When a district decides to change a school’s Federal Intervention Model to a Restart in Years 2 or 3, the district and education management organization (EMO) or charter management organization (CMO) must complete this section in order to be eligible to receive SRG funds in FY15. In order to meet federal requirements for SRG, the district and school must describe the new plan for the school and how the district will work collaboratively with the EMO or CMO to ensure that sufficient operational flexibility is afforded to the EMO or CMO and hold the EMO or CMO accountable for ongoing improvement and progress toward meeting the measurable annual goals. Short of having the school and district complete a full original SRG Redesign Plan, we are asking that only the most necessary sections from the original application contained here be completed for FY15 funds. A scoring rubric is included as Appendix A. Full applications for a change to Restart will need to obtain a score of 34 out of 48 by a three-person review team to be eligible for funds outlined in the budget.

If you should have any questions regarding this application process, please contact Erica Champagne at echampagne@doe.mass.edu or 781-338-3521 for assistance.

I. **District Submission Section:**
The district is required to provide a comprehensive response to the District Submission section. The questions posed here are considered to be in addition to the district’s original District-Level Redesign Plan and are specific to the process of changing to a Restart model in one or more of its schools. (5 to 8 pages)

II. **School Submission Section:**
The selected EMO or CMO should provide a comprehensive response to the School Submission section. (8 to 12 pages)

III. **Appendix A: Scoring Rubric**

IV. **Appendix B: Guidance on Incorporating the Conditions for School Effectiveness**
District Submission Requirements

1. Provide a clear articulation of why the district is choosing to change from the Transformation or Turnaround model to a Restart for the school(s). How will this new approach be different from previous redesign efforts at the school(s)? What data has the district reviewed to support this change?

2. Describe the interactions the district has had with relevant stakeholders in the development of a redesign plan for each Restart school. Provide evidence, if available, of teachers’ union support with respect to staffing and teacher evaluation requirements in the Restart school(s), 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.

3. Describe the credentials and demonstrated effectiveness of the charter management organization (CMO) or education management organization (EMO). Describe the process by which the district vetted the chosen EMO/CMO(s) to Restart its school(s).

4. 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. If possible, provide a copy of the contract.

5. How will the district work collaboratively with the EMO/CMO to ensure improved student achievement? What direct supports will the district provide directly to the school(s) and EMO/CMO(s)?

6. Please describe the district process for assigning and placing staff that the EMO or CMO seeks to transfer out of the school. How will this process take into account educator ratings?

7. Describe how the district will fund the restart(s). Once SRG funding expires, describe in detail its strategy for ensuring sufficient funding for the school in subsequent years.
School Submission Requirements

School-Level Redesign Plan

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

**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: Explain why the selected intervention (Restart) is appropriate for this particular school based on the specific needs identified above. 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 the Restart intervention model.
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.
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 measure and 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.

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**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

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**Example 2:**

- **Core issues**: Weak curricula, inconsistent instruction, and ineffective use of assessment data hinder students from learning at high levels
- **Priority Improvement Area 1**: Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data;
  - **Key Strategy 1**: Set clear expectations for outstanding instruction and provide regular high-quality instructional support and coaching to teachers
  - **Key Strategy 2**: …..
- **Related Conditions for School Effectiveness**: Professional Development and Structures for Collaboration; Effective Instruction; Effective School Leadership, Aligned Instruction
Appendix A: Scoring Rubric

Redesign Plan Review Dimensions
Each component of a Redesign Plan for an eligible school will be reviewed along three rubric dimensions.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity and Commitment</td>
<td>The extent to which the district and school(s) demonstrate the capacity and commitment to use school improvement grant funds to support school redesign plans and the successful implementation of identified intervention models and strategies.</td>
</tr>
<tr>
<td>Data Analysis and Selection of Supports and Intervention Model</td>
<td>The extent to which the redesign plan is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments.</td>
</tr>
<tr>
<td>Strategic and Actionable Approach</td>
<td>The extent to which the district and school redesign plans display a strategic and well-thought out approach that will lead to rapid and sustainable improvement in targeted schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) prioritization of areas for improvement, key strategies and action steps that together effect the Conditions for School Effectiveness, and (3) specific benchmarks to track progress and a strategy for monitoring progress towards meeting benchmarks.</td>
</tr>
</tbody>
</table>

Redesign Plan Rubric Levels
Each element within each dimension described above will be rated using the following scale.

<table>
<thead>
<tr>
<th>Level</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>The response is clear, complete, and provides detailed, compelling evidence (including supporting documentation as appropriate) that meets the criteria listed in the rubric dimension.</td>
</tr>
<tr>
<td>Adequate</td>
<td>The response is clear, complete, and provides some evidence, that meets the criteria listed in the rubric dimension.</td>
</tr>
<tr>
<td>Marginal</td>
<td>The response is partially complete and provides only limited evidence that meets the criteria listed in the rubric dimension.</td>
</tr>
<tr>
<td>Weak</td>
<td>The response is incomplete and lacks evidence that meets the criteria listed in the rubric dimension.</td>
</tr>
<tr>
<td>Points</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>
### Capacity and Commitment

**Scoring Criteria:** The extent to which the district and school(s) demonstrate the capacity and commitment to use school improvement grant funds to support school redesign plans and the successful implementation of identified intervention models and strategies.

<table>
<thead>
<tr>
<th>Strong - 4</th>
<th>Adequate - 3</th>
<th>Marginal - 2</th>
<th>Weak - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District-Level Redesign</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>The district provides a clear and detailed justification for the change in intervention model that is supported by a detailed analysis of relevant data.</td>
<td>The district provides a general justification for the change in intervention model that is supported by a detailed analysis of relevant data.</td>
<td>The district provides a general justification for the change in intervention model that is not supported by a detailed analysis of relevant data.</td>
</tr>
<tr>
<td>A2</td>
<td>The plan provides a detailed description of how the district has or will thoroughly recruit, screen, and select highly qualified EMO/CMOs to restart the school(s).</td>
<td>The plan generally describes how the district has or will thoroughly recruit, screen, and select highly qualified EMO/CMOs to restart the school(s).</td>
<td>The plan provides a limited description of how the district has or will thoroughly recruit, screen, and select highly qualified EMO/CMOs to restart the school(s).</td>
</tr>
<tr>
<td>A3</td>
<td>The plan provides a detailed description, including evidence (e.g., agendas, summary notes, and presentations) of how the district and school have convened stakeholders and how information from stakeholders is used to support school-level redesign plans. Clear and specific evidence is provided that affected collective bargaining units are supportive of the Restart(s).</td>
<td>The plan provides a general description, including evidence of how the district and school have convened stakeholders and how information from stakeholders is used to support school-level redesign plans. Clear and specific evidence is provided that affected collective bargaining units are supportive of the Restart(s).</td>
<td>The plan contains information or a statement that the district and school collected information from stakeholders, but there is little evidence of meetings or description of how the information was used.</td>
</tr>
<tr>
<td><strong>School-Level Redesign</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>The plan provides a detailed description of each school-level redesign team, including a detailed explanation of why specific members were chosen and how the redesign team will support the management of the school’s intervention model.</td>
<td>The plan provides a general description of each school-level redesign team, including some discussion as to why specific members were chosen or how the redesign team will support the management of the school’s intervention model.</td>
<td>The plan provides a general description of each school-level redesign team, but does not discuss why specific members were chosen or how the redesign team will support the management of the school’s intervention model.</td>
</tr>
<tr>
<td>A5</td>
<td>The plan clearly articulates a strong vision that is clearly different from previous reform efforts at the school and details how the vision for the school and redesign plan will be communicated to staff, students, and stakeholders.</td>
<td>The plan clearly articulates a strong vision that is clearly different from previous reform efforts at the school and generally articulates how the vision for the school and redesign plan will be communicated to staff, students and stakeholders.</td>
<td>The plan articulates an average vision that may or may not be different from previous reform efforts at the school and generally articulates how the vision for the school and redesign plan will be communicated to staff, students and stakeholders.</td>
</tr>
</tbody>
</table>
### Data Analysis for Selection of Supports and Intervention Model

**Scoring Criteria:** The extent to which the redesign plan is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments.

<table>
<thead>
<tr>
<th>School-Level Redesign</th>
<th>Strong - 4</th>
<th>Adequate - 3</th>
<th>Marginal - 2</th>
<th>Weak - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>B6</td>
<td>The plan includes the results from a detailed and accurate data/needs analysis process that incorporated multiple sources of data including demographic, achievement, perceptual and observational (e.g. classroom instruction or use of teacher collaborative time), probed for causation, identified and prioritized critical issues, and determined specific priority areas for improvement for the school that directly link to the analysis.</td>
<td>The plan includes the results from a data/needs analysis process based upon multiple sources of data including demographic, achievement, perceptual and observational (e.g. classroom instruction or use of teacher collaborative time). Priority areas for improvement are identified, but may not be directly linked to data or the identified needs.</td>
<td>The plan includes the results from a data/needs analysis process based upon only some, or a few, of potential data sources (perceptual or observational data is not included). Priority areas for improvement are identified, but not directly linked to the needs assessment.</td>
<td>The plan lacks evidence that the district or school completed a comprehensive needs assessment.</td>
</tr>
<tr>
<td>B7</td>
<td>The plan provides a clear and compelling rationale for the selection of the redesign approach, how it is linked to the critical issues identified in the data analysis and, what the intervention model will allow the school to do that is different from previous reform efforts.</td>
<td>The plan provides a general explanation and justification for the selection of the redesign approach, and how it is linked to the critical issues identified in the data analysis.</td>
<td>The plan provides a general explanation for the selection of the redesign approach, but is not clearly or only partially linked to critical issues identified in the data analysis.</td>
<td>The plan provides a little explanation for the selection of the redesign approach or how it is linked to critical issues identified in the data analysis.</td>
</tr>
</tbody>
</table>

### Strategic and Actionable Approach

**Scoring Criteria:** The extent to which the district and school redesign plans display a strategic and well-thought out approach that will lead to rapid and sustainable improvement in targeted schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) prioritization of areas for improvement, key strategies and action steps that together effect the Conditions for School Effectiveness, and (3) specific benchmarks to track progress and a strategy for monitoring progress towards meeting benchmarks.

<table>
<thead>
<tr>
<th>District-Level Redesign</th>
<th>Strong - 4</th>
<th>Adequate - 3</th>
<th>Marginal - 2</th>
<th>Weak - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>C8</td>
<td>The plan describes in great detail systems/structures for coordinating and holding EMO/CMOs accountable and identifies specific performance benchmarks.</td>
<td>The plan generally describes systems/structures for coordinating and holding EMO/CMOs accountable and identifies specific performance benchmarks.</td>
<td>The plan generally describes systems/structures for coordinating and holding EMO/CMOs accountable with limited identification of specific performance benchmarks.</td>
<td>The plan provides a limited description of systems/structures for coordinating and holding EMO/CMOs accountable and does not adequately identify specific performance benchmarks.</td>
</tr>
<tr>
<td>C9</td>
<td>The plan provides a robust description of how the district will work collaboratively with the EMO/CMO and details which direct services it will provide to the school(s).</td>
<td>The plan generally describes how the district will work collaboratively with the EMO/CMO and details which direct services it will provide to the school(s).</td>
<td>The plan provides a limited description of how the district will work collaboratively with the EMO/CMO and details which direct services it will provide to the school(s).</td>
<td>The plan provides a limited description of how the district will work collaboratively with the EMO/CMO and details which direct services it will provide to the school(s).</td>
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</table>

FY15 Required Information for SRG Renewal for Change of Model in Years 2 or 3
<table>
<thead>
<tr>
<th>School-Level Redesign</th>
<th>C10</th>
<th>The plan exhibits a well-thought-out and strategic approach to school turnaround that prioritizes key strategies and actions. Key strategies are clearly linked to priority areas for improvement, and key strategies and actions are clearly connected to and incorporate the Conditions for School Effectiveness.</th>
<th>The plan prioritizes most key strategies and actions. There is a general discussion of how the school plans to address the Conditions for School Effectiveness through described key strategies and actions that are clearly linked to priority areas for improvement.</th>
<th>The plan describes how the school will address each Condition for School Effectiveness, but actions and strategies are not prioritized. OR The plan prioritizes key strategies and actions, but does not discuss how the Conditions for School Effectiveness are included in, or will be addressed through, the described strategies and actions.</th>
<th>The plan does not prioritize its actions and strategies, does not address the Conditions for School Effectiveness, and provides little description of how the required and permissible actions for the selected intervention model will be implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C11</td>
<td>The plan provides a detailed description of how the school will collect data and monitor progress towards turnaround goals and benchmarks and how information and data will be used to modify strategies and approaches, as needed.</td>
<td>The plan generally describes how the school will collect data and monitor progress towards meeting benchmarks and how the information will be used.</td>
<td>The plan states that the school will monitor progress towards meeting benchmarks, but there is little to no information about how monitoring will occur.</td>
<td>The plan does not contain a monitoring plan or a description of how the school will monitor its progress.</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td>C12</td>
<td>The budget and plan exhibit a strategic use and alignment of resources; specifically identifies sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation of the intervention; and provides a thorough analysis of how critical intervention reforms will be sustained after the grant funds expire.</td>
<td>The budget and plan exhibit a strategic use and alignment of resources; generally describes how the district/school will realign and repurpose other sources of funding that will complement the grant funds to support timely implementation of the intervention; and provides a general description of how critical intervention reforms will be sustained after the grant funds expire.</td>
<td>The budget and plan are not strategic; do not provide specific detail about how the district/school will use other resources or funds to complement the grant funds to support timely implementation of the intervention; or provide a limited description of how critical intervention reforms will be sustained after the grant funds expire.</td>
<td>The budget and plan are not strategic; do not provide specific detail about how the district/school will use other resources or funds to complement the grant funds to support timely implementation of the intervention; and provide little to no description of how critical intervention reforms will be sustained after the grant funds expire.</td>
</tr>
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</table>

**School Redesign Grant Scoring Summary**

<table>
<thead>
<tr>
<th></th>
<th>Capacity and Commitment</th>
<th>Data Analysis for Selection of Supports and Intervention Model</th>
<th>Strategic and Actionable Approach</th>
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<th>Comments</th>
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<td><strong>Dimension Totals</strong></td>
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<td></td>
</tr>
</tbody>
</table>

*Applications must score at least a 34 out of the possible 48 points.

FY15 Required Information for SRG Renewal for Change of Model in Years 2 or 3
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.