<tr>
<td>(8) The model will provide extended learning time for students and teachers in the instructional core, instruction in other subjects and enrichment activities, and for teachers to collaborate and plan.</td>
<td>Yes</td>
</tr>
<tr>
<td>(9) The district will provide appropriate social-emotional and community-oriented services and supports for students.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Appendix B

Guidance on Incorporating the Conditions for School Effectiveness

Districts and schools may use the following indicators, organized according to the Conditions for School Effectiveness, when developing strategies to be used in the redesign plan. As noted, a successful school-level redesign plan must include strategies and/or policies that attend to each of the Conditions and demonstrate that actions are being taken to implement the Conditions for School Effectiveness.

Schools are not required to address each Condition separately; rather, the Redesign Plan is organized so that districts and schools can develop key priority areas for improvement and related strategies that use and leverage the Conditions. The Conditions are intended to work together in an integrated fashion to support effective school turnaround and transformation.

The indicators provided here serve as a guide to assist schools in thinking strategically about each of the Conditions and ensuring that submitted proposals address each Condition.

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 the leader chosen for the school (or currently working in the school) is capable of building a sense of shared accountability among staff and students and is able to drive instructional improvement.
   b. Describe how an effective school leadership team will be mobilized. 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.

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. 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.

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.

b. Describe how professional development will:
   i. Focus on improving instruction, through the regular use of data, coaching and other job-embedded professional development models, and teacher-specific professional development.
   ii. Provide ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
   iii. Provide or support individually pursued learning, including content-based learning.

Student Support

4. **Tiered instruction 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. 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; in particular, describe how the school will develop or expand alternative English language learning programs for limited English proficient students, notwithstanding chapter 71A.
   c. How will the school use data and extended learning time to ensure that students’ academic and social-emotional needs are appropriately identified and monitored (e.g., every two weeks) and specific interventions identified and used on an ongoing basis?

5. **Students’ social, emotional, and health needs**: 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.

6. **Family-school engagement**: 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.
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.

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.

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. 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.

   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. 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).

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.

   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.
Appendix C
Addressing the Conditions for School Effectiveness, Supplemental Planning Form

If a school does not address one or more of the Conditions for School Effectiveness in the narrative portion of the Redesign Plan, in Section II or Section III, the school must submit Appendix C to describe how the school will address those Conditions.

<table>
<thead>
<tr>
<th>List the Condition(s) for School Effectiveness:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how the school will use and implement the Condition(s) to support school-level redesign efforts.</td>
</tr>
</tbody>
</table>
Appendix D

Required Section for Restart Applications

Instructions
Districts selecting the Restart Option for one or more schools must (1) choose one of the two options listed below and (2) respond to the Restart Model Application Additional Requirements.

Required Section for Restart Applications: Part One
Districts have two options when applying for the Restart model. Select (e.g., check the box) an option, review the provided instructions and guidance and ensure that the necessary information is incorporated into the district’s School Redesign Grant Submission. Include a signed original of this document in the full School Redesign Grant Submission.

☐ Option 1 for LEAs that have identified the Charter Management Organization (CMO) or Education Management Organization (EMO) to be used with the Restart School.

1. Complete all sections of the School Redesign Grant Submission Requirements as instructed in the Application. Additional guidance for each section is provided here, as follows:
   a. In Section II (District-Level Redesign), Part 4, describe the process that was used to select the CMO or EMO, including how eligible providers were recruited, screened, and selected.
   b. In Section II (District-Level Redesign), Part 4, describe the credentials, experiences, and qualifications of the CMO or EMO as an organization with the capacity to work in your district and carry out assigned responsibilities.

2. Respond to the Restart Model Application Additional Requirements.

☐ Option 2 for LEAs that have not identified the Charter Management Organization (CMO) or Education Management Organization (EMO) to be used with the Restart School.

1. Complete Sections I (Executive Summary), II (District-Level Redesign), V (MAGs), and VI (Budget) of the School Redesign Grant Submission Requirements.
   a. In Section II (District-Level Redesign), Part 4, describe the process that will be or is being used to select the CMO or EMO, including how eligible providers will be recruited, screened, and selected.
   b. In Section II (District-Level Redesign), Part 4, describe the expected credentials, experiences, and qualifications of the CMO or EMO as an organization with the capacity to work in your district and carry out assigned responsibilities.
   c. In Section II (District-Level Redesign), Part 4, describe the flexibility the CMO or EMO will have with respect to changing district policy as it pertains to staffing, facilities, and transportation.

2. Respond to the Restart Model Application Additional Requirements.

Guidance regarding Option 2
- Once the CMO or EMO is in place at the school, the district and CMO/EMO have 90 days to submit to ESE a school-level Redesign Plan according to the School Redesign Grant Submission Requirements (Sections III and IV).
- The selected external partner (CMO or EMO) with a demonstrated track record of success may propose an implementation plan that might not address all the elements of the School Redesign Grant Submission Requirements in Section III if a compelling rationale is given for why it is not necessary.

Superintendent Signature: _____________________________ Date: __________________
Required Section for Restart Applications: Part Two

Restart Model Application Additional Requirements

Option 1 and Option 2
A. Provide a detailed description of how 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 or subsequent school-level Redesign Plan application. To the extent possible, please describe the specific performance measures that will be used and how the performance measures relate to the Conditions for School Effectiveness.

<Enter narrative response>

B. Describe how the district will plan for the sustainability of the restart once SIG funding expires, 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.

<Enter narrative response>

C. Describe the district process for assigning and placing staff that the EMO or CMO seeks to transfer out of the school(s). How will this process take into account educator ratings?

<Enter narrative response>

Option 2 Respondents Only
D. Timeline: For districts that have yet to identify a CMO/EMO, please (a) provide a timeline for recruiting, selecting, and contracting with the CMO/EMO; (b) an expected date when the CMO/EMO will assume leadership of the school, and (c) an expected date when the LEA and CMO/EMO will submit its school-level Redesign Plan application to ESE for review, which must be within 90 days of CMO/EMO appointment.

<Enter narrative response>
### Appendix E: Implementation Benchmarks - Additional Guidance

Developing useful and meaningful Implementation Benchmarks

<table>
<thead>
<tr>
<th>Priority Area for Improvement</th>
<th>Strategies (Policies, Practices, Programs)</th>
<th>Implementation Benchmarks</th>
<th>How will you know that what you are doing is working?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence that the technical aspects of the strategy/activity/training have been implemented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. # of teachers participate in training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. New schedule or teaming structure in place</td>
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</tr>
<tr>
<td></td>
<td>3. Staff hired</td>
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<td></td>
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<td></td>
<td>4. Policy change adopted</td>
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<td></td>
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<tr>
<td></td>
<td>5. New assessment system developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Curriculum aligned</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Through Technical Implementation and Evidence of Change, our strategies will lead to...

- Short Term Impact
  - What’s different for kids?
  - What’s different for adults?

- Long Term Goals
  - Improved Student Outcomes
  - MAGs

Examples:

1. Improve and increase instruction through use of the RTI model and increased professional development

   - **Professional development** for staff and leaders
   - **Structural** changes (schedules, meeting structures, redesign teams)
   - **Policy** changes
   - **Staffing or role** changes (e.g., coaches, tutors)
   - **New programs** (e.g., a new wellness program)

   - Completion and application of **core components** (e.g., common assessments, aligned curriculum)

2. Ensure students’ readiness to learn through provision of holistic social, emotional and wellness supports in school and in community partnerships

   - **Professional development** for staff and leaders
   - **Structural** changes (schedules, meeting structures, redesign teams)
   - **Policy** changes
   - **Staffing or role** changes (e.g., coaches, tutors)
   - **New programs** (e.g., a new wellness program)

   - Completion and application of **core components** (e.g., common assessments, aligned curriculum)