

REDESIGN TRAINING FOR SCHOOLS AND LEAS

Thursday, January 29, 2026



RIDE Rhode Island
Department
of Education

SchoolWorks
Assessing Quality, Building Capacity



WELCOME!

Please indicate:

- Your Name
- Your School/LEA/Org
- Your Redesign Role



ENSURE TEAMS UNDERSTAND THE KEY TOOLS,
TERMINOLOGY, & PHASES OF THE REDESIGN
APPLICATION PROCESS

**TRAINING
OBJECTIVE**

TRAINING AGENDA



Welcome and Getting Started



Overview: School Redesign & Four Domains for Rapid School Improvement



Key Tools: Application, Appendices, Technical Guidance, Rubric, Budget Template



Pre-Planning Phase



Redesign Application Process: Reviewers, Review Phases, and Timeline



Budget Template Overview



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SCHOOL REDESIGN



SCHOOL REDESIGN

Rhode Island's ESSA State Plan has identified School Redesign as the more rigorous intervention for schools identified for Comprehensive Support and Improvement (CSI) that fail to meet the State's exit criteria within four years.

CSI schools that fail to meet the exit criteria within four years of identification must undergo School Redesign to fundamentally transform the underlying conditions of a school that have been barriers to improvement.

School redesign is therefore an opportunity to authentically engage educators and the school community to fundamentally remove barriers to improvement, and in the process, redesign and relaunch the school.

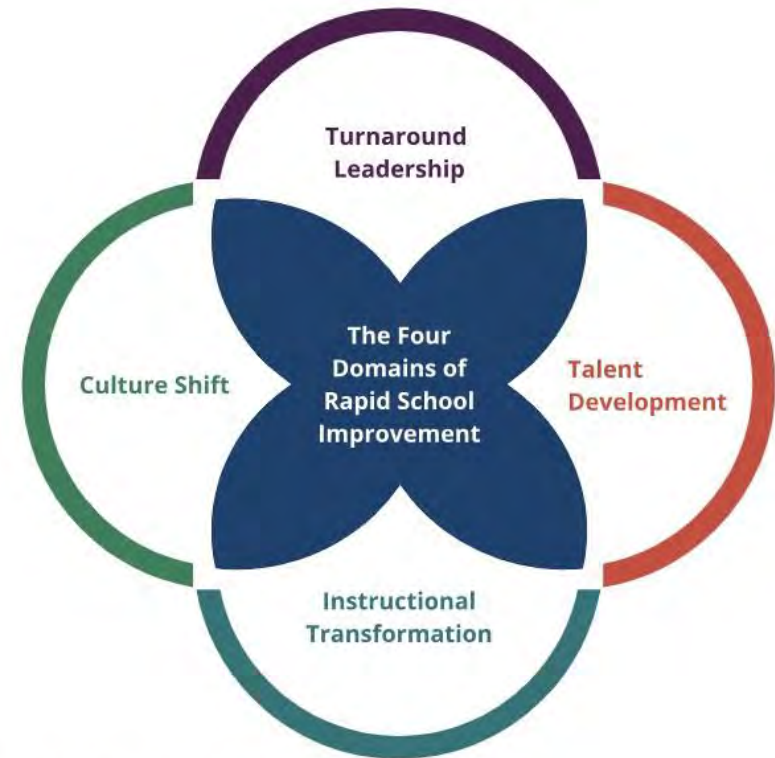
It is the responsibility of the LEA to drive redesign improvement efforts at the district level through the establishment of effective systems, structures and enabling conditions to support the rapid turnaround required at a redesign school.



THE FOUR DOMAINS FOR RAPID SCHOOL IMPROVEMENT¹

[The Center for School Turnaround and Improvement \(CSTI\) at WestEd](#) is a nationally recognized leader in the research and development of solutions that support systemic improvement for all schools.

- [The Four Domains for Rapid School Improvement](#) outline the key issues for state, district, and school leaders to consider when planning for successful and sustainable school improvement.
- Both LEAs and schools engaged in redesign should use this framework as they develop and write the School Redesign Application.
- **To successfully launch a redesign school and sustain improvement, LEAs should focus on addressing these domains both at the individual school and LEA levels.**



Empowerment

School becomes an "Empowerment" school after a 2/3 teacher vote and local approval. Empowerment enables school leaders to have a comprehensive set of autonomies and regulatory flexibilities.



Small Schools of Choice

School reorganizes into 2 or more new, smaller schools (roughly 100 students per grade) that emphasize student-centered personalized learning programs. Students have flexibility to choose which small school they attend.



RI School Redesign Models

for low-performing ("comprehensive") schools



Redesigning school conditions to help every student and educator succeed

Restart

School "restarts" as a school under the management of a charter or educational management organization or other state-approved managing entity, with clear performance expectations.



LEA Proposed Redesign Model

School initiates an LEA-developed school redesign model that includes at least a high-quality school leader, a new school model, and significant school autonomy.



Closure

School closes and students relocate to higher-performing schools.



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KEY TOOLS



IMPORTANT UPDATE

- **STOP** using any template watermarked as DRAFT.
- All finalized templates are available on [OSDI's portion of RIDE's website](#). Click the *School Redesign Materials* accordion
- Be sure all are marked as “v3” with a release date of January 2026.



School and District Improvement

+ CSI Schools

+ School Redesign

- School Redesign Materials

School Redesign Materials

TIMELINE

[School Redesign Timeline for SY25-26](#)

TECHNICAL GUIDANCE

[School Redesign Application Technical Guidance Overview - version 3, January 2026 \(PDF\)](#)

APPLICATION & APPENDICES

[School Redesign Application & Template - version 3, January 2026 \(Word file\)](#)

[School Redesign Application & Template - version 3, January 2026 \(PDF\)](#)

[School Redesign Appendices - version 3, January 2026 \(Word file\)](#)

[School Redesign Appendices - version 3, January 2026 \(PDF\)](#)

BUDGET

• Contact the OSDI team: [✉ OSDI@ride.ri.gov](mailto:OSDI@ride.ri.gov) to access the budget template

RUBRIC

[School Redesign Application Rubric - version 3, January 2026 \(PDF\)](#)

School Redesign Submissions within the Strategic Planning System

LEAs must submit deliverables from the school redesign application to RIDE via the Strategic Planning System (SPS). Deliverable due dates are outlined in the Timeline Overview section of the School Redesign Technical Guidance document and the School Redesign Strategic Planning System Guidance document. All submissions must be uploaded prior to 5PM. At 5:01PM, the SPS will lock, and submissions can no longer be uploaded to the SPS.

UPDATED REDESIGN MATERIALS COMING SOON! Contact: [✉ OSDI@ride.ri.gov](mailto:OSDI@ride.ri.gov)

KEY TOOLS — ALREADY RELEASED

APPLICATION*

Contains the questions and prompts that schools will respond to.
The application is a template that will be typed into and should not be reformatted.

APPLICATION APPENDICES*

Contains the questions and prompts that schools will to.
Some appendices will be completed in the provided template, others will not.



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(*) Link to tool provided

KEY TOOLS — NEWLY RELEASED

REDESIGN TECHNICAL GUIDANCE*

Outlines information about the process and gives tips about how to approach each stage of the application.

REDESIGN RUBRIC*

Lists the standards by which responses will be evaluated and provides the rating and corresponding evaluative comment for each standard.

BUDGET TEMPLATE

Contains tabs that will prompt you to input financial data related to your Redesign Plan.

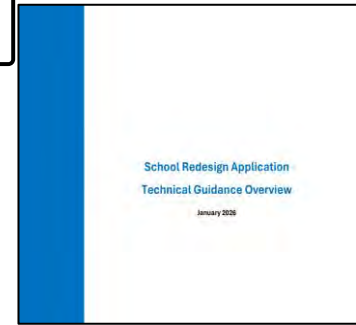
Available in Google Sheets. Will be shared by OSDI to redesign teams.



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(*) Link to tool provided



REDESIGN TECHNICAL GUIDANCE

Outlines the phases of Redesign Application review

Gives an overview of the review timeline, entities involved, and review outcomes

Articulates detailed guidance for each stage of the application process

Outlines practical guidance to apply to organize application development



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[Linked here](#)

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WORKING FROM A PROJECT PLAN

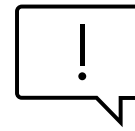
The Technical Guidance Document also outlines practical suggestions to organize application development. Consider a project plan!

REDESIGN APPLICATION PROJECT PLAN							
		Plan for Section Finalized	Draft of Section Ready for Review	Review of Section Complete	Revisions to Section Complete	Final Draft Ready	Notes
Part II: Pre-Conditions for Success							
2.1	Needs Assessment	3-Feb	10-Feb	14-Feb	19-Feb		
2.2	CSIT, CAB, and Community Input	10-Feb	17-Feb	21-Feb	26-Feb		
2.3	Model and Focus Selection	17-Feb	24-Feb	28-Feb	5-Mar		

REDESIGN APPLICATION PROJECT PLAN							
		Plan for Section Finalized	Draft of Section Ready for Review	Review of Section Complete	Revisions to Section Complete	Final Draft Ready	Notes
Part II: Pre-Conditions for Success							
2.1	Needs Assessment	3-Feb	10-Feb	14-Feb	19-Feb	Yes	
2.2	CSIT, CAB, and Community input	10-Feb	17-Feb	21-Feb	26-Feb		
2.3	Model and Focus Selection	17-Feb	24-Feb	28-Feb	5-Mar		



REDESIGN RUBRIC



The table is titled "Rhode Island Department of Education School Redesign Application Rubric". It includes a "School:" field with "LEA:" entered. Below is a "Final Recommendation:" field. The main table is a "School Redesign Application Summary of Rubric Ratings" with columns for "Does Not Meet", "Partially Meets", and "Meets". The rows list various sections and standards, such as "2.1 Needs Assessment and Root Cause Analysis", "3.1 Turnaround Leadership: Prioritize Improvement and Communicate its Urgency", and "4.1 Instructional Transformation: Provide Rigorous Evidence-Based Instruction".

Outlines the standards by which the submitted application will be evaluated

Provides characteristics of responses that meet the standards

Indicates whether sections and standards are met, partially met, or not met and why



RIDE Rhode Island Department of Education



[Linked here](#)

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STANDARD-LEVEL RATINGS

MEETS

- ✓ Demonstrates the characteristics of a response that meets the standard
- ✓ Satisfies all criteria

PARTIALLY MEETS




- ✓ Demonstrates many/most of the characteristics of a response that meets the standard
- ✓ Can feasibly be clarified and brought to meets with a verbal answer during the capacity interview

DOES NOT MEET

- ✓ While some of the characteristics of a response that meets the standard may be evident, there are substantial gaps OR the criteria is not addressed at all
- ✓ Cannot be feasibly clarified and brought to meets with a verbal answer during the capacity interview



STANDARD-LEVEL RATINGS EXAMPLE

Section 3.1: Mission, Vision, Key Design Elements, and Goals			
iii.	<ul style="list-style-type: none"> In the application, the applicant identifies three key design elements: 1) CTE pathways through relationship with design partners such as NAF and local community organizations; 2) innovative and instructional practices (e.g., PBL and cross-curricular studies, including Advanced Placement (AP) and dual enrollment); and 3) comprehensive student supports, including social-emotional learning, Eager POWER, and the POWER block. 	Meets	
iv.	<ul style="list-style-type: none"> The applicant states the school will adopt district goals (e.g., to improve ELA and math proficiency 10 percent year over year for all students on PSAT and SAT EBRW; student attendance, community engagement and culture evaluated through SurveyWorks). However, articulated goals do not specifically reflect intended outcomes of full implementation of the redesign plan in 3–5 years. Further, the application does not include growth targets, subgroup goals, or goals that align with the school’s focus and key design elements (e.g., CTE pathway and instructional pathways). 	Does Not Meet	
v.	<ul style="list-style-type: none"> In the application, the applicant describes a typical school day for a student and a teacher that relay an understanding of how the school will look, feel, and sound once the redesign model has been implemented. For example, classrooms will be the center of learning with staff room walls covered in data charts and buzzing with activity and peer engagement. Students, dressed in scrubs for their lab, will be engaging in lessons that review previously learned material and build and practice new skills in small groups. 	Meets	



SECTION-LEVEL RATINGS

MEETS

- ✓ All or nearly all (~80%) standards are rated meets in the section
- ✓ Cannot earn a rating of Meets if there are one or more standard-level ratings of Does Not Meet

PARTIALLY MEETS

- ✓ Most (~60%-75%) standards are rated meets in the section
- ✓ Can be rated PM if only one standard-level rating is Does Not Meet (unless if the DNM is because it was not addressed at all)

DOES NOT MEET

- ✓ None, few, or only some (<55%) of standard-level ratings are Meets
- ✓ There are substantial gaps in the section



SECTION-LEVEL RATINGS EXAMPLE



Section 3.3: Daily Schedule		
Section Rating: Meets		
<p>Characteristics of a response that meets the standard:</p> <ol style="list-style-type: none"> Completes Appendix D by submitting a detailed daily schedule for each grade level served; schedules should indicate how time will be chunked throughout the day, as well as how many instructional minutes students will receive Presents a description of the daily schedule that indicates how it supports effective implementation of the school redesign model, focus, and key design elements (e.g., CTE focus is reflected in schedule, key design element around SEL is supported through advisory/morning meeting block, etc.) Provides a thorough explanation of how the daily schedule supports student learning and achievement (e.g., double blocks of literacy, embedded time for remediation/intervention/enrichment, etc.) Outlines how the daily schedule will effectively support teacher planning and collaboration (e.g., common planning time, etc.) 		
Standard	Feedback	Standard Rating
i.	<ul style="list-style-type: none"> Appendix D includes schedules for each grade level and for a teacher, showing instructional periods are shorter on Wednesday with alternating (A and B) and longer periods the other four days. 	Meets
ii.	<ul style="list-style-type: none"> In the application, the applicant explains the school will utilize a modified 4x4 block schedule to provide all students with equitable opportunity to enroll in and complete CTE curricula, yearlong core content courses, as well as accelerated and/or intervention coursework. The applicant states the schedule will allow students to be fully prepared for success in a post-secondary environment; allow for an earlier start time (in response to student and staff input), and extend learning in science and math. Additionally, POWER block is scheduled to take place four times per week to support the development of students' leadership, academic, and personal growth. 	Meets



APPLICATION AND RUBRIC ARE NOT 1:1

Part IX: School Redesign Budget

Application Prompt

B. Explain how the budget set forth in Appendix G: School Redesign Budget Worksheet allows for the Redesign Plan to be implemented fully and with fidelity.

Corresponding Rubric Standards

iii. Explains how the budget contained in Appendix G will allow the Redesign plan to be implemented fully and with fidelity; explanations should address:

- Available Funds for Redesign
- Proposed Reallocations of Existing Staff or Funds
- Personnel
- Purchased Services or Contracts
- Materials, Supplies, and Facilities

iv. Presents a feasible explanation for how expenses required to implement the Redesign plan will be sustainable over time, including how the school will ensure staffing positions and other ongoing expenses related to the plan will be funded and sustained if the school exits CSI status and no longer receives School Improvement Grant funding



Key Takeaways

- Read the Technical Guidance **FIRST**
- Reference the Technical Guidance and Rubric **WHILE** writing





QUESTIONS





PRE-PLANNING PHASE



NEW! PRE-PLANNING PHASE

- ❑ This phase occurs after redesign teams have completed **Section 2.1: Needs Assessment & Root Cause Analysis (RCA)** and **2.2 Community Support & Collaboration**. This aligns with deadlines for CSI deliverables for SY26-27 CSIP development.
- ❑ OSDI will review these sections to ensure they are completed in a comprehensive manner that leads the school to strong root causes and the identification of 3-5 priority areas for the Redesign Plan. Additionally, OSDI will check that the broader school community has been meaningfully involved and will continue to be engaged throughout implementation.
- ❑ Submit via email to: OSDI@ride.ri.gov by COB on February 13. Teams must submit:
 - ❑ Appendix A-C and Sections 2.1 & 2.2
 - ❑ A minimum of 1 artifact of community engagement

Feedback issued to schools by COB on February 25





QUESTIONS





REVIEW PROCESS



SCHOOLWORKS REVIEWERS



Pool of consultants who write and review school applications and coach teams opening new schools

Supported schools with applications across the country in California, Colorado, Florida, Massachusetts, New York, Tennessee, and Washington

MORE ABOUT REDESIGN APPLICATION REVIEWERS



Are former educators



Will have expertise in the Redesign focus (primary and secondary reviewers)

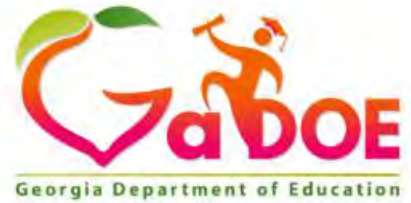


Will have expertise in school finance (financial reviewer)

SCHOOLWORKS
IS APPROVED
BY SEVERAL
STATE
EDUCATION
AGENCIES
NATIONWIDE



Massachusetts DESE



**Georgia Department
of Education**



**Colorado Department
of Education**



Utah State Board of Education



**New Hampshire Department
of Education**

THREE PHASES OF REVIEW BY SCHOOLWORKS

Phase 1: Initial Review

- Primary Reviewer
- Secondary Reviewer
- Financial Reviewer

Phase 2: 7-Page Response

- Primary Reviewer
- Financial Reviewer (as applicable)

Phase 3: Capacity Interview

- Primary Reviewer
- Financial Reviewer (as applicable)



PHASE 1: INITIAL REVIEW



A team of two reviewers – a primary reviewer and secondary reviewer – will independently review and evaluate the full application against the standards outlined in the rubric



A third reviewer – a financial reviewer – will conduct a high-level review of the application and thorough review of the school Redesign budget, assigning the budget rubric standards with ratings



Once the three reviewers conduct their independent review, they will participate in a consensus call and finalize the rating for each standard



The primary reviewer then completes the rubric report, which indicates a rating and provides a corresponding evaluative comment that substantiates the rating for each rubric standard



The rubric report is then sent to RIDE and then to the schools



INITIAL REVIEW RUBRIC REPORT EXAMPLE

Section 3.2: Curriculum, Assessment, and Instruction		
Section Rating: Partially Meets		
<p>Characteristics of a response that meets the standard:</p> <ol style="list-style-type: none"> Outlines curricula selections; core curricula must be presented, as well as curricula needed to implement the school’s redesign model, focus, and key design elements (e.g., if SEL is a key design element, SEL curricula should be identified) Explains how curricula will be adapted to meet the specific needs of the school redesign model and focus in the event that existing curricula will be utilized (rather than adopting new curricula) Demonstrates that all curricula selections are high-quality and have been proven effective with a similar population of students that the school serves Presents the internal assessments that will be used, explaining how each will enable the school to assess and monitor students at the individual and subgroup levels throughout the entirety of the school year Describes the key (i.e., non-negotiable) instructional practices (e.g., gradual release of responsibility, small group instruction, student choice, student discourse) that will be implemented across classrooms; explanations should clearly indicate what each practice will “look like,” as well as how these practices relate to and support implementation of the school redesign model and focus Provides evidence that the instructional practices will be effective with the school’s specific student population 		
Standard	Feedback	Standard Rating
i.	<ul style="list-style-type: none"> In the application, the applicant states the school will implement Tier 1 curricula—including StudySync for ELA, Illustrative Math, Discovery Science, and Cengage—and describes the CTE course curriculum that will be finalized using NAF curriculum. The applicant also states the framework for POWER block will focus on students’ academic, social/emotional and personal development; however, while the applicant states students will help shape the SEL/POWER block curriculum, the curriculum is not identified in the application. 	Partially Meets
ii.	<ul style="list-style-type: none"> In the application, the applicant explains Tier 1 curriculum was selected in accordance with the PPSD procurement process and meets the needs of diverse student population. However, the applicant does not state how the curricula will be augmented to align with the redesign model/focus or give high-level examples of potential adaptations. 	Does Not Meet



PHASE 2: 7-PAGE RESPONSE

Using the feedback provided in the initial review rubric report, schools provide revised responses to unmet standards and can submit a revised budget

The page limit for this phase is 7 pages (not including the budget template)

Reviewers then conduct a desk review of the 7-page response, updating ratings and adding comments to addressed standards

The rubric report is then sent to RIDE and then to the schools



7-PAGE RESPONSE RUBRIC REPORT EXAMPLE

Section 3.2: Curriculum, Assessment, and Instruction		
Standard	Feedback	Standard Rating
i.	<ul style="list-style-type: none"> In the application, the applicant states the school will implement Tier 1 curricula—including StudySync for ELA, Illustrative Math, Discovery Science, and Cengage—and describes the CTE course curriculum that will be finalized using NAF curriculum. The applicant also states the framework for POWER block will focus on students' academic, social/emotional and personal development; however, while the applicant states students will help shape the SEL/POWER block curriculum, the curriculum is not identified in the application. In the seven-page response, the applicant explains that the school and district are in active conversation to select an SEL curriculum that follows the requirements set forth in the RFP. The target timeline to select a vendor is provided (e.g., a contract in place by January 2024) as are the selection criteria (e.g., the curriculum is evidence-based, culturally responsive, mission-aligned, and focused on goal setting, self-management, responsible decision-making, and social awareness). 	Meets
ii.	<ul style="list-style-type: none"> In the application, the applicant explains Tier 1 curriculum was selected in accordance with the PPSD procurement process and meets the needs of diverse student population. However, the applicant does not state how the curricula will be augmented to align with the redesign model/focus or give high-level examples of potential adaptations. In the seven-page response, the applicant explains a PBL vendor will be selected (the district is in the procurement process) to augment StudySync and Illustrative Math. Teachers will also work with NAF, instructional coaches, teacher leaders, and content supervisors to adapt and supplement the core curriculum to specific pathways. For example, a literature unit may link nonfiction or fiction text to current public health issues. The timeline for this work and structures to support the work (e.g., when, how) are not provided. 	Partially Meets

PHASE 3: CAPACITY INTERVIEW

✓ Final opportunity to remedy sections that remain unmet

🕒 Interview will be scheduled for 3 hours

📊 The interviewer will only ask questions about sections and standards that have not yet earned a meets rating

⚠️ The interviewer will prioritize sections and standards that are rated partially meets and then move onto does not meet

“” Standards rated does not meet are very difficult to remedy during the interview (address those in the 7-page response)

📄 The reviewer then updates the rubric report based on responses during the interview

📁 The final rubric report is then sent to RIDE and then to the schools

👍 Will contain a final recommendation



FINAL RUBRIC REPORT EXAMPLE

Section 3.2: Curriculum, Assessment, and Instruction

ii.

- In the application, the applicant explains Tier 1 curriculum was selected in accordance with the PPSD procurement process and meets the needs of diverse student population. However, the applicant does not state how the curricula will be augmented to align with the redesign model/focus or give high-level examples of potential adaptations.
- In the seven-page response, the applicant explains a PBL vendor will be selected (the district is in the procurement process) to augment StudySync and Illustrative Math. Teachers will also work with NAF, instructional coaches, teacher leaders, and content supervisors to adapt and supplement the core curriculum to specific pathways. For example, a literature unit may link nonfiction or fiction text to current public health issues. The timeline for this work and structures to support the work (e.g., when, how) are not provided.
- During the interview, the applicant stated that the school's principal and assistant principal will work alongside the district to follow the district's procurement process, beginning in July 2023 and closing in fall 2023, before selecting a PBL vendor in the winter of the 2023–2024 school year. The applicant indicated that the contract will be executed in spring 2024, professional development will be delivered (beginning in the summer of 2024), and the curriculum will be implemented in fall 2024. While the process for augmenting the curriculum will be vendor-specific, the school will use NAF's curriculum for health and finance pathways and core content will be designed by theme, with grade level teams working together to integrate cross-curricular work. Finally, the applicant stated that the advisory board will meet regularly and indicated that the principal will lead the work that supports cultural relevance.

Meets



FINAL RECOMMENDATION EXAMPLE

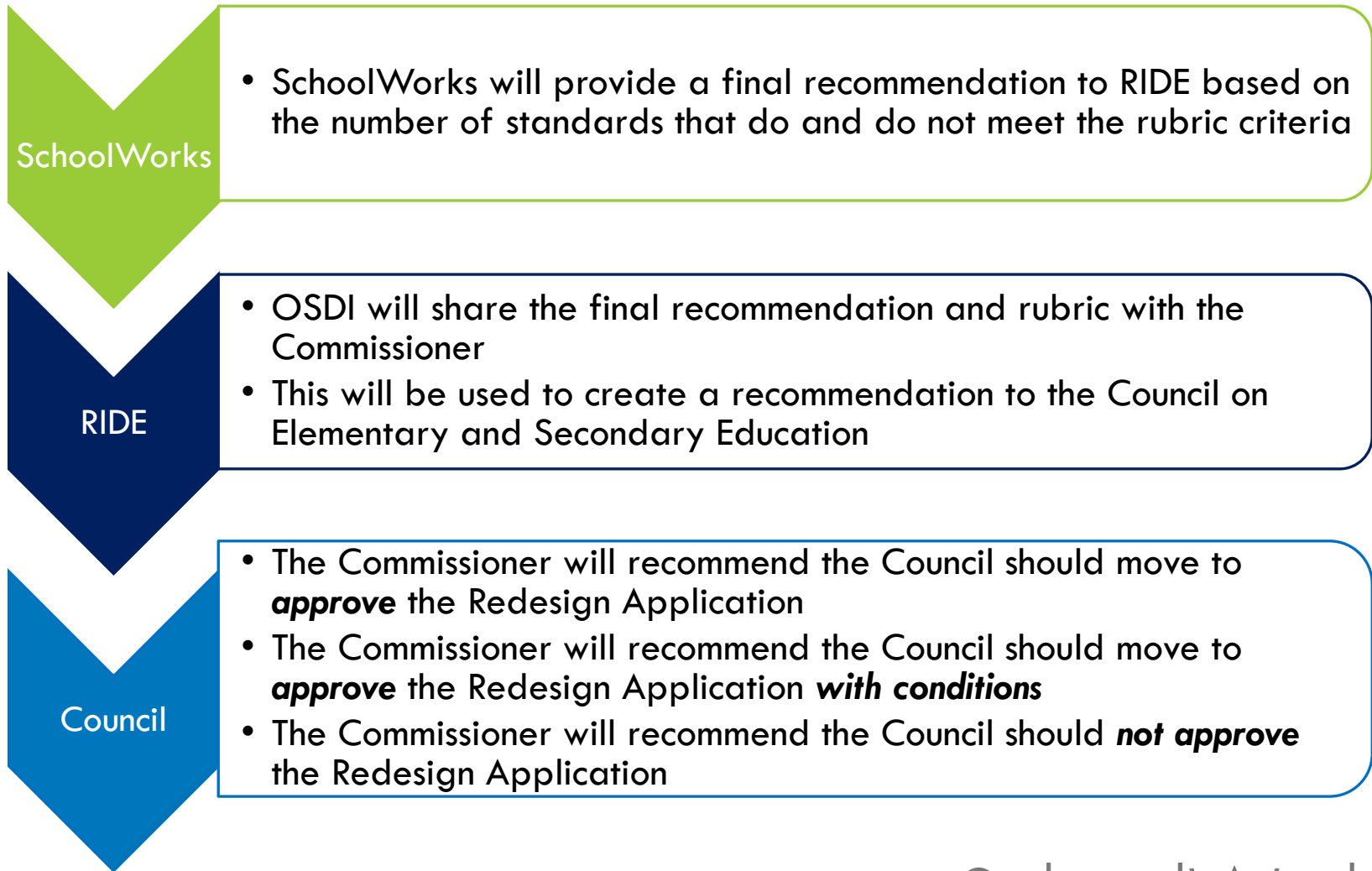
Rhode Island Department of Education School Redesign Application Rubric

School: Redesign High School	LEA: Rhode Island School District
Final Recommendation: The Council on Elementary and Secondary Education Should Move to Approve the Redesign Application	

School Redesign Application Summary of Rubric Ratings			
Section	Does Not Meet	Partially Meets	Meets
2.1 Needs Assessment and Root Cause Analysis			
2.2 Community Support and Collaboration			
3.1 Turnaround Leadership: Prioritize Improvement and Communicate Its Urgency			
3.2 Turnaround Leadership: Short- and Long-Term Goals			
3.3 Turnaround Leadership: LEA Leadership			
3.4 Turnaround Leadership: School Leadership			
3.5 Turnaround Leadership: External Partnerships			
4.1 Instructional Transformation: Provide Rigorous Evidence-Based Instruction			
4.2 Instructional Transformation: Diagnose and Respond to Student Learning Needs			
5.1 Culture Shift: Remove Barriers and Provide Opportunities			
5.2 Culture Shift: Build a Strong Community Intensely Focused on Student Learning			
6.1 Culture Shift: Engage Students and Families in Pursuing Educational Goals			
7.1 Talent Development: Target Professional Learning Opportunities			
7.2 Talent Development: Recruit, Develop, Retain, and Sustain Talent			
Part VIII: Monitoring the Implementation of the Redesign Plan			
Part IX: School Redesign Budget			
Part X: Executive Summary			



OUTCOMES OVERVIEW



FINAL RECOMMENDATION THRESHOLDS

Approve:

- All section-level ratings must be Meets

Approve with Conditions:

- At least 11 section-level ratings must be Meets
- Up to 3 section-level ratings can be rated Partially Meets
- No section-level ratings can be Does Not Meet

Do Not Approve:

- 4 or more section-level ratings are Partially Meets
- 1 or more section-level ratings are Does Not Meet





QUESTIONS



TIMELINE

- Pre-Planning Phase and feedback will be provided by the OSDI team via email.
- Phase I, II, and III will be reviewed by SchoolWorks and ratings will be provided via rubric reports.

This timeline is applicable to LEAs developing a School Redesign Application during SY25-26.

Pre-Planning Phase	
Appendix A-C and Sections 2.1 & 2.2 due to RIDE via email: OSDI@ride.ri.gov	February 13
Pre-planning review period	February 16 - February 24 • Period lasts 7 business days
Feedback issued to schools from OSDI by COB	February 25
Phase I: Initial Review	
Applications due to the SPS by COB	March 20
Initial review period	March 23 - April 9 • Period lasts 14 business days
Initial rubric reports issued to RIDE/schools by COB	April 10
Phase II: 7-Page Response	
7-page response due to the SPS by COB	April 17
7-page response review period	April 20 - April 30 • Period lasts 9 business days
Updated rubric reports issued to RIDE/schools by COB	May 1
Phase III: Capacity Interview	
Capacity interview period	May 11 - May 13 • Period lasts 15 business days
Final rubric reports issued to RIDE/schools by COB	June 4
Presentation to the Council on Elementary and Secondary Education	
June/July 2026, date TBD	



SUBMITTING MATERIALS TO RIDE

- After the “Pre-Planning Phase”, all materials are submitted to RIDE via the Strategic Planning System (SPS).
- The timeline outlines the deadline for each phase of the application process.
- COB is defined as 5PM EST.
- At 5:01 PM, the SPS will lock, and submissions will no longer be uploaded.
- All rubric reports will be available in the SPS.
- A guidance doc for using the SPS specific to redesign and updates to the platform will be available by February 1st.

RIDE Rhode Island Department of Education
Rhode Island Strategic Planning System

Strategic Plan Resources Administration

Welcome

Welcome to the Strategic Planning System! This is your one-stop-shop for strategic planning, data analysis and peer to peer collaboration. You can examine your data, look for research-based programs and practices, set measurable goals and articulate initiatives and action steps. The site is interactive so you can collaborate across the LEA and share with peers across the state if you so choose. Perhaps most importantly, it incorporates the requirements of the 2019 Rhode Island Education Accountability Act and the Learning, Equity and Accelerated Pathways (LEAP) goals and funding streams.

I Want To

View Plans	View Supports	Browse Data Resources
<ul style="list-style-type: none">• LEA Plans• School Plans• RIDE Strategic Plan 2021-2027• School Redesign Application	<ul style="list-style-type: none">• Strategic Planning Resources and Examples• SPS Technical Guidance and Support	<ul style="list-style-type: none">• Report Card• Assessment Data Portal• RI Blueprint for MLL Success - Data Visualization
View All Plans	View Planning Supports	View Data Resources



QUESTIONS



BUDGET TEMPLATE

- Streamlined based on feedback
- Will review tab-by-tab
- Template is in Google Sheets
- Located in the school's shared Google folder "Redesign Budget" with OSDI.
- [Linked here as "view only"](#)

RIDE Redesign Budget Template						
School Name:	Central H... ▾	Chose your school from the dropdown				School Directions
Available Funds for Redesign	2026-27	2027-28	2028-29	2029-30	2030-31	Notes/Assumptions
State redesign funds (estimated)	\$173,195.50	\$116,040.99	\$57,154.52			
Grants and Philanthropy						
Reallocations from the "core budget"	\$ -	\$ -	\$ -	\$ -	\$ -	
Income Total	\$173,195.50	\$116,040.99	\$57,154.52	\$0.00	\$0.00	
Expenses						
Salary Cost						
Administrative Salary	\$ -	\$ -	\$ -	\$ -	\$ -	
Teaching Salary	\$ -	\$ -	\$ -	\$ -	\$ -	
Paraprofessional/Assistant Salary	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Staff	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Salary	\$ -	\$ -	\$ -	\$ -	\$ -	
Purchased Services (Contracts)						
Total Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Materials, Supplies and Facilities						
Other Expense Total	\$ -	\$ -	\$ -	\$ -	\$ -	





QUESTIONS



THANK YOU



For technical assistance with the Redesign Application and process, please contact:

Allison Strumolo, Transformation Specialist

allison.strumolo@ride.ri.gov

Kathryn Koerner, Director of School Design and Renewal

kkoerner@schoolworks.org