

School Redesign Application Appendices

January 2026



Appendices

Appendix A: Needs Assessment – Historical Data Collection

A needs assessment is the process of identifying and determining how to bridge the gap between a school's current and desired redesign state through a thorough examination of the school's data, community and school assets, and the barriers that have prevented previous improvement from succeeding. The first step in conducting a needs assessment is collecting multiple sources of historical data. The data needed to populate the tables below can be found on RIDE's [School Report Card](#), RIDE's Student Data Portal, previous school Comprehensive School Improvement Plans (CSIPs), and through local data sources. **Add or delete rows as needed.**

Accountability Overview

<i>Reason(s) for Current CSI Identification</i>	<input type="checkbox"/> Achievement & Growth	<input type="checkbox"/> Graduation Rate	<input type="checkbox"/> Overall Low Performance
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Cut Scores for Achievement and Growth (Bottom 5%) Required to Exit CSI Status¹

	<i>Identification Year</i>	<i>Most Recent Accountability Year</i>
<i>ELA Proficiency Index</i>		
<i>Math Proficiency Index</i>		
<i>Science Proficiency Index</i>		
<i>ELA Growth Index</i>		
<i>Math Growth Index</i>		

¹ Cut Scores for CSI/ATSI Identification can be found within the "Accountability 2024-25" spreadsheet available using the "Download Data" feature from the RIDE Report Card.

School Report Card Data			
<i>Achievement in ELA</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Achievement in Math</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Growth in ELA</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Growth in Math</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Science Proficiency</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Graduation Rate (*)²</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>English Language Proficiency</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Commissioner's Seal (*)</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Postsecondary Success (*)</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Student Chronic Absenteeism</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Teacher Chronic Absenteeism</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Suspension Rate</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
<i>Exceeds Expectations in ELA</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance

² (*) These accountability indicators are applicable only to high schools.

<i>Exceeds Expectations in Math</i>	<input type="checkbox"/> Focus Area	<input type="checkbox"/> Mid Level Performance	<input type="checkbox"/> Strong Performance
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Student Subgroup Identifications (TSI, ATSI, or both)		
Student Group	TSI Reason	ATSI Reason

Previous SMART+E Goals from CSIPs & Actual Outcomes – *add or delete rows as necessary*

CSIP SY 2023-24 ³	Benchmark (Actual Outcome from previous school year)	Target (EOY Goal)	Actual Outcome (Accountability for SY23-24)
<i>ELA</i>			
<i>Math</i>			
<i>Science</i>			
<i>Attendance</i>			
<i>Family Engagement</i>			
<i>Graduation Rate</i>			

³ CSIPs for SY23-24, 24-25, and 25-26 can be found in RIDE’s SPS.

CSIP SY 2024-25	Benchmark (Actual Outcome from previous school year)	Target (EOY Goal)	Actual Outcome (Accountability SY24-25)
<i>ELA</i>			
<i>Math</i>			
<i>Science</i>			
<i>Attendance</i>			
<i>Family Engagement</i>			
<i>Graduation Rate</i>			

CSIP SY 2025-26	Benchmark (Actual Outcome from previous school year)	Target (EOY Goal)
<i>ELA</i>		
<i>Math</i>		
<i>Science</i>		
<i>Attendance</i>		
<i>Family Engagement</i>		
<i>Graduation Rate</i>		

Data Source	Level of Disaggregation	SY 2018-19	SY 2021-22⁴	SY 2022-23	SY 2023-24	SY 2024-25
<i>State Assessments Results: ELA Achievement</i>	All Students					
	Economically Disadvantaged					
	Students with Disabilities					
	English Learners					
<i>State Assessment Results: Math Achievement</i>	All Students					
	Economically Disadvantaged					
	Students with Disabilities					
	English Learners					
<i>State Assessment Results: Science Proficiency</i>	All Students					
	Economically Disadvantaged					
	Students with Disabilities					
	English Learners					
<i>State Assessments Results: ELA Growth</i>	All Students					
	Economically Disadvantaged					

⁴ Gap in school years due to COVID, Federal Accountability requirements were waived for SY19-20 and 20-21.

Data Source	Level of Disaggregation	SY 2018-19	SY 2021-22⁴	SY 2022-23	SY 2023-24	SY 2024-25
	Students with Disabilities					
	English Learners					
<i>State Assessment Results: Math Growth</i>	All Students					
	Economically Disadvantaged					
	Students with Disabilities					
	English Learners					
<i>English Language Proficiency Rate</i>	English Learners					
<i>Student Chronic Absenteeism</i>	All Students					
	Economically Disadvantaged					
	Students with Disabilities					
	English Learners					
<i>Graduation Rate (if applicable)</i>	All Students					
	Economically Disadvantaged					
	Students with Disabilities					
	English Learners					

Data Source	Level of Disaggregation	SY 2018-19	SY 2021-22⁴	SY 2022-23	SY 2023-24	SY 2024-25
<i>Suspension Rate</i>	All Students					
	Economically Disadvantaged					
	Students with Disabilities					
	English Learners					
<i>Diploma Plus Measures (if applicable)</i>	All Students					
<i>Benchmark Assessments⁵: ELA (e.g., i-Ready, STAR)</i>	All Students					
	Students with Disabilities					
	English Learners					
<i>Benchmark Assessments: Math (e.g., i-Ready, STAR)</i>	All Students					
	Students with Disabilities					
	English Learners					
<i>SurveyWorks⁶</i>	Students ⁷					
	Teachers and Support Staff					

⁵ Include benchmark assessment data for ELA and math for SY 2018-19 and 2021-22, if available.

⁶ Present data from the topics surveyed that are most relevant to current needs/state of the school; add rows as needed.

⁷ Insert the number of respondents for each year for each stakeholder group.

Data Source	Level of Disaggregation	SY 2018-19	SY 2021-22⁴	SY 2022-23	SY 2023-24	SY 2024-25
	Family Members					
<i>Staff Attendance</i>	Teachers					
	Other Staff					
<i>Add Additional Sources of Data/Rows Here as Relevant⁸</i>						

⁸ Additional sources of data may include relevant data from the school’s Implementation Site Visit (ISV) and trends in walkthrough data, among others.

Appendix B: Comprehensive School Improvement Team and Community Advisory Board Composition

Available resource: [CSIT Composition](#). Complete the chart below, adding rows as needed:

Comprehensive School Improvement Team and Community Advisory Board Composition	
Role	First and Last Name
<i>Principal</i>	
<i>Teacher</i>	
<i>Educational Support Staff</i>	
<i>Teacher Lead – STEM (if applicable)</i>	
<i>Teacher Lead – Humanities (if applicable)</i>	
<i>Special Educator or Representative</i>	
<i>MLL Educator or Representative</i>	
<i>Teacher</i>	
<i>Teacher</i>	
<i>Student</i>	
<i>Student</i>	
<i>Parent/Family Member/Caregiver</i>	
<i>Parent/Family Member/Caregiver</i>	
<i>Community Member (CAB) *</i>	
<i>Community Member (CAB) *</i>	

* CAB members may not be employees of or have a financial relationship with the LEA.

Appendix C: Letters of Support/Commitment & CSIT/CAB Involvement⁹

Within the Strategic Planning System (SPS), upload:

- Three (3) documents that demonstrate a partnership between the school and community (e.g., letters of support/commitment), and
- Three (3) artifacts that show CSIT/CAB and community meetings have been held specific to redesign (e.g., meeting agendas, meeting minutes, press releases).

⁹ Appendix C: Letters of Support/Commitment & CSIT/CAB Involvement will need to be uploaded as a standalone PDF files to RIDE's SPS.

Appendix D: LEA, School, & Community Signature Sheet¹⁰

For the Redesign Plan to be successfully implemented, LEA-level, school-level leaders, CAB members, and the School Board/Committee (if applicable) must commit to engaging in the redesign efforts outlined in this application.

All relevant LEA central office staff identified in the response to 3.3.A and 3.3.B and school-level leaders (CSIT/CAB) as listed in Appendix B **must hand sign below** to affirm their understanding of this commitment. Signatures provide assurance that the LEA, school, and community participated in the creation of this application and understand and commit to the Redesign Plans contained within it, including commitments to the time, funding, and other resources needed to realize the Redesign Plan set forth. At a minimum, one signature must be included from the LEA, the school, the CAB, and School Board/Committee.

LEA Signatures

School Signatures

Printed Name and Role

Printed Name and Role

Signature

Signature

Printed Name and Role

Printed Name and Role

Signature

Signature

¹⁰ Appendix D: LEA, School, and Community Signature Sheet will need to be uploaded as a standalone PDF file to RIDE's SPS.

CAB Members Signatures

_____ Printed Name	_____ Printed Name
_____ Signature	_____ Signature

School Board/Committee Signatures

_____ Printed Name	_____ Printed Name
_____ Signature	_____ Signature

Appendix E: Master Schedule for Redesign School ¹¹

Provide a detailed daily schedule for each grade level.

¹¹ Appendix E: Master Schedule for Redesign School will need to be uploaded as a standalone PDF file to RIDE's SPS.

Appendix F: Staffing Plan

Complete the staffing chart below, identifying the positions that will be needed to implement the Redesign Plan. You are only identifying positions that are specific to the Redesign Plan. For example, if you are implementing a CTE focus that works in complement with social-emotional learning and family engagement, then indicate the positions that will be needed to implement all the pieces of the plan. This might include a Director of CTE, CTE teachers, a Dean of Social-Emotional Learning, Restorative Justice facilitators, social workers, and a Family Engagement Coordinator, among others.

There is one chart for new positions – these will be roles and FTEs that **do not currently exist** at the school. If it is determined that two social workers are needed but only one currently is employed at the school, then list one social worker on both the new positions staffing chart.

The staffing plan provided here should align to the staffing assumptions outlined in *Appendix G: School Redesign Budget Worksheet*. **Add/delete rows as needed.**

New Positions	School Redesign Year 1	School Redesign Year 2 ¹²
Total New FTEs		

¹² Redesign planning for years 3-5 will be supported by RIDE once the application has been approved.