# Reimagine School Systems Initiative

**Grant Due Date:** December 16, 2021
**Grant Submission:** Achieve! Round 2 application in eGMS under section P5.3.1 or at systemrelations@la.gov

The purpose of this document is to provide grantee stakeholders key points to consider when selecting and planning Reimagine School Actions. The following areas are covered for each Reimagine School Action:
- Key Criteria for Success
- Key Challenges
- Key Sustainability Concerns
- Key Change Management Considerations
- Key Planning Milestones Required to Access Implementation Funds

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Reimagine School Systems Grant Rubric for Application and Interview

Reimagine School Actions for Louisiana School Systems Quiz

# Replication

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*Key Criteria for Success*
- Excellent leader
    - This grant can be an opportunity to help retain the services of a top leader
    - The leader can expand their impact while staying in a high-impact, student-facing role
    - It gives the leader a chance to increase their compensation and leadership profile in the system, which could dissuade them from pursuing roles (e.g., assistant superintendent) in other systems
- Strong track record of performance at a school
    - There should be a history of demonstrated, quantifiable strength at a school
- Family/student demand for a particular school
    - There may be formal or informal evidence of strong family satisfaction with a school and of broad interest in the school's program
    - Intangible matters like a school's excellent community reputation may come into play here also

*Key Challenges*
- Defining what is really working at the successful school
    - Particularly when an individual leader is dynamic and inspiring, part of the challenge of replication (and even of sustaining progress at the original school after the successful leader retires or moves onto their next job) is that much of what a leader does may be intuitive rather than clearly systematic
    - One of the advantages of this Reimagine School Action is that it affords a dynamic leader a chance to work with their team and, with support, clearly define what is leading to success at the school
- Ensuring continued progress at the original school
    - Identifying the right leaders to elevate
- Identifying a site for the replicated school
- Communicating with students and families at the site for the replicated school

*Key Sustainability Concerns*
- How will you ensure focus on goals and continuous improvement of the school's program?
- Who will be advocates for the two schools?
- How will you ensure they have the continued flexibility to implement and refine their models?
    - System priorities change
    - With new priorities, sometimes there is a desire to switch things up -- even if they are working

*Key Change Management Considerations*
- Finances
    - How will you ensure that the school has enough money and flexibility to implement its model/program?
    - How will you ensure that the school system is able to sustainably support the replicated and original campus without devoting a disproportionate share of resources to it?
    - Use of grant funds

*Key Planning Milestones Required to Access Implementation Funds*
- Identification of original school [Completion of template explaining SPS, leader criteria, family demand, etc.]
- Identification of replication campus [Completion of template explaining why that school]
- Community engagement / communication plan
- Leadership plan
- Academic and culture plan [Completion of detailed template]
    - Codification of key elements that make the original model successful, including academic plan, school culture and traditions, talent (recruitment, training, and support), and operations
    - Plan for serving special populations (including students with disabilities and students who are English Language Learners)

- Finance plan
- Sustainability plan
    - One strong, preferred option is an MOU with independent nonprofit organization
    - Other less-sustainable options include:
        - Multi-year contract for replicating school leader that auto-renews if performance goals are met, and/or other ways to demonstrate commitment to the educators who drive this Reimagine School Action
        - Advisory board to serve as advocates
        - A resolution or policy passed by the system codifying the model at the replicated and original school
        - Creation of a school system-published playbook defining the flexibilities of the original and replicated school and setting forth a plan for continued collaboration
- Implementation workplan

# ⟫⟫ Expansion

*Key Criteria for Success*
- Excellent leader
    - This grant can be an opportunity to help retain the services of a top leader
    - The leader can expand their impact while staying in a high-impact, student-facing role
    - It gives the leader a chance to increase their compensation and leadership profile in the system, which could dissuade them from pursuing roles (e.g., assistant superintendent) in other systems
- Strong track record of performance at a school
    - There should be a history of demonstrated, quantifiable success at a school
- Family/student demand for a particular school
    - There may be formal or informal evidence of strong family satisfaction with a school and of broad interest in the school's program
    - Intangible matters like a school's excellent community reputation may come into play here also

*Key Challenges*
- Defining what is really working at the successful school
    - Particularly when an individual leader is dynamic and inspiring, part of the challenge of expansion (and even of sustaining progress at the original school after the successful leader retires or moves onto their next job) is that much of what a leader does may be intuitive rather than clearly systematic
    - One of the advantages of this Reimagine School Action is that it affords a dynamic leader a chance to work with their team and, with support, clearly define what is leading to success at the school
- Ensuring continued progress at the original school
    - Identifying the right leaders to elevate
- Developing effective programing for additional grade levels
    - Some schools struggle as they serve new grade levels, as it can be difficult to, for example, turn a successful elementary school program into an effective middle school program
    - During the planning process, it will be essential to identify new plans (for teaching and learning including curriculum, school culture, and all other key aspects of the school experience) for the new grade levels
- Identifying a site for the expanded school
- Communicating with students and families at the site for the expanded school

*Key Sustainability Concerns*
- How will you ensure focus on goals and continuous improvement of the school's program?
- Who will be advocates for the expanded school?
- How will you ensure they have the continued flexibility to implement and refine their models?
    - System priorities change
    - With new priorities, sometimes there is a desire to switch things up -- even if they are working

*Key Change Management Considerations*
- Finances
    - How will you ensure that the school has enough money and flexibility to implement its model/program?
    - How will you ensure that the school system is able to sustainably support the expanded campus without devoting a disproportionate share of resources to it?
    - Use of grant funds

*Key Planning Milestones Required to Access Implementation Funds*
- Planning team membership and roles
- Data-informed rationale for pursuing the School Action

- School academic and culture plan: codification of key elements that make the original model successful, including academic plan, school culture and traditions, talent (recruitment, training, and support), and operations
  - Plan for serving special populations (including students with disabilities and students who are English Language Learners)
- Specific School Action narrative, including:
  - Identification of affected campus(es)
  - Communications plan: workplan outlining the communication to different stakeholders about the expansion to promote buy-in
  - Talent plan: identification of talent needs with additional grade levels and a strong plan to recruit and train new talent
- Expansion strategy
- Sustainability plan
  - One strong, preferred option is an MOU with independent nonprofit organization
  - Other less-sustainable options include:
    - Multi-year contract for replicating school leader that auto-renews if performance goals are met, and/or other ways to demonstrate commitment to the educators who drive this Reimagine School Action
    - Advisory board to serve as advocates
    - A resolution or policy passed by the system codifying the model at the replicated and original school
    - Creation of a school system-published playbook defining the flexibilities of the original and replicated school and setting forth a plan for continued collaboration
- Project plan (Phase I and II)
- Budget (Phase I and II)
- Goals and progress measures

# **Rural Collaboration**

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*Key Criteria for Success*
- Collaborative systems
  - This grant can be an opportunity to facilitate collaboration across systems
  - Rural systems may not always have the resources to offer the breadth of programming that urban and suburban communities can offer -- this Reimagine School Action can help expand opportunities for rural students
  - While rural systems may have a history of competition -- in football, in the arts, and in recruiting teachers, for example -- this Reimagine School Action requires systems to work together effectively even when alignment can be challenging
- Clear vision for expanded programming
  - One system may have a particular program (e.g., a specific Career and Technical Education specialty) or partnership (e.g., for early college) that one or more other systems would like to offer to students
  - Alternatively, or in addition to that, multiple systems may have a clear vision of programming that their students would benefit from but that they have been unable to implement

*Key Challenges*
- Choosing the right programming
  - Systems should be thoughtful about the ultimate goals of a partnership. If the focus is on enhanced college and career opportunities, for example, systems should have a clear sense of where the need is in their region for jobs. One partnership considered adding a veterinary technician program (one of the partner systems already had a classroom designed for that purpose), but wisely decided not to when an analysis showed that their region only could support a miniscule number of veterinary technicians
  - Partners (institutions of higher education, business and community organizations) can be valuable sources of support in choosing and developing programming
- Developing a collaboration framework to promote a productive relationship between systems
  - Even when school systems want to collaborate, it is essential to clearly define decision-making and dispute resolution to ensure effective planning and implementation
- Logistics of collaboration
  - How can schedules across systems allow students to take advantage of as many opportunities as possible?
  - How will transportation work?
  - Are there challenges with credits, graduation requirements, or any other aspects of academic programs?
  - How will you align student expectations across systems?
- Creating or choosing an effective nonprofit partner organization
  - To promote the stability of collaborative programming, assist with brokering a continued positive relationship between systems, and bring special expertise on areas of partnership, an existing or new nonprofit organization will work with systems to help implement and sustain this initiative
  - Systems may have representation on the board of this nonprofit organization to promote effective collaboration

*Key Sustainability Concerns*
- How will you ensure focus on goals and continuous improvement of the program?
- What will be the structure of the nonprofit partner, and what will be the relationship between the systems and the nonprofit organization?

*Key Change Management Considerations*
- Finances
  - How will the systems collaborate to ensure that collaborative programming is sustainable?
  - How will budget decisions be made across systems?
  - Use of grant funds

*Key Planning Milestones Required to Access Implementation Funds*
- Planning team membership and roles
- Data-informed rationale for pursuing the School Action
- Specific School Action narrative, including:
  - Identification of affected systems and schools
  - Shared vision document developed by all participating systems that details plans for shared services and roles and responsibilities
  - Communications plan: workplan outlining the communication to different stakeholders about the collaborative to promote buy-in
  - Talent plan: identification of talent needs and a strong plan to recruit and train new talent
  - Plan for serving special populations (including students with disabilities and students who are English Language Learners)
- Sustainability plan
  - Performance contract with independent nonprofit organization or institution of higher education
- Project plan (Phase I and II)
- Budget (Phase I and II)
- Goals and progress measures

# 💡 School Model Innovation

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*Key Criteria for Success*
- Clear school model
  - The school model should have strong evidence of success
  - There should be evidence that the school model meets a demonstrated need in the community. E.g.,:
    - "This preschool program is needed because of the low percentage of students in our system that enroll in high-quality preschool programming"
    - "This STEAM middle school academy is needed because of high family and student family demand as evidenced by a survey and the consistent popularity of the science-focused high school in our system"
    - "There are two fully-enrolled private Montessori schools in our community"
- Effective leadership
  - There should be at least one key champion for the school model (who will serve as the principal or the board chair of the school's associated nonprofit organization or in some other key role)

*Key Challenges*
- Ensuring the model is defined and implemented in a high-quality way
  - If a school model is new to a community, it can be difficult to ensure it is implemented both with fidelity to the model and with sensitivity to local conditions
  - One of the advantages of this Reimagine School Action is that it allows for a meaningful planning period, with specialized support where needed, to help systems create strong plans and then adjust them as runecessary during implementation
- Recruiting and training teachers and administrators
  - School models may require specialized expertise. It may be difficult to find people with these skills and/or train staff members
- Setting an enrollment plan for the new school
  - Will it be a neighborhood school? A school of choice? A combination? If it is not strictly a neighborhood school, how will you manage enrollment decisions? How will you effectively recruit students and families?
- Identifying a site for the school
  - Will it share space with an existing school?
  - Will it replace or phase out an existing school? Replacements and phase-outs can be difficult even if there is excitement about the new offering -- how will you manage change?
- Communicating with students and families about the exciting new model and how it will fit within your system

*Key Sustainability Concerns*
- How will you ensure focus on goals and continuous improvement of the school's program?
- Who will be advocates for the new school and program?
- How will you ensure that the school has the support necessary to implement its unique program effectively?
- How will you ensure the school has the continued flexibility to implement and refine its model?
  - System priorities change
  - With new priorities, sometimes there is a desire to switch things up -- even if they are working

*Key Change Management Considerations*
- Finances
  - How will you ensure that the school has enough money and flexibility to implement its model/program?
  - How will you ensure that the school system is able to sustainably support the expanded campus without devoting a disproportionate share of resources to it?
  - Use of grant funds

*Key Planning Milestones Required to Access Implementation Funds*
- Planning team membership and roles
- Data-informed rationale for pursuing the School Action, including demonstrated demand for the selected model
- School academic and culture plan: definition of model-specific approach that includes details about academic plan, school culture and traditions, talent (recruitment, training, and support), and operations
    - Plan for serving special populations (including students with disabilities and students who are English Language Learners)
- Specific School Action narrative, including:
    - Identification of affected campus(es)
    - Sustainability plan
    - Communications plan: workplan outlining the communication to different stakeholders about the new school to promote buy-in
    - New school launch plan
    - Talent plan: identification of talent needs and a strong plan to recruit and train new talent; identification of any new leadership or staff training required to implement the model with fidelity
- Description of enrollment process / student recruitment plan
- Project plan (Phase I and II), including how the new model will be phased in and where
- Budget (Phase I and II), including training and materials related to the new school model
- Performance contract with independent nonprofit organization to promote sustainability
- Goals and progress measures

# ↻ Restart / Turnaround

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*Key Criteria for Success*
- Community buy-in that a school needs a restart
  - The school must be identified as an improvement required school by the Louisiana Department of Education
  - There must be a comprehensive community engagement strategy that begins prior to the selection of a partner Education Organization
- Clear process for selecting a partner Education Organization
  - There must be a transparent application process that includes the following requirements for applicants:
    - Detailed descriptions of the proposed school's:
      - Academic model
      - Cultural model
      - Plan for serving special populations (including students with special needs and students who are English Language Learners)
      - Financial model
    - Identification of school leader
    - Evidence of past success of the Education Organization
    - Community engagement plan
    - Detailed description of phase-in plan (including steps to work collaboratively with upper grades not part of the phase-in model), if relevant
  - Grantees may recruit applicants, but must grade all applications according to a standardized system such that non-recruited applicants have every chance of being selected if they have the strongest application
- Strong change management plan for working with the Education Organization
  - Clear MOU that outlines roles and responsibilities of the parties and includes the following:
    - Term is at least 4 years
    - Flexibility for the Education Organization to implement its model as described in its application
    - Clear performance targets
    - MOU auto-renews if performance targets are met (unless otherwise terminated)
    - Staffing at the school is by mutual agreement of the Education Organization and the relevant staff member
    - Clear enrollment process
    - Financial structure that gives Education Organization control of majority of all funding generated by students at the school
    - Dispute resolution process
  - Identified school system point person to coordinate with Education Organization and lead launch of restart effort

*Key Challenges*
- Coordinating the phase-in if there is a phase-in
  - Educators at the "phase-out" campus can potentially be upset with the change
  - It is important to make sure that productive education happens for any upper-grade students not part of the new program
- Finding a high-quality Education Organization
  - Turnaround/restart is very difficult. It is important to find a strong education that has a track record of success
- Recruiting and training teachers and administrators
  - School models may require specialized expertise. It may be difficult to find people with these skills and/or train staff members
- Communicating with students and families about the exciting new program and how it will fit within your system

*Key Sustainability Concerns*
- How will you ensure focus on goals and continuous improvement of the school's program?
- Who will be advocates for the new school and program?
- How will you ensure that the school has the support necessary to implement its unique program effectively?
- How will you ensure the school has the continued flexibility to implement and refine its model?
    - System priorities change
    - With new priorities, sometimes there is a desire to switch things up -- even if they are working

*Key Change Management Considerations*
- Finances
    - How will you ensure that the school has enough money and flexibility to implement its model/program?
    - How will you ensure that the school system is able to sustainably support the expanded campus without devoting a disproportionate share of resources to it?
    - Use of grant funds

*Key Planning Milestones Required to Access Implementation Funds*
- Planning team membership and roles
- Data-informed rationale for pursuing the School Action
- School academic and culture plan (can be drawn from Education Organization application)
- Specific School Action narrative, including:
    - Identification of affected campus(es)
    - Independently conducted School Quality Review -- what are the strengths and challenges of the current school
    - Communications plan: workplan outlining the communication to different stakeholders about the turnaround and Education Organization partner
- Detailed information about Education Organization selection, including application format and process (demonstrating its availability to all), application of selected Education Organization, and selection rubric/scoring details
- Description of enrollment process / student recruitment plan
- Project plan (Phase I and II), including how the new model will be phased in and where
- Budget (Phase I and II), including training and materials related to the new school model
- Performance contract with Education Organization to promote sustainability
- Goals and progress measures

# Innovation Cluster

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*Key Criteria for Success*
- Clear vision for the Innovation Cluster
  - Clusters can have different themes and operating principles, meaning they can look quite different in practice. For example, an Innovation Cluster could:
    - Implement a common educational model across a cluster of schools in a school system (e.g., multiple middle schools, a PK-12 feeder pattern), *or*
    - Serve as an overarching governance/monitoring structure for unique school models -- these school models might be different from each other even as they also depart from standard practice in the system, *or*
    - Land somewhere in between those poles, building connections around a theme with meaningful flexibility at the school level
  - Define an ongoing goal-setting and progress-monitoring structure for the Innovation Cluster
- Tie this clear vision to the system's needs
  - Why will this vision serve a cluster of schools effectively?
  - What will the Innovation Cluster enable that would not otherwise be possible?
- Effective leadership
  - There should be at least one key champion for the cluster (who will serve as the principal or the board chair of the school's associated nonprofit organization or in some other key role)

*Key Challenges*
- Making sure there is a true purpose for the Reimagine School Action
  - While Innovation Clusters can be transformative and have the advantage of serving more students, there must be a clear reason for the cluster's existence -- what is it allowing (by reducing one-size-fits-all pressures, providing advantages in talent retention and recruiting, allowing specialized focus, creating a sustaining community of practice, or otherwise) that would not easily be possible within the system's traditional structures?
  - One of the advantages of this Reimagine School Action is that it allows for a meaningful planning period, with specialized support where needed, to help systems create strong plans and then adjust them as necessary during implementation
- Recruiting and training teachers and administrators
  - School models may require specialized expertise (and perhaps multiple expertises, depending on the theory of the cluster). It may be difficult to find people with these skills and/or train staff members
- Identifying schools
  - How will you select participating schools? What will be the process? Can schools in the future join (or leave) the Innovation Cluster? How?
- Communicating with students and families about the exciting new model and how it will fit within your system

*Key Sustainability Concerns*
- How will you ensure focus on goals and continuous improvement of the cluster?
- Who will be advocates for the new cluster?
- How will you ensure that the cluster has the support necessary to implement its unique program effectively?
- How will you ensure the cluster has the continued flexibility to implement and refine its model?

*Key Change Management Considerations*
- Structure
  - Ensure that the MOU outlines roles and responsibilities of the parties and clarifies decision-making rights
- Finances

- How will money be allocated? What budgetary control will the school system have? How will the Innovation Cluster make budgetary decisions? What is the role of individual schools within the cluster?
- How will you ensure that the school system is able to sustainably support the cluster without devoting a disproportionate share of resources to it?
- Use of grant funds

*Key Planning Milestones Required to Access Implementation Funds*
- Planning team membership and roles
- Data-informed rationale for pursuing the School Action, including rationale for selection of applicable campuses
- Description of either:
  - Common school academic and culture plan: definition of model-specific approach that includes details about academic plan, school culture and traditions, talent (recruitment, training, and support), and operations
    - Plan for serving special populations (including students with disabilities and students who are English Language Learners)
  - **OR** description of annual school planning process (including planned templates) that will allow for multiple high-quality models to be part of one Innovation Cluster
- Specific School Action narrative, including:
  - Identification of affected campuses
    - Participating school application, review, and selection process
  - Collaboration plan for schools within the Innovation Cluster
  - Communications plan: workplan outlining the communication to different stakeholders about the Innovation Cluster
- Innovation cluster vision, systems, and structures overview
  - Decision-making framework -- what decisions will be made at the school level versus the Innovation Cluster level?
- Project plan (Phase I and II), including how the new model will be phased in and where
- Budget (Phase I and II), including training and materials related to the new school model
- Performance contract with independent nonprofit organization to promote sustainability
- Goals and progress measures

# Student Reassignment / School Reconfiguration

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*Key Criteria for Success*
- Strategic selection of schools/ realignment
  - Include a detailed discussion of why you are reassigning students to higher-performing schools, including evidence of the historical difference between performance at the relevant schools
  - If pursuing realignment, explain the ways in which this realignment is matched with demonstrated needs in your system
- Strong communication
  - The system must communicate extensively with all stakeholders to ensure that each understand when the change is happening, what it will mean for them, and what they will need to do to prepare
  - These changes are likely to be highly impactful for students and families, so it is essential that there is a comprehensive communication plan for them

*Key Challenges*
- How will you ensure the success of a school that is gaining more students (see the section on the "Expansion" Reimagine School Action for more questions and considerations)?
- If pursuing realignment, what are the clear goals and benefits of the realigned schools? Many systems have pursued realignment (e.g., adding middle schools or removing middle schools to have PK-8 schools) at great financial cost and causing significant disruption, often without significant evidence of improved performance or other benefits

*Key Sustainability Concerns*
- How will you sustain the changes being made through this grant?

*Key Change Management Considerations*
- Finances
  - How will the changes affect school budgets? What financial changes will have to happen?
- Communication
- Staffing
  - What staffing changes will be necessary?
- Operations

*Key Planning Milestones Required to Access Implementation Funds*
- Planning team membership and roles
- Project plan (Phase I and II)
- Budget (Phase I and II)
- Goals and progress measures
- Data-informed rationale for pursuing the School Action
- Specific School Action narrative, including:
  - Identification of affected campus(es)
  - Sustainability plan
- Student reassignment or school reconfiguration plan
- Communications plan: workplan outlining the communication to different stakeholders about the reassignment/reconfiguration
- Talent plan
  - Identification of talent needs with new structure and a plan to fulfill them and place any excess staff
- Budgetary impact statement
- Sustainability plan

# Year-Round Calendar

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*Key Criteria for Success*
- Buy-in from staff and families
  - Staff and families must understand the value proposition of a year-round calendar
- Strong communication
  - The system must communicate extensively with all stakeholders to ensure that each understand when the change is happening, what it will mean for them, and what they will need to do to prepare
- Effective instructional pacing to make the most use of additional instructional days

*Key Challenges*
- Operating one or a small number of schools on an alternate calendar can lead to operational challenges and confusion
- Simply adding additional days may not necessarily result in dramatically increased instructional time

*Key Sustainability Concerns*
- How will you afford to continue school operations on an extended calendar beyond the grant period?
- Are you willing to consider how to get clear on school-level costs and upset traditional operations to reallocate costs to fund year-round school?
- How will you ensure that educators do not burn out in an extended year model?

*Key Change Management Considerations*
- Finances
  - How will the system revisit school and system budgets to identify a plan to fund the additional instructional days after the grant runs out? These costs include:
    - Additional teacher and administrator salary and/or stipends
    - Additional facilities costs
    - Additional transportation costs
    - Other expenses of the expanded calendar
- Communication
  - How will you incorporate a new calendar into existing system informational materials and communication, such as websites or information provided by central office staff?
  - How will you gather input from families and staff and use it to determine which school would be a good fit for this action?
- Staffing
  - How will you make a year-round calendar seem attractive for educators?
  - How will you ensure that you have the right staff at the school who are bought into the new model before the calendar shift?
  - Will you need to develop a new contract or compensation structure for staff at the school(s) implementing the new calendar?
- Operations
  - How will you ensure that all central office services are staffed outside of the typical school calendar?

*Key Planning Milestones Required to Access Implementation Funds*
- Planning team membership and roles
- Project plan (Phase I and II)
- Budget (Phase I and II)
- Goals and progress measures
- Data-informed rationale for pursuing the School Action
- Specific School Action narrative, including:
- Identification of affected campus(es)

- Sustainability plan
- Communications plan: workplan outlining the communication to promote awareness and buy-in of the new calendar for all affected stakeholders
- Participating school selection process
- Extended calendar and daily schedule for each participating school
- Budgetary impact statement and sustainability plan

# Wraparound Model

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*Key Criteria for Success*
- Aligned vision with all participating leaders (school, school system, nonprofit/agency partners) for a successful wraparound partnership
- Identified services and supports that can be provided by existing community partners and that meet the needs of students and families
- Plan to significantly transform the student academic experience in addition to wraparound services

*Key Challenges*
- Identifying which school would be the best fit
- Developing a clear shared vision of a wraparound services partnership for all parties, including roles and responsibilities and decision making rights

*Key Sustainability Concerns*
- Finance
    - Identifying funding to cover additional costs incurred by community partners or other agencies
- Sustainability
    - Ensuring that partnerships with nonprofits and local agencies thrive beyond the inception of the collaboration

*Key Change Management Considerations*
- Identifying meaningful ways to incorporate new services into the life of a school community while maintaining a strong instructional focus
    - What will you do to integrate the services as a part of the overall student experience?
    - How will these new services tie into supports you're already providing to students?
- Communicating new service offerings so that students and families are aware of and are actively using services and supports
    - How are you connecting students and families to the new opportunities?

*Key Planning Milestones Required to Access Implementation Funds*
- Planning team membership and roles
- Project plan (Phase I and II):
- Budget (Phase I and II):
- Goals and progress measures
- Data-informed rationale for pursuing the School Action
- Specific School Action narrative, including:
    - Identification of affected campus(es)
    - Sustainability plan
- Communications plan: workplan outlining the communication to different stakeholders
- School Quality Review
    - Local community partner analysis: identification of local nonprofits and other potential community partners who could provide wraparound services

**Local Innovation**

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*Key Criteria for Success*
- Excellent teachers and leaders
  - This grant can be an opportunity to help retain the services of top teachers and leaders
  - The grant can provide top teachers and leaders a chance to increase their compensation and leadership profile in the system, which could dissuade them from pursuing roles outside of the classroom and school building or in other systems
- Local innovation should be backed by research-based best practices
  - There should be a demonstrated, quantifiable strength for the local School Action(s)
- Family/student demand for a particular school
  - There may be formal or informal evidence of strong family satisfaction with a desired School Action(s) and of broad interest in the school's program
- Strong communication
  - The system must communicate extensively with all stakeholders to ensure that each understand when the change is happening, what it will mean for them, and what they will need to do to prepare
  - These changes are likely to be highly impactful for students and families, so it is essential that there is a comprehensive communication plan for them

*Key Challenges*
- Making sure there is a true purpose for the Reimagine School Action
  - There must be a clear reason for the Reimagine School Action -- what is it allowing (by reducing one-size-fits-all pressures, providing advantages in talent retention and recruiting, allowing specialized focus, or otherwise) that would not easily be possible within the system's traditional structures
  - One of the advantages of a local innovation Reimagine School Action is that it allows for a meaningful planning period, offers specialized support where needed in a local context, to help systems create strong plans and then adjust them as necessary during implementation
- Recruiting and training teachers and administrators
  - School Action(s) may require specialized expertise (and perhaps multiple expertises). It may be difficult to find people with these skills and/or train staff members
- Identifying schools
  - How will you select participating schools, teachers, and leaders? What will be the process for deciding?
- Communicating with students and families about the exciting new model/school action and how it will fit within your system

*Key Sustainability Concerns*
- How will you ensure focus on goals and continuous improvement of the school's program?
- Who will be advocates for the School Action(s)?
- Who will lead the School Actions?
- How will you ensure they have the continued flexibility to implement and refine their models?
  - System priorities change
  - With new priorities, sometimes there is a desire to switch things up -- even if they are working

*Key Change Management Considerations*
- Finances
  - How will you ensure that the school(s) has/have enough money and flexibility to implement its model/program?
  - How will you ensure that the system is able to sustainably support the School Action(s) without devoting a disproportionate share of resources to it?

- Use of grant funds

*Key Planning Milestones Required to Access Implementation Funds*
- Planning team membership and roles
- Data-informed rationale for pursuing the School Action, including rationale for selection of applicable campuses
- Description of either:
  - Common school academic and culture plan: definition of model-specific approach that includes details about academic plan, school culture and traditions, talent (recruitment, training, and support), and operations
    - Plan for serving special populations (including students with disabilities and students who are English Language Learners)
  - **OR** description of annual school planning process (including planned templates) that will allow for multiple high-quality models
- Specific School Action narrative, including:
  - Identification of affected campuses
    - Participating school application, review, and selection process
  - Collaboration plan for schools implementing School Action(s)
  - Communications plan: workplan outlining the communication to different stakeholders about the School Action(s)
- School Action(s) vision, systems, and structures overview
  - Decision-making framework -- what decisions will be made at the school level versus the system level?
- Project plan (Phase I and II), including how the new School Action(s) will be phased in and where
- Budget (Phase I and II), including training and materials related to the new School Action(s)
- Performance contract with an independent nonprofit organization to promote sustainability
- Goals and progress measures