**Content of FY20 Renewal Application Directions**

1. **Submission Requirements and Important Dates**
2. **Overview**
3. **Guidance**
   * Renewal purpose for districts/schools and DESE
   * Renewal application guidance by section
   * Information used to make funding decisions
4. **Resources**
5. **Appendix** **A**: Renewal Application Scoring Rubric
6. **Submission Requirements and Important Dates**

FY20 Renewal Application Packet includes the following two parts:

* FY20 Renewal Application (updated Turnaround Plan)
* FY20 Budget Workbook (the signed cover page will be due upon DESE approval of the grant). Note: Budget Workbook directions are in the Budget Workbook Excel spreadsheet.

**By noon on May 15, 2019 email the application packet to SRG@doe.mass.edu:**

**The application process includes the following components**

1. District and school completion and submission of the application for each SRG school by **May 15, 2019**
2. Formal review of the application by DESE based on the scoring rubric (the rubric is Appendix A, provided below) in mid to late May
3. Announcement of award of FY20 funding by June, 2019

**Other Important Notes:**

* Applications will be scored using a review process by DESE according to the Scoring Rubric (Appendix A)
* We *strongly recommend* reviewing the scoring rubric. This will help schools ensure the application aligns with grant expectations.Schools applying for funding should carefully review ALL rubric items and grant requirements to ensure they are addressed in the turnaround plan narrative *prior* to submitting the grant application.
* Any questions regarding the application should be directed to Michael Seymour at [mseymour@doe.mass.edu](mailto:mseymour@doe.mass.edu) or 781-338-3514.

1. **Overview**

The Renewal Application is designed to provide an opportunity for Chelsea Public Schools to: (1) reflect upon successes and challenges of the past year, within the context of the school’s turnaround plan and the turnaround practices; (2) identify key strategies or modifications to strategies that build upon successes and challenges and that will serve as the focus in the coming year; and (3) provide a budget update and justification for the coming school year.

**The application process is focused on the following questions:**

* What worked?
* What did not work?
* How do you know?
* Given this analysis, what successes will be leveraged and/or changes will be implemented for the coming year?

Please provide evidence and data to support your responses.

**The application process includes the following components**

* District and school completion and submission of renewal application by **May 15, 2019**
* Formal review by the DESE based on the scoring rubric (the rubric is Appendix A, provided below)
* Announcement of award of FY20 funding by June 2019

1. **Guidance**

The renewal application has multiple purposes:

|  |  |
| --- | --- |
| For **Chelsea Public Schools,** the renewal process is intended to:   * Provide an opportunity for district and school leaders to formally share their assessment and analysis of school redesign efforts with DESE. * Ensure that there is ongoing district and school interaction with respect to the implementation and monitoring of school redesign efforts. * Document district and school analysis of data and subsequent setting of and revising priorities, strategies, benchmarks for the coming year. | For **DESE**, the renewal process:   * Serves as a way to collect and document effective and promising strategies, practices, and policies across school and district turnaround efforts. * Serves as the primary means of formally reviewing the progress Chelsea Public Schools and Chelsea High School in reference to stated goals and implementation of benchmarks. * Is used as a critical piece of evidence for making continuation funding decisions (See “Information used to make funding decisions” below). |

**Renewal application process:**

The renewal process has been streamlined for the 2019-2020 school year. The updates the school makes to their turnaround plan will provide the great majority of the application. Please note, DESE is not asking Chelsea High School to rewrite their turnaround plan. Instead, we are asking the school to add language to the end of sections that reflect their most current thinking and to replace last year’s benchmarks and Measurable Annual Goals (MAGs) with new benchmarks and goals for the upcoming year. This is an update to the turnaround plan, not a rewriting of one.

Below, the school can see where and how their school’s existing turnaround plan is to be updated. This is not to be used as a template, rather it is provided as a visual example of where the updates to the turnaround plans will be placed. The DESE has provided myriad resources around turnaround plan guidance. Even schools that are updating their turnaround plan can find resources to aid in the process. Go [here](http://www.doe.mass.edu/turnaround/level4/guidance.html?section=stakeholder) for turnaround plan guidance.

**SECTION I: Executive Summary**

This section is intended to succinctly summarize the turnaround plan for the school. The verbiage should be written in a manner that the average person can comprehend the overall approach of the school.

|  |
| --- |
| School will keep the language that was already written for previous iterations of their turnaround plan, and provide an update at the end.  FY20 Update: Add any changes and updates to the turnaround plan for the 2019-2020 school year. |

**SECTION II: Turnaround Practices for the School and District**

This section is intended for schools to list the current turnaround strategies, what they plan on modifying or changing for next year, and what benchmarks will be used to gauge progress. This section will capture the essential questions of what worked, what did not work, how did you know, what successes will be leveraged, and what changes will be made. The school will use evidence and data to support their answers. Schools will answer the aforementioned questions for each turnaround practice.

Next, for at least one turnaround practice, the school will provide explanation on:

* What supports are the district providing to aid in turnaround efforts at the school AND
* District efforts to monitor implementation of turnaround plan initiatives AND
* What supports are specifically intended to meet the needs of the students of color at the school

The school may select different turnaround practices to address these three areas. For instance, the school may select Turnaround Practice 1 to demonstrate the level of support the district is providing the leaders of the school, Turnaround Practice 3 to demonstrate how they are monitoring student specific supports, whereas Turnaround Practice 4 may capture the steps being taken to address the climate of the school as it relates to students of color feeling more included in the learning environment.

The question on students of color is included because our data reveals a persistent opportunity and achievement gaps between students of color and white students in the Commonwealth. These gaps are revealed in myriad ways from achievement data, to graduation and drop-out rates, to lack of culturally relevant curriculum, to (lack of) AP course offerings, to suspension rates, among others. By implementing strategies that target students of color, schools can better serve a chronically underserved group of students.

**Turnaround Practice #1:**

**Leadership, shared responsibility and professional collaboration**

|  |
| --- |
| School will keep the language that was already written for previous iterations of their turnaround plan, and provide an update at the end.  FY20 Update: Add any changes and updates to Turnaround Practice #1 for the 2019-2020 school year. Make sure to answer the following questions:   1. What worked last year? 2. What did not work last year? 3. How do you know? 4. What changes will be implemented or successes leveraged for the upcoming year?   Please provide evidence and data to support your responses.  \*\*Note: for *at least one* turnaround practice, the school will describe:   1. What supports the district is providing to assist in the school’s turnaround efforts AND 2. District efforts to monitor implementation of turnaround plan initiatives AND 3. What supports the school is providing that specifically addresses the needs of the school’s students of color |

**Benchmarking Progress:**

**Leadership, shared responsibility and professional collaboration**

|  |  |
| --- | --- |
| **Measurable Annual Goals (MAGs) for Student Achievement**  (set by DESE) | We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.  School will update MAGs to reflect the upcoming school year. |
| **Interim Benchmarks for Teachers/Practitioners** | 1. School will update their benchmarks to reflect the upcoming school year. |
| **Interim Benchmarks for Students** | 1. School will update their benchmarks to reflect the upcoming school year. |

**Repeat each of these steps for Turnaround Practices 2-4 for the narrative, MAGs, and benchmarks.**

\*\*Note: for *at least one* turnaround practice, the school will describe:

* What supports the district is providing to assist in the school’s turnaround efforts AND
* District efforts to monitor implementation of turnaround plan initiatives AND
* What supports the school is providing that specifically addresses the needs of the school’s students of color
* How the school or district is providing specific supports to address the needs of the students of color

**SECTION III: Financial Plan**

This section will clearly outline how all proposed expenditures are aligned, reasonable, necessary, and allowable to support key strategies as proposed in the original application. If changes are needed, an explanation is provided.

The school will add any changes and updates to the financial plan for the 2019-2020 school year. The school will also explain how turnaround efforts will be sustained once the grant has ended.

Conducting a quality Academic Return on Investment (AROI) analysis is required in this section. For more guidance on how to conduct one, please reference the Turnaround Sustainability Planning Toolkit zip file (especially the Framework and Handouts files) available on DESE’s website. [[1]](#footnote-1) Provide an update on AROI if needed.

|  |
| --- |
| School will keep the language that was already written for previous iterations of their turnaround plan, and provide an update at the end.  FY20 Update:   * Add any changes and updates to the financial plan for the 2019-2020 school year. * If needed, how do you plan on sustaining turnaround efforts after the expiration of School Redesign Grant funding? |

**Information used to make funding decisions:** There are three key pieces of data that DESE will use when making funding decisions:

1. Evidence of improved district and school capacity to monitor and implement redesign efforts, such as making mid-course corrections, based on an assessment of the renewal application
2. Evidence of improved student performance and results, based on attainment of benchmarks and Measurable Annual Goals
3. Evidence that the school has embedded the turnaround practices based on the school’s most recent Monitoring Site Visit final report

We *strongly recommend* reviewing the scoring rubric (Appendix A). This will help schools ensure their application aligns with grant expectations.Schools applying for funding should carefully review ALL rubric items and grant requirements to ensure they are addressed in the turnaround plan narrative prior to submitting the grant application.

**SECTION IV: Resources**

* [Turnaround Plan Guidance](http://www.doe.mass.edu/turnaround/level4/guidance.html)
* [Turnaround Practices Research and Evaluation Reports](http://www.doe.mass.edu/turnaround/howitworks/reports.html)
* [Turnaround Sustainability Toolkit](http://www.doe.mass.edu/turnaround/redesign/)

**SECTION V: Appendix A, Scoring Rubric**

**SRG Application Review Dimensions:** Each component of the application will be reviewed along three rubric dimensions.

|  |  |
| --- | --- |
| **Dimension** | **Explanation** |
| Capacity and Commitment | The extent to which the district and school demonstrate the capacity and commitment to use L3 funds to support the strategies identified in the application and are planning for sustainability. |
| Data Analysis | The extent to which the SRG Renewal Application is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments, educator data, other student data, and/or recommended data sources, and specifically the extent to which the proposed school and district strategies are based upon an analysis of data. |
| Strategic and Actionable Approach | The extent to which the SRG Renewal Application displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in the coming year. The extent to which it is clear through the application that the school and district are actively monitoring improvement efforts throughout implementation, setting measureable and actionable benchmarks, and responding to data. |

**SRG Renewal Rubric Levels:** Each element within each dimension described above will be rated using the following scale.

|  |  |  |
| --- | --- | --- |
| **Level** | **Explanation** | **Points** |
| Strong | The response is clear, complete, and provides detailed, compelling evidence (including supporting documentation, as appropriate) that meets the criteria listed in the rubric dimension. | 4 |
| Adequate | The response is clear, complete, and provides some evidence, that meets the criteria listed in the rubric dimension. | 3 |
| Marginal | The response is partially complete and provides only limited evidence that meets the criteria listed in the rubric dimension. | 2 |
| Weak | The response is incomplete and lacks evidence that meets the criteria listed in the rubric dimension. | 1 |
| Absent | No response or evidence is provided that addresses the criteria listed in the rubric dimension. | 0 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Capacity and Commitment**  Scoring Criteria: The extent to which the district and school demonstrate the capacity and commitment to use SRG funds to support the strategies identified in the application and are planning for sustainability. | | | | |
|  | **Strong - 4** | **Adequate - 3** | **Marginal - 2** | **Weak - 1** |
| 1:  District Support | The renewal application provides a detailed description of how the district is actively and meaningfully supporting the school in its improvement efforts. | The renewal application provides a general description of how the district is actively and meaningfully supporting the school in its improvement efforts. | The renewal application provides a general description of how the district is supporting the school in its improvement efforts, but it is unclear if the support is frequent or meaningful. | The renewal application provides a partial or weak description of how the district is supporting the school in its improvement efforts. |
| 2:  Feedback to Improve Instruction | The renewal application describes in detail how school leadership uses formal and informal observations of instructional practice for **each** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | The renewal application generally describes how school leadership uses formal and informal observations of instructional practice for **each** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | The renewal application generally describes how school leadership uses formal and informal observations of instructional practice for **some (3), but not all,** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | The renewal application provides a limited description of how school leadership uses formal and informal observations of instructional practice **OR** provides limited descriptions of systems and processes for **most (2 or more)** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. |
|  | **Strong - 4** | **Adequate - 3** | **Marginal - 2** | **Weak - 1** |
| 3:  Professional Collaboration Among All Staff | The renewal application provides detailed evidence that the school has developed and is improving communication systems and structures that support professional collaboration and school turnaround, that directly address:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Deepening a common sense of urgency | The renewal application provides general evidence that the school has developed and is improving communication systems and structures that support professional collaboration and school turnaround, that address **some (at least 4)** of the following:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Deepening a common sense of urgency | The renewal application describes professional collaboration opportunities that aren’t clearly connected as a system **OR** only generally addresses **less than 4** of the following:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Deepening a common sense of urgency | The renewal application describes a variety of discreet professional collaboration opportunities **AND** only generally addresses **less than 4** of the following:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations and reflect on progress * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Deepening a common sense of urgency |
| 4:  Addressing the Needs of Students of Color | There is a clear data analysis of students of color **AND** the plan clearly describes what steps will be taken to specifically address the needs of students of color. | There is a general data analysis of students of color **AND** the plan generally describes what steps will be taken to specifically address the needs of students of color. | There is a general data analysis of students of color **OR** the plan generally describes what steps will be taken to specifically address the needs of students of color. | There is a little to no data analysis of students of color **AND** the plan vaguely describes what steps will be taken to specifically address the needs of students of color (or there is no plan at all). |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Data Analysis**  Scoring Criteria: The extent to which the analysis provided in the SRG or L3 renewal application is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments, educator data, other student data, or other data (e.g., site visit data and qualitative data) and the extent to which the analysis supports and justifies the proposed shifts in turnaround plan strategies. | | | | |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 5:  Data Analysis | The renewal application:   * provides and uses detailed, pertinent, and multiple sources data (including demographic, achievement, perceptual, and observational data) to assess the impact of turnaround strategies in each Turnaround Practice. * clearly describes how proposed shifts or modifications to turnaround strategies in each Turnaround Practice are linked to an analysis of data and evidence. | The renewal application:   * provides and uses general or limited data sources (including demographic, achievement, perceptual, and observational data) to assess the impact of turnaround strategies in each Turnaround Practice. * describes how most of the proposed shifts or modifications to turnaround strategies in each Turnaround Practice are linked to an analysis of data and evidence. | The renewal application:   * provides and uses general or limited data sources (including demographic, achievement, perceptual, and observational data) to assess the impact of turnaround strategies in some, but not all the Turnaround Practices. * describes how some of the proposed shifts or modifications to turnaround strategies in each Turnaround Practice are linked to an analysis of data and evidence. Less than half of the proposed shifts are supported by the data. | The renewal application:   * lacks evidence and data (including demographic, achievement, perceptual, and observational data) to assess the impact of turnaround strategies in each Turnaround Practice. * minimally shows or justifies how proposed shifts or modifications to turnaround strategies in each Turnaround Practice are linked to an analysis of data and evidence; OR the proposed shifts are not justified based on the evidence shared in the application. |
| 6:  Strategic Benchmarks | Throughout the full renewal application, interim benchmarks (e.g., changes in discourse, actions, instruction, or belief) are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2019). Benchmarks are clearly aligned with the key strategies described in the plan, and there are clear connections between implementing a strategy and meeting the described benchmarks. | The renewal application provides many interim benchmarks (e.g., changes in discourse, actions, instruction, or belief) that are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2019). Benchmarks are mostly aligned with the key strategies described in the plan, and there are many connections between implementing a strategy and meeting the described benchmarks. | The renewal application provides some measureable interim benchmarks for accomplishing key strategies to address the areas of need identified in the plan. Benchmarks are marginally aligned with the key strategies described in the plan, and there are some connections between implementing a strategy and meeting the described benchmarks. | The renewal application lacks measureable interim benchmarks for accomplishing key strategies to address the areas of need identified in the plan. Benchmarks are minimally aligned with the key strategies described in the plan, and connections between implementing a strategy and meeting the described benchmarks are lacking. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategic and Actionable Approach**  Scoring Criteria: The extent to which the SRG renewal application displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in the coming year. It is clear through the application that the school and district are actively monitoring improvement efforts throughout implementation, setting measureable and actionable benchmarks, and responding to data. | | | | |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 7:  Strategic Approach | The renewal application exhibits a detailed strategic approach to school turnaround that prioritizes key strategies and actions. Key strategies are rigorous and clearly aligned to each selected turnaround practice. | The renewal application exhibits a strategic approach to school turnaround that prioritizes key strategies and actions. Key strategies are ambitious and aligned to each selected turnaround practice. | The renewal application exhibits a strategic approach to school turnaround that prioritizes key strategies and actions OR key strategies are ambitious and aligned to each selected turnaround practice. | The renewal application does not present a strategic approach to school turnaround that prioritizes key strategies and actions AND key strategies are not ambitious or aligned to the selected turnaround practices. |
| 8:  Intentional Practices for Improving Instruction | The renewal application clearly describes how school leadership has defined a clear instructional focus and shared expectations for instructional practice, and that directly address **each** of the following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school ensures that all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule is maximized to ensure all students receive a well-rounded course of studies | The renewal application generally describes how school leadership has defined a clear instructional focus and shared expectations for instructional practice, and that generally address **each** of the following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school ensures that all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule is maximized to ensure all students receive a well-rounded course of studies | The renewal application generally describes how school leadership has defined a clear instructional focus and shared expectations for instructional practice, and that generally addressed **some but not all (at least 3)** of the following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school ensures that all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule is maximized to ensure all students receive a well-rounded course of studies | The renewal application provides a limited description of how school leadership has defined a clear instructional focus and shared expectations for instructional practice, **or only address two (2) of the** following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school ensures that all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule is maximized to ensure all students receive a well-rounded course of studies |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 9:  Tiered Academic and Non-Academic Supports | The renewal application provides detailed evidence that the school has developed and is improving its system to identify and provide targeted supports for students’ academic and non-academic needs, and directly improving **each** of the following:   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources to improve both core and targeted supports | The renewal application generally describes how the school has developed and is improving its system to identify and provide targeted supports for students’ academic and non-academic needs, including at least general descriptions of **each** of the following:   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources to improve both core and targeted supports | The renewal application generally describes a clear system to identify and provide targeted supports for students’ academic and non-academic needs, including at **least general descriptions of some but not all (at least 2) of the following:**   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources to improve both core and targeted supports | The renewal application provides a limited description of a clear system to identify and provide targeted supports for students’ academic and non-academic needs, **OR** provides limited descriptions of **most of the following (3 or more)**:   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources to improve both core and targeted supports |
| 10:  School Culture and Climate | The renewal application provides detailed evidence that the school has developed and is improving its approach to ensuring a safe, orderly and respectful environment, and that directly includes:   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership | The renewal application generally describes how the school has developed and is improving its approach to ensuring a safe, orderly and respectful environment, and that includes:   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership | The renewal application generally describes how the school has developed and is improving its approach to ensuring a safe, orderly and respectful environment, and that addresses **at least 2 of the following:**   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership | The renewal application provides a limited description of how the school has developed and is improving its approach to ensuring a safe, orderly and respectful environment, **addressing only one or two of the following:**   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 11:  Family Engagement | The renewal application provides a detailed description of how the school engages families as respected partners in the learning of their children, including detailed descriptions of **each** of the following:   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee | The renewal application generally describes how the school engages families as respected partners in the learning of their children, including at least general descriptions of **each** of the following:   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee | The renewal application generally describes how the school will engage families as respected partners in the learning of their children, including at least general descriptions of **some but not all** **(at least 2)** of the following:   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee | The renewal application provides a limited description of how the school will engage families as respected partners in the learning of their children, **OR** provides limited descriptions of **most of the following (3 or more):**   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee |
| 12:  District Monitoring | The renewal application includes a detailed description of district system to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level AND a description of explicit shifts in district actions or policies needed to support successful turnaround efforts in the school. | The renewal application includes a general description of district systems to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level AND a general description of shifts in district actions or policies needed to support successful turnaround efforts. | The renewal application provides a basic description of district systems and structures to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level and does not describe shifts in district actions or policies that may be needed to support turnaround efforts. | The renewal application’s description of district systems and structures to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level is lacking and there is minimal to no description of shifts in district actions or policies. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 13:  School Monitoring | It is clear throughout the renewal application that the school is actively collecting data, monitoring progress towards turnaround goals and benchmarks, and using that information to modify strategies and initiatives. | Throughout the renewal application is evident that the school is using an adequate system to collect data, monitor progress towards turnaround goals and benchmarks, and uses that information to modify strategies and initiatives. | The system to collect data, monitor progress towards turnaround goals and benchmarks, and use that information to modify strategies and initiatives as described in the renewal application could use some improvement to be fully effective. | It is unclear throughout the renewal application if the school has an effective system to monitor progress towards turnaround goals and benchmarks, and use that information to modify strategies and initiatives. |

**Financial Plan Items:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Capacity and Commitment**  Scoring Criteria: The extent to which the district and school demonstrate the capacity and commitment to use SRG funds to support the strategies identified in the application and are planning for sustainability. | | | | |
|  | **Strong - 4** | **Adequate - 3** | **Marginal - 2** | **Weak - 1** |
| 14:  Quality of Financial Plan | The financial plan clearly justifies how all proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original redesign plan and renewal application. | The financial plan adequately justifies how most proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original redesign plan and renewal application. | The financial plan justifies how some proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original redesign plan and renewal application. | The financial plan does not clearly justify how most proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original redesign plan and renewal application. |
| 15:  Funding Sustainability | The renewal application clearly describes how the school uses data to target or refine supports and inform future funding decisions and sustainability. | The renewal application generally describes how the school uses data to target or refine supports and inform future funding decisions and sustainability. | The renewal application marginally describes how the school uses data to target or refine supports and inform future funding decisions and sustainability. | The renewal application provides a weak description of how the school uses data to target or refine supports and inform future funding decisions and sustainability. |

**SRG Renewal Scoring Sheet**

District Name:

School Name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Capacity and Commitment** | **Data Analysis** | **Strategic and Actionable Approach** | **Total** | **Comments** |
| **Turnaround Plan Review Items** | 16 | 8 | 28 | 52 |  |
| **Budget Review Items** | 8 | - | - | 8 |  |
| **Dimension Totals** | 24 | 8 | 28 | **60** |  |

1. <http://www.doe.mass.edu/turnaround/redesign/> [↑](#footnote-ref-1)