Rhode Island Department of Education

School Redesign Application

Starting in SY 2023-24

**School Redesign Application Completion Instructions**

Adhere to the following formatting requirements when completing the application:

* Respond to all of the prompts within the body of the application template, except for required appendices. Use provided templates when completing Appendix A, Appendix B, Appendix E, and Appendix F. Provide requested information for Appendix C and Appendix D as indicated by the corresponding placeholders.
* Use a standardized font (e.g., Calibri, New Times Roman) in a size no smaller than 11-point.
* An electronic copy of the application, including all required appendices, should be submitted as one PDF document.
* Use the following naming convention when submitting the completed school redesign application: SchoolName\_SchoolRedesignApplication\_Final

A completed application should include the following:

* Part I: School Details
* Part II: Pre-Conditions for Success
  + 2.1 Needs Assessment
  + 2.2 School Improvement Team, Community Advisory Board, and Community Input
  + Model Selection
* Part III: Redesign Academic Focus and Plan
  + 3.1 Mission, Vision, Key Design Elements, and Goals
  + 3.2 Curricula, Assessment, and Instruction
  + 3.3 Daily Schedule
  + 3.4 Equity and Shared Responsibility
  + 3.5 School Climate and Culture
* Part IV: Redesign Operational Focus and Plan
  + 4.1 LEA Support and Resource Management
  + 4.2 School Autonomy and Governance
  + 4.3 Collective Bargaining Agreement
  + 4.4 Staffing Plan
  + 4.5 School Leadership
  + 4.6 Talent Management
  + 4.7 Family Engagement
  + 4.8 School Redesign Implementation Plan
* Appendices
  + Appendix A: Needs Assessment
  + Appendix B: School Improvement Team and Community Advisory Board Composition
  + Appendix C: Community Support and Involvement
  + Appendix D: Daily Schedule
  + Appendix E: Staffing Plan
  + Appendix F: School Redesign Implementation Plan

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| **SCHOOL REDESIGN APPLICATION TEMPLATE[[1]](#footnote-1)** | |
| **PART I: School Details** | |
| **School Name:** | **LEA Name:** |
| **Grade Span:** | **Current Enrollment:** |
| **Date of Submission:** | **Signature of LEA Leader:** |
| **PART II: Pre-Conditions for Success** | |
| **2.1 Needs Assessment** | |
| 1. Complete Appendix A: Needs Assessment. | |
| **2.2 School Improvement Team, Community Advisory Board (CAB), and Community Input** | |
| 1. Complete Appendix B: School Improvement Team and Community Advisory Board Composition. | |
| 1. Explain to what degree the CAB has been involved in the school redesign process, including how the CAB’s input and feedback has been incorporated into this application. | |
| 1. Explain how the CAB will continue to be involved in the school redesign process, including how the CAB’s support will continue to be leveraged throughout the implementation phase of school redesign. | |
| 1. Explain how the community, including parents, business leaders, cultural and faith leaders, and elected officials, among others have been informed about the school’s redesign efforts and plans. | |
| 1. Explain how community input and feedback has been incorporated into this application. | |
| 1. Explain how the school will continue to engage the community, including parents, in the school’s redesign efforts and plans. | |
| 1. Include at least 3 documents that demonstrate community support (e.g., letters of support) and at least 3 artifacts that show CAB and community meetings have been held (e.g., meeting agendas, meeting minutes) as Appendix C. | |
| **2.3 Model Selection** | |
| 1. Indicate which of the five RI ESSA State Plan models has been selected:   ☐LEA Developed School Redesign  ☐ Small Schools of Choice  ☐Empowerment  ☐Restart  ☐Closure | |
| 1. Describe the specific focus of the selected model (e.g., IB, CTE, etc.). | |
| 1. Explain why this model and focus will meet the needs of students and community. Reference data and analysis from the needs assessment to substantiate the selection. | |
| 1. Cite and describe current research supporting the focus of the model against the needs of the school. | |
| **Part III: School Redesign Academic Focus and Plan** | |
| * 1. **Mission, Vision, Key Design Elements, and Goals** | |
| 1. Provide the mission of the redesigned school. The mission statement should describe the school’s purpose and intention, communicating both to all education stakeholders. The mission should state a clear direction and drive all aspects of the school redesign and application, as well as be measurable. | |
| 1. Provide the vision of the redesigned school. The vision statement should look forward and create a mental image of the ideal state that the school wishes to achieve; accordingly, the vision is inspirational and aspirational. The vision and mission should work in complement, with the mission supporting the vision. | |
| 1. Describe the key design elements of the school redesign model and focus. The key design elements are the most important features of the model and focus and should directly align to the mission and vision, as well as drive all aspects of the school redesign plan. While there is no required minimum number of key design elements, there should be no more than four. Examples of key design elements may include IB, CTE, Rigorous Academics, Social-Emotional Learning, and Parent Engagement, among others. For each key design element, address the following:  * What systems need to be established? How will each function? * What structures need to be in place? How will each function? * What specific/specialized staff are needed? How will each role support? * What other enabling practices are required? | |
| 1. Identity the school’s quantitative and qualitative performance goals. Goals should be SMART+E (equity) and align to the school redesign model, focus, mission, and key design elements. | |
| 1. Describe what the high-quality school redesign model and focus will look like when fully implemented from the perspective of students and staff. In other words, describe what a typical school day looks and sounds like for students and teachers when the school redesign is realized. | |
| **3.2 Curriculum, Assessment, and Instruction** | |
| 1. Identify the curricula that will be adopted. If existing curricula will be kept, explain how it will be adapted to meet the specific needs of the school redesign model and focus. In addition to the core curricula, identify curricula related to the school redesign model and focus as applicable. | |
| 1. Provide evidence that each curriculum selection meets high standards of quality, including research and evidence that the chosen curricula has been effective with the school’s population of students. | |
| 1. Identify the internal assessments that the school will administer to assess and monitor individual student and sub-groups of students’ learning needs and progress throughout the course of the school year. | |
| 1. Identify the key instructional practices (e.g., gradual release of responsibility, small group instruction, student choice, student discourse) that will be implemented and explain how these practices support the school redesign model and focus. | |
| 1. Explain why the instructional practices are well-suited for the school’s student population. | |
| **3.3 Daily Schedule** | |
| 1. Include a detailed daily schedule for each grade level served as Appendix D. | |
| 1. Describe how the proposed schedule will support implementation of the school redesign model, focus, and key design elements. | |
| 1. Describe how the daily schedule will effectively support student learning and achievement. | |
| 1. Describe how the daily schedule will effectively support teacher planning and collaboration. | |
| **3.4 Equity and Shared Responsibility** | |
| 1. Describe the plan for supporting students who are at-risk and struggling, including specifics around staffing, structures, programs, and practices that will be implemented to meet students’ individual learning needs. | |
| 1. Describe the plan for serving differently-abled students, including specifics around staffing, structures, programs, and practices that will be implemented to ensure students have access to general education curricula and succeed academically. | |
| 1. Describe the plan for serving students who are Multi-Lingual Learners (MLLs), including specifics around staffing, structures, programs, and practices that will be employed to support students in acquiring fluency in English as effectively and efficiently as possible. | |
| 1. Describe the school’s plan for serving students who require enrichment and acceleration, including specifics around staffing, structures, programs, and practices that will be implemented to address students’ individual learning levels. | |
| **3.5 School Climate and Culture** | |
| 1. Describe the desired school climate and culture. | |
| 1. Outline how the school will intentionally achieve the desired climate and culture across all members of the school community, including students, staff, and parents. Be sure to outline the systems, structures, and policies, among other enabling practices that will be utilized to realize the desired culture and climate. | |
| 1. Explain how the climate and culture will be inclusive of all students, including special populations of students. | |
| 1. Describe to what degree students have been involved in the school redesign process, including how their input and feedback have been incorporated into this application. | |
| 1. Explain how the school will continue to engage students as valued stakeholders in school redesign efforts. | |
| **Part IV: School Redesign Operational Focus and Plan** | |
| **4.1 LEA Support and Resource Management** | |
| 1. Describe how the LEA will configure itself to support the school’s redesign, including specifics about who from the LEA will supervise district-wide school redesign efforts (including where this role is positioned on the district’s organizational chart), what offices will coordinate around school redesign efforts, and any aspects of school leader oversight that will vary in specific response to the principal leading school redesign efforts, among other pertinent details. | |
| 1. Describe how the LEA will assist and support the school in managing its resources, including leadership, talent, and fiscal resources, among others as applicable. | |
| **4.2 School Autonomy and Governance** | |
| 1. Describe any autonomies (e.g., financial, curricular, staffing, scheduling, collective bargaining agreement) that deviate from standard LEA policies and procedures that the school will be afforded. In each description, provide the rationale for the autonomy, explaining why it is necessary to successfully implement the redesign model and focus. | |
| 1. Describe how the administrative structure of the school will support implementation of the school redesign model and focus. | |
| 1. Using the chart below, delineate the decision-making authority between the LEA and school:  | **Area** | **LEA** | **School** | | --- | --- | --- | | School Performance Goals |  |  | | Curricula |  |  | | Assessment |  |  | | Daily Schedule |  |  | | Culture |  |  | | Professional Development |  |  | | Hiring |  |  | | Budget |  |  | | Collective Bargaining |  |  | | |
| **4.3 Collective Bargaining Agreement (if applicable)[[2]](#footnote-2)** | |
| 1. Describe the general plan for navigating the school’s redesign in tandem with the Lead Education Agency’s (LEA) collective bargaining agreement. | |
| 1. Describe potential barriers to implementation of the school’s redesign plans and efforts that can be anticipated based on the LEA’s collective bargaining agreement. | |
| 1. Explain how these barriers will be addressed to ensure effective implementation of the school redesign model, focus, and key design elements. | |
| **4.4 Staffing Plan** | |
| 1. Complete Appendix E: Staffing Plan. | |
| 1. Explain how the staffing plan will enable the school to successfully implement the school redesign model and focus. | |
| 1. Describe how the staffing plan will effectively support teaching and learning. | |
| **4.5 School Leadership** | |
| 1. Describe how the LEA will ensure that the school will be led by a high-quality leader with successful experience in school redesign. Explain the approach and supporting systems and structures that will result in the leader’s hiring, including a recruitment and hiring timeline. | |
| 1. Describe the leader’s role in supporting the school’s redesign efforts. | |
| 1. Describe how the leader will be held accountable. | |
| **4.6 Talent Management** | |
| 1. Describe any specialized staffing positions and/or requirements needed to implement the school redesign model and focus (e.g., teachers with industry knowledge/background for a CTE model, IB training). | |
| 1. Describe how the school will recruit highly-qualified candidates, including for positions that require specialized skill sets and/or specific credentials, endorsements, and/or certifications. | |
| 1. Describe the hiring process the school will utilize to ensure that only the best qualified candidates who possess the mindset and skills needed to successfully implement school redesign plans are offered employment. | |
| 1. Describe how the school will ensure that staff have access to and complete any specialized training required for implementation of the school redesign model, focus, and key design elements. | |
| 1. Describe how the school will support and develop instructional staff, including through coaching, professional development, and formal collaboration. The description should clearly articulate the systems, structures, staffing, and expectations that support implementation of each form of support and development. | |
| 1. Describe how the school will retain high-performing staff. | |
| **4.7 Family Engagement** | |
| 1. Describe the systems and structures that will be utilized to communicate with families at the school and teacher levels. | |
| 1. Describe how the school will integrate families into the climate and culture of the school on a consistent and on-going basis. | |
| **4.8 School Redesign Implementation Plan** | |
| 1. Complete Appendix F: School Redesign Implementation Plan. | |
| 1. Describe the biggest challenges that are anticipated as the school progresses through the school redesign process and implementation plan, as well as how the school will proactively address each. | |

**Appendix A: Needs Assessment**

**Part I: Presentation of Data**

Complete the chart below, adding rows and adding/modifying data sources and levels of disaggregation as needed.

| **Data Source** | **Level of Disaggregation** | **SY 2017-18** | **SY 2018-19** | **SY 2019-20** |
| --- | --- | --- | --- | --- |
| State Assessments Results: ELA Achievement | All Students |  |  |  |
| Economically Disadvantaged |  |  |  |
| Differently Abled |  |  |  |
| Multi-Lingual Learners |  |  |  |
| State Assessment Results: Mathematics Achievement | All Students |  |  |  |
| Economically Disadvantaged |  |  |  |
| Differently Abled |  |  |  |
| Multi-Lingual Learners |  |  |  |
| State Assessments Results: ELA Growth | All Students |  |  |  |
| Economically Disadvantaged |  |  |  |
| Differently Abled |  |  |  |
| Multi-Lingual Learners |  |  |  |
| State Assessment Results: Mathematics Growth | All Students |  |  |  |
| Economically Disadvantaged |  |  |  |
| Differently Abled |  |  |  |
| Multi-Lingual Learners |  |  |  |
| Graduation Rate (if applicable) | All Students |  |  |  |
| Economically Disadvantaged |  |  |  |
| Differently Abled |  |  |  |
| Multi-Lingual Learners |  |  |  |
| Other Accountability Data (e.g., Student Absenteeism, Suspension)[[3]](#footnote-3) | All Students |  |  |  |
| Economically Disadvantaged |  |  |  |
| Differently Abled |  |  |  |
| Multi-Lingual Learners |  |  |  |
| Local Assessments: ELA | All Students |  |  |  |
| Economically Disadvantaged |  |  |  |
| Differently Abled |  |  |  |
| Multi-Lingual Learners |  |  |  |
| Local Assessments: Math | All Students |  |  |  |
| Economically Disadvantaged |  |  |  |
| Differently Abled |  |  |  |
| Multi-Lingual Learners |  |  |  |
| SurveyWorks[[4]](#footnote-4) | Students[[5]](#footnote-5) |  |  |  |
| Parents |  |  |  |
| Staff |  |  |  |
| Add Additional Sources of Data/Rows Here as Relevant[[6]](#footnote-6) |  |  |  |  |

**Part II: Analysis of Needs**

Based on the data presented above, present a thorough analysis of the school’s greatest needs, highlighting student groups with achievement and equity gaps.

**Part III: Root Cause Determination**

For each of the critical needs identified above, present a root cause analysis to pinpoint the key factors that contributed to each.

**Appendix B: School Improvement and Community Advisory Board Composition**

Complete the chart below, adding rows as needed:

|  |  |
| --- | --- |
| **School Improvement Team and Community Advisory Board Composition** | |
| **Role** | **First and Last Name** |
| Principal |  |
| Teacher Lead – STEM (if applicable) |  |
| Teacher Lead – Humanities (if applicable) |  |
| Teacher |  |
| Teacher |  |
| Student |  |
| Student |  |
| Parent |  |
| Parent |  |
| Community Member |  |
| Community Member |  |

**Appendix E: Staffing Plan**

Complete the chart, adding/modifying rows and positions as needed to clearly indicate each specific category of position and corresponding number of FTEs. For example, if the school will employ a social worker and guidance counselor, change *Student Support Position* to *Social Worker* and indicate the FTEs. Then add a row under Social Worker and indicate *Guidance Counselor*, as well as state the FTEs.

|  |  |  |  |
| --- | --- | --- | --- |
| **Position** | **School Redesign Year 1** | **School Redesign Year 2** | **School Redesign Year 3** |
| Principal |  |  |  |
| Assistant Principal |  |  |  |
| Dean |  |  |  |
| Other School Leadership (e.g., Instructional Coaches) |  |  |  |
| General Education Teachers |  |  |  |
| Specialized Teachers (e.g., CTE, electives) |  |  |  |
| Special Educators |  |  |  |
| MLL Teachers |  |  |  |
| Interventionists |  |  |  |
| Student Support Position (e.g., social worker, guidance counselor, behavioral interventionists) |  |  |  |
| Teaching Aides/Assistants |  |  |  |
| School Operations Support Staff (office manager, etc.) |  |  |  |
| **Total FTEs** |  |  |  |

**Appendix E: School Redesign Implementation Plan**

Complete the chart below, adding/deleting rows as needed. The areas listed under each implementation year must be addressed; add additional areas as needed/applicable. Milestones should clearly indicate the level of implementation across the three-year school redesign period, as well as provide detail around what each area will “look like” during each phase of school redesign, from initial to final. In other words, responses should indicate to what degree each area will be implemented during each redesign year.

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| **School Redesign Implementation Year 1 (SY 2023-24)** |

| **Area** | **Milestone** | **Owner(s)** | **Timeline** |
| --- | --- | --- | --- |
| Curriculum |  |  |  |
|  |  |  |
| Assessment |  |  |  |
|  |  |  |
| Instruction |  |  |  |
|  |  |  |
| Staffing |  |  |  |
|  |  |  |
| Professional Development/ Training |  |  |  |
|  |  |  |

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| **School Redesign Implementation Year 2 (SY 2024-25)** |

| **Area** | **Milestone** | **Owner(s)** | **Timeline** |
| --- | --- | --- | --- |
| Curriculum |  |  |  |
|  |  |  |
| Assessment |  |  |  |
|  |  |  |
| Instruction |  |  |  |
|  |  |  |
| Staffing |  |  |  |
|  |  |  |
| Professional Development/ Training |  |  |  |
|  |  |  |

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| --- |
| **School Redesign Implementation Year 3 (SY 2024-25)** |

| **Area** | **Milestone** | **Owner(s)** | **Timeline** |
| --- | --- | --- | --- |
| Curriculum |  |  |  |
|  |  |  |
| Assessment |  |  |  |
|  |  |  |
| Instruction |  |  |  |
|  |  |  |
| Staffing |  |  |  |
|  |  |  |
| Professional Development/ Training |  |  |  |
|  |  |  |

1. Note that examples are provided throughout the template. Examples are meant to illustrate the type of information that could be included in responses. Examples should not be interpreted as requiring specific information or directing choices when responding to prompts. [↑](#footnote-ref-1)
2. This section is not applicable for LEAs that do not have collective bargaining agreements. [↑](#footnote-ref-2)
3. Present additional accountability data that are most relevant to current needs/state of the school; add rows as needed. [↑](#footnote-ref-3)
4. Present data from the topics surveyed that are most relevant to current needs/state of the school; add rows as needed. [↑](#footnote-ref-4)
5. Insert the number of respondents for each year for each stakeholder group. [↑](#footnote-ref-5)
6. Additional sources of data may include relevant site visit findings and trends in observation data, among others. [↑](#footnote-ref-6)