RENAISSANCE
School Improvement Plan (SIP) Guidelines and Template

Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in the district's SY18-19 District Plan.

An effective SIP will:
- Be based in data analysis
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the AIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

Process

There are 4 steps to the SIP process:
1. **Set goals aligned to the District Plan:** Set student learning goals that meet the final outcomes in the DP.
2. **Use data to determine school-specific strengths and weaknesses:** Analyze data, especially student work, to identify your school's strengths and focus areas for the upcoming school year. Focus on assessing your school's progress related to the objectives in the AIP.
3. **Develop strategies to address focus areas:** Develop strategies and specific action steps you will take to address the reasons students struggle, which you identified in Step 2. Include a small set of quarterly benchmarks to help you assess whether you are on track to meet your end-of-year goals along the way.
4. **Implement and revise throughout the year:** Implement the SIP, and continue to use the plan as a "living" document throughout the year. If student data suggests that a strategy is not working, the SIP should be revised and updated to reflect the actions you will take to ensure students learn. Instructional liaisons will meet with each principal quarterly (in November, February, and April) to conduct a "deep dive" on student performance and progress, and to discuss what mid-course corrections may be required.

Please submit a draft of your SIP to Karen Treadup by <u>Friday, October 5</u>. Feedback on SIPs will be provided by <u>Friday, October 19</u>.

You are encouraged to develop your SIP in collaboration with your staff, such as your School Instructional Leadership Team (SILT). Members of the SILT may include:
- Principal
- Teaching Learning Specialist (if applicable)
- One teacher each from K-2 and 3-5 (elementary schools), or from each content area (secondary schools)

- A special education teacher
- An ELL teacher
- Member of the guidance team

School Improvement Plan

School Year 2018-2019
School: Renaissance Community Innovation School
Principal: Daniel Somes

Section 1. Set goals aligned to the District Plan:

1.
2.
3.

	SY17-18 (Historical)			SY18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 3-4-5						
ELA						
Math						

	SY17-18 (Historical)			SY18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 6-7-8						
ELA						
Math						

BOY 18-19 (Historical)	EOY 18-19 (Goals)

	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5						
ELA	Grade 2 – Grade 3 – Grade 4 – Grade 5 -	Grade 2 – Grade 3 – Grade 4 – Grade 5 –		Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –
Math	Grade 2 – Grade 3 – Grade 4 – Grade 5 -	Grade 2 – Grade 3 – Grade 4 – Grade 5 –		Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –

	BOY 18-19 (Historical)			**EOY 18-19 (Goals)**		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 6-7-8						
ELA	Grade 6 – Grade 7 – Grade 8 –	Grade 6 – Grade 7 – Grade 8 –		Grade 6 – Grade 7 – Grade 8 –	Grade 6 – Grade 7 – Grade 8 –	Grade 6 – Grade 7 – Grade 8 –
Math	Grade 6 – Grade 7 – Grade 8 –	Grade 6 – Grade 7 – Grade 8 –		Grade 6 – Grade 7 – Grade 8 –	Grade 6 – Grade 7 – Grade 8 –	Grade 6 – Grade 7 – Grade 8 –

	BOY 17-18 (Historical)			**EOY 17-18 (Goals)**		
	% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	
DIBELs Data ~ Grade K-1-2						
DIBELs Composite Score	Grade K – Grade 1 –	Grade K – Grade 1 –		Grade K – Grade 1 –	Grade K – Grade 1 –	

Section 2. Use data to determine school-specific strengths and weaknesses

(a) What progress did your school make last year?

2018 Academic Data (MCAS, STAR, DIBELs, etc):

Behavioral Data:

Attendance Data:

Family Engagement Data:

(b) What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:
- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

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Initiative 1: ELA

Team Members: Principal, TLS, SILT, Teachers

Final Outcomes: All students will demonstrate growth towards grade level proficiency, and as a school, we will meet the three end-of-year student learning goals set in the Renaissance School Improvement Plan.

Teacher Practice Goals:
- By EOY, data collected during administration learning walks will demonstrate that teachers at Renaissance School are (1) planning lessons tied to rigorous language objectives using ELA curriculum and Reading Street materials as guided by the Units of Study, (2) using a variety of assessment data to inform instruction, and (3) using the Writing Reference Guide to create structured standards based writing lessons
    - Measured through: Administration will conduct literacy-focused learning walks to review evidence collected by the teacher. Evidence will be collected detailing the following dimensions of literacy practice: Rarely Seen, Developing, or Fully Embedded
        - Lessons tied to rigorous objectives:
            - Administrator will determine if the teacher is using the standard based language objective and lesson plans to drive and plan engaging student driven lessons.
            - Administrator will determine if the teacher has an in-depth understanding of the standard being taught and is able to differentiate according to the need of the students.
        - Using assessment data to inform instruction:
            - Administrator will observe whether teachers are using formative assessment pieces from the Units of Study as well formal assessments to assess student learning
            - Administrator will observe and ask how students are grouped and what classroom interventions are in place and how teachers are monitoring progress
        - Using the Writing Reference Guide:
            - Administrators will observe classrooms for both frequent, short, informal student writing and longer, formal, edited student writing; look at teachers' feedback on student writing and evidence of student-teacher conferencing

Student Learning Goals:
    -

What this means for teachers:

Renaissance Teachers will make four keys shifts in their instruction, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:

1) Teachers will strive for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes

- Teachers will be provided with instructional supports in the form of the newly revised Units of Study, Writing Reference Guides, and targeted PD
- Teachers will make first steps in implementing Innovation Plan with STEM focus.

2) Teachers will continue to shift the "heavy lifting" to students through the gradual release model ("I do," "we do," you do")
  - Teachers will work with their principals and TLSs to structure and deliver their lessons in a way that promotes increased rigor and engagement for students through the gradual release model

3) Teachers will have continued PD opportunities, aligned to the districts focused literacy goals throughout the school year
  - Teachers will focus on implementing new practices and strategies to improve instruction and analyze data to make the largest impact on student achievement

4) Teachers will be observed during learning walks and be presented with targeted ELA feedback concerning the Curriculum Units of Study and the Writing Reference Guides
  - Teachers will focus their instruction on standards based practices as aligned in the Units of Study and Writing Reference Guides
  - Teachers will be provided with ELA curriculum aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
  - Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

What this means for building leadership:
- Principals will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
- Principal will guide their SILTs and TLS in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre)
- Principal or TLS will facilitate Data Defense Meetings every 5 weeks through grade level PLC to analyze student data through the inquiry cycle.
- Principals will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA and district focus
- Principals will participate in tiered ELA support with the Director of Literacy and Humanities based upon their MCAS 2.0 scores

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:	Feb. 1:	May 1:
➢ 2017 ELA Massachusetts Curriculum Frameworks for Language, Speaking and Listening, Reading, Writing and Reading Foundation Skills will be implemented in all ELA core instructional classrooms, and in intervention and accelerated classes to increase student proficiency.	➢ Continue all initiatives from the beginning of the year.	➢ Continue all initiatives and Professional Development as needed.
➢ Core Curriculum will be adjusted to increase student practice with complex tasks and formative assessment.	➢ Analyze STAR data to ensure the 40% of students projected to move into proficiency from warning/needs improvement have made adequate gains that account for half of their growth goal.	➢ Analyze STAR data to ensure 40% of students have moved from warning/needs improvement to proficiency
➢ An RtI model utilizing	➢ Analyze STAR data to ensure the 10% of students projected to	➢ Analyze STAR data to ensure 10% of students have moved from warning to needs improvement.

formative assessment, intervention and acceleration periods will be implemented to obtain increased student time on standards/skills.	move from warning to needs improvement have made adequate gains that account for half of their growth goal.	➤ Analyze STAR data to ensure 10% of students have moved from proficient to advanced.
➤ Grades K-2 will implement a Phonics Reference Guide containing Phonics skills to increase Pre-Reading skills for students to become fluent readers at their grade level.	➤ Analyze STAR data to ensure the 10% of students projected to move from proficient to advanced have made adequate gains that account for half of their growth goal.	➤ Progress Monitor STAR data to identify standards/skills students' area ready to learn.
➤ ELL Strategies are incorporated into the ELA Curriculum Units of Study to help ELL students become proficient readers at their grade level.	➤ Progress Monitor STAR data to identify standards/skills students' area ready to learn.	➤ Create intervention and acceleration classes in addition to core classes based on progress monitoring and EOY
➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to review the items and skills that students are ready to learn in ELA.	➤ Create intervention and acceleration classes in addition to core classes based on progress monitoring and MOY STAR data to meet the needs of all students.	➤ STAR data to meet the needs of all students.
➤ STAR progress Monitoring data will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students.	➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to provide the skills students are ready to learn.	➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to provide the skills students are ready to learn.
➤ Implement Data Defense Meetings every 5 weeks to analyze data using the data inquiry cycle through grade level PLC.	➤ Continue to implement Data Defense Meetings every 5 weeks to analyze data using the data inquiry cycle through grade level PLC.	➤ Continue to implement Data Defense Meetings every 5 weeks to analyze data using the data inquiry cycle through grade level PLC.
➤ Implement new Innovation plan with STEM Focus	➤ Units of Study described in Science Curriculum documents drive PBL during times designated on master schedule	➤ Units of Study described in Science Curriculum documents drive PBL during times designated on master schedule

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks:										
ELA Focussed Learning Walks in all classrooms with TLS and Principal		■	■	■	■	■	■	■	■	▶
Documenation of Learning Walk Obsrvations and Feedback provided to teachers.		■	■	■	■	■	■	■	■	▶
ELA Focused Observations anchored in Educator Evalutor Rubric.		■	■	■	■	■	■	■	■	▶
Professional Development:										
Continue to utilize the LASW protocol to determine areas of strength/weaknesses and determine next instructional steps		■	■	■	■	■	■	■	▶	
Ongoing devleopment and collaboration related to STEM and PBL		■	■	■	■	■	■	■	▶	
Follow district ELA and writing currilculum maps with fidelity.		■	■	■	■	■	■	■	▶	
Implementation and application of Writing Professional Development around the three genres: *Narrative, Opinion, Informational*.		■	■	■	■	■	■	■	▶	
Implementation and application of reading fluency professional development to be implemented in ELA RtI Instruction.		■	■	■	■	■	■	■	▶	
Curriculum:										
Lesson plans anchored in Reading Curriculum Maps and Writing Reference Guides.		■	■	■	■	■	■	■	▶	
DIBELS – Benchmark and Progress Monitoring in all grades (K-5)		■	■	■	■	■	■	■	▶	
Comprehension Progress Monitoring through MCAS release items "dipstick" formative assessments		■	■	■	■	■	■	■	▶	
Literacy Night – "Dinner and Reading" Family Event				▶						
Data:										
DIBELS		■	▶			■	▶		■	▶
STAR		■	▶			■	▶		■	▶
MCAS 2.0								■	▶	

Initiative 2: Math

Team Members: Principal, TLS, SILT, Teachers

Final Outcomes: All students will demonstrate growth towards grade level proficiency, and as a school, we will meet the three end-of-year student learning goals set in the Renaissance School Improvement Plan.

Teacher Practice Goals:

- By EOY teachers and TLSs will regularly and effectively collaborate and implement ongoing data cycles to drive rigorous, specific and targeted instruction:
  - Measured through:
    a) initial benchmark and baseline data,
    b) customized and differentiated instructional planning for classes, individual students, and groups of students with similar skills,
      - PLC Planning through the "RCSA Minutes Template" with an outline of planning for all three tiers of instruction
    c) RTI and other needs as well as timely intervention and remediation,
      - 6 week cycles of instruction and RtI review logs (triangulated data, student groupings based on need, instructional focus, notes for growth)
    d) prerequisite knowledge and advanced knowledge needed to guide and support targeted instructional planning.
      - PD Agendas and Collaborative Logs
- By EOY all elementary teachers will a) plan lessons tied to rigorous objectives, b) embed practices that emphasize conceptual understanding in all parts of their lesson, and c) embed "Go-To" Strategies for EL students within learning tasks.
  - Measured through:
    a) Principal learning walk logs that cite specific observation evidence,
    b) Principal feedback on weekly lesson plans,
    c) Peer learning walk logs that cite specific observations around a predetermined lens (focused around tiers of instruction, rigor of academic task, formative assessment and teacher feedback to support understanding of the standard)

Student Learning Goals:
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What this means for teachers:
- Renaissance teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Renaissance teachers will use the provided Math curriculum and scope and sequence aligned to the Massachusetts Curriculum frameworks to design targeted instructional practices.
- Renaissance teachers and TLS will utilize data and PLC time to design and implement complex tasks for students to apply their learning.
- Renaissance teachers will administer early numeracy and fluency diagnostic assessments to design targeted instruction during the RtI block, in order to increase overall number sense in all students.

What this means for building leadership:
- Principal will provide targeted feedback that emphasizes the connection between planning, instruction, assessment, and student work analysis.
- Prinicpal will assist in the facilitation of weekly grade-level PLC where team members are

analyzing curriculum resources, designing content and language objectives, planning instruction, designing formative assessments, and analyzing student work samples.

- Principal will set clear expectations for teachers in regards to the Mathematics Curriculum, and will provide targeted feedback during Learning Walks and Formal Observations.
- Principal will facilitate Data Defense meetings every 5 weeks to monitor student data with team members, and design interventions around specific student groups who are not making adequate progress.
- Principal will implement numeracy fluency Professional Development to teachers in order to support teachers in implementing targeted and specific instruction during Math RtI.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:	Feb. 1:	May 1:
➤ Teachers will use the updated 2017 Math Massachusetts Curriculum Frameworks to design targeted and specific lessons to increase student proficiency.	➤ Continue all initiatives from the beginning of the year.	➤ Continue all initiatives from the beginning of the year.
➤ Core Curriculum will be adjusted to increase student practice with complex tasks and formative assessment.	➤ Analyze STAR data to ensure the 40% of students projected to move into proficiency from warning/needs improvement have made adequate gains that account for half of their growth goal.	➤ Analyze STAR data to ensure 40% of students have moved from warning/needs improvement to proficiency
➤ An RtI model utilizing formative assessment, intervention and acceleration periods will be implemented to close the gaps towards proficiency.	➤ Progress Monitor STAR data to identify standards/skills students' are ready to learn.	➤ Analyze STAR data to ensure 10% of students have moved from warning to needs improvement.
➤ Professional Development will be implemented to all Renaissance staff around Early Numeracy and Numeracy Fluency to be used during the Math RtI block.	➤ Monitor implementation of the Numeracy Fluency strategies in Math RtI.	➤ Analyze STAR data to ensure 10% of students have moved from proficient to advanced.
➤ STAR Progress Monitoring data all levels will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students.	➤ Create intervention and acceleration classes in addition to core classes based on progress	➤ Progress Monitor STAR data to identify standards/skills students' are ready to learn.
➤ Implement new Innovation plan with STEM Focus	➤ Continue to hold Data meetings weekly to improve student results.	➤ Create intervention and acceleration classes in addition to core classes based on progress
	➤ Units of Study described in Science Curriculum documents drive PBL during times designated on master schedule	➤ Continue to hold Data meetings weekly to improve student results.
		➤ Units of Study described in Science Curriculum documents drive PBL during times designated on master schedule

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Math Learning Walks:										
Math Focussed Learning Walks in all classrooms with TLS and Principal	██▶									
Documenation of Learning Walk Obsrvations and Feedback provided to teachers.	██▶									
Math Focused Observations anchored in Educator Evalutor Rubric.	██▶									
Professional Development:										
Continue to utilize the LASW protocol to determine areas of strength/weaknesses and determine next instructional steps	██▶									
Principal and TLS monitor the RtI Model.	██▶									
Follow district Math currilculum maps with fidelity.	██▶									
Implementation and application of Numeracy Fluency Professional Development around these areas: *Structuring Number, Addition and Subtraction Fluency, Multiplication and Division Fluency*	████████████████▶									
Implementation and application of math fluency instructional strategies to be implemented in Math RtI Instruction.	██▶									
Curriculum:										
Lesson plans anchored in Math Curriculum that align with MA Frameworks.	██▶									
Math Fluency Formative Assessments – Progress Monitoring in all grades (K-5)	██▶									
Word Problem Analysis Progress Monitoring through MCAS release items "dipstick" formative assessments	██▶									
Math Night – "Math at Home" Family Event						▶				
Data:										
Math Fluency Formative Assessments	██▶									
STAR		████▶			████▶				██▶	
MCAS 2.0								████▶		

Initiative 3: SEL (Social Emotional Learning)

Team Members: Principal, PBIS Team, SAC, SILT

Final Outcomes: By EOY, RCSA will have evidence of improvement on key metrics, as a result of the development of PBIS cohorts, Trauma Sensitive cultural implementations, Social Thinking methodology and the Zones of Regulation curriculum. The evidence will include an expected decrease in the the number of tier 3 students, decrease tier 2 and tier 3 behavioral incidents and increase student time on learning at our school.

Teacher Practice Goals:

- SAC and teachers will teach social behavioral expectations and concepts embedded with the core curriculum subject area.
- Through PBIS, Social Thinking, and Zones of Regulation interventions, the SAC and teachers will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.
- Teachers and counselors will collect student work samples that highlight and illustrate numerous learning activities that reflect a variety of tools such as sensory supports, calming techniques, and thinking strategies.
- Counselors will develop lessons that enable students to explore and recognize their internal emotions, sensory needs, and thinking patterns in each zone, when shifting from one zone to another, and then self-regulate within zones.
- Counselors and teachers will utilize Zones of Regulation and Social Thinking methodology to help build the skills that are necessary for students to meet PBIS expectations.
- Both teachers and counselors will explore ideas on how to support students using Social Thinking tools effectively across all school environments in order to help students articulate PBIS expectations.

Student Learning Goals:

- Students will be able to demonstrate the use of Social Thinking strategies in order to improve their ability to consider others' as well as their own emotions and perspectives in order to facilitate stronger critical thinking and thoughtful social behavioral responses to situations.
- Students will utilize Social Thinking strategies and The Zones of Regulation curriculum in order to increase self-regulation, including emotional control, sensory regulation, and executive functions.
- Students will be able to use The Zones of Regulation to visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness.
- Students will incorporate Social Thinking concepts to help with perspective taking in order to demonstrate an increase in the level of understanding social context and how their management of their feelings and states impact those around them.

- Through using Social Thinking methodology and The Zones of Regulation curriculum, students will increase self-awareness and learn tools they can use to regulate emotions and states to meet environmental, academic and social demands.

What this means for teachers:
- SAC along with the principal will be provided training in The Zones of Regulation and Social Thinking methodology. SAC and the principal will provide professional development for staff in The Zones of Regulation and Social Thinking methodology. Staff and parents will be provided with hands-on knowledge on the nature of self-regulation

- and strategies for improving self-regulation and emotional control in students of all ages.
  - Counselors and the PBIS team will be provided training in PBIS and will then provide teachers with professional development in order to implement within the classroom.
  - Both Social Thinking and The Zones of Regulation address the brain's involvement in behavior, typical development, sensory processing, emotional regulation, social cognition, and executive functioning. Both Social Thinking and The Zones of Regulation will be used effectively in conjunction with PBIS.
  - Teachers and school teams are essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include using Social Thinking methodologies to teach positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and enhance students' learning environments.

What this means for building leadership:
- Principal will work with SAC to provide training in The Zones of Regulation and Social Thinking methodology which will provide teachers and SAC instructional strategies to use when instructing the students in the new SEL curriculum.
- Principal will support staff will receive multiple PD's in PBIS and the content supporting it to deepen their understanding.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:	Feb. 1:	May 1:
➢ Principal and staff have introduced and implemented school rules, specific expectations, and "Phoenix PRIDE" motto into all areas of the school ➢ SAC will have received PD regarding Social Thinking overview and received program resources. Renaissance will begin implementation of Social Thinking and Zones of Regulation curriculum and common language. ➢ SAC will target TIER 2 students and begin implementing SEL curriculum. ➢ PBIS team will establish assessments. ➢ SAC, PBIS Team will deliver PD to staff to support PBIS. ➢ Zones of Regulation common language will be posted and introduced to all students. ➢ Students will receive will receive instruction and opportunities to apply social skills needed for PBL and collaborative learning	➢ Principal and staff continue to monitor and implement school rules, specific expectations, and "Phoenix PRIDE" motto into all areas of the school ➢ SAC will continue to target TIER 2 students and progress monitor their development in the SEL curriculum. ➢ A mid assessment will be issued to all the students to demonstrate growth in the SEL curriculum. ➢ PBIS team will continue to roll out PD for staff based on new learning from off-district training. ➢ Students will receive will receive instruction and opportunities to apply social skills needed for PBL and collaborative learning	➢ Principal and staff continue to monitor and implement school rules, specific expectations, and "Phoenix PRIDE" motto into all areas of the school ➢ SAC will continue to target TIER 2 students and progress monitor their development in the SEL curriculum. ➢ An end of the year assessment will be issued to all the students to demonstrate growth in the SEL curriculum. ➢ Tier 2 and Tier 3 students demonstrate social emotional and behavioral growth. ➢ Planning of year 23implementation of PBIS is occurring. ➢ Students will receive will receive instruction and opportunities to apply

		social skills needed for PBL and collaborative learning

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Provide staff with necessary supports for effective implementation of Social Thinking methodology.										
PBIS team attends PBIS cohort meetings and designs professional development to implemented with staff.	████████████████████████▶									
SAC and teachers begins implementation of Zones of Regulation curriculum with all students school-wide to establish common language throughout the school (during Morning Meeting and Health).	████████████████████████▶									
SAC begins implementation of specific Zones of Regulation lessons with Tier 2 students.			███████████████████▶							
SAC works with AIP SEL Team to design and implement Social Thinking assessment protocols in order to assess interventions, student social cognition and related skills. implements assessments to determine				██████████████████▶						
Professional Development:										
On-going professional development in PBIS (tain-the-trainer model with Renaissance staff).		██████████████████████▶								
On-going Zones of Regulation and Social Thinking professional development (train-the trainer model with Renaissance staff).		██████████████████████▶								
Curriculum:										
PBIS, Zones of Regulation, Social Thinking	████████████████████████▶									
Data:										
Assessment Data	████████████████████████▶									
Aspen Data (Journal Referrals)	████████████████████████▶									

Initiative 4: Parent and Community Outreach

Team Members:	Principal, Teachers, SILT, SAC, Family Center Liason, After-School Program Coordinator

Final Outcomes: By EOY, the RCSA will have evidence of diversified parent and family engagement activities with multi-tiered parent engagement activities. By tiering our activities through a framework that looks at the differing levels of academic and non-academic supports that families may need, the Renaissance staff will strengthen the school-to-home-to-community partnership.

Teacher Practice Goals:

- Increase family access to community services to overcome external barriers to children's learning.
- Increase parent use of and contributions to strong informal support and networks.
- Increase at home parent-child reading and other literacy-learning.

- Increase parent engagement, and involvement, and voice, in their children's education and school.

Student Learning Goals:

- To increase student academic and social-emotional opportunities.
- To increase student awareness of school-wide community networks and events.
- To increase student access to quality literature and other literary resources, including the New Bedford Public Library.

- To increase students' involvement in the school community.

What this means for teachers:
- The SILT will have a focus on parent and community engagement.
- The SILT with design school-wide events at all three tiers:
    o Tier 1 Event: whole school
    o Tier 2 Event: Individual grade-levels, grade-spans, pockets of students (i.e. one after school group)
    o Tier 3 Event: specific and targeted group of students and families (i.e. students in grades K-2 struggling in reading fluency)
- Teachers will attend at least one school-wide event per school year.
- Teachers will create a log of all parent communication that consists of positive conversations as well as areas of concern/growth conversations.
- Grade level teachers will host at least one academic family night per school year (Tier 2 Event).

What this means for building leadership:
- Principal and SILT will play an essential role in looking at and evaluating the effectiveness of their ongoing family engagement initiatives (events at all three tiers).
- Principal and SILT will determine ways to diversify their level of engagement and looking at data.
- Principal and Family Center Liason will design specific and targeted agendas for the the Monthly "Community Partnership Meetings".

- Principal and "After School Coordinator" will work to redisgn the structure of the Renaissance After-School Program (with teachers and community partners).
- Principal will emphasize communicating positive system implementation and sharing of the positive supports with parents and the greater school community, as well as sharing out the progress.
- Priniciapl will re-establish the "Governing Board" and elicit feedback and support in the redesign of the Innovation Plan.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:	Feb. 1:	May 1:

➢ The following Tier 1 Family Engagement Nights will have occurred:
   o Open House/Welcome Back Night
   o Harvest Festival
   o Coffee Hour (Report Cards)
➢ The following Tier 2 Family Engagement Nights will have occurred:
   o Kindergarten Orientation
➢ Planning for the February 1st Family Engagement Nights will have begun
➢ Teachers will begin to increase family communication to inform families of what is happening in the day to day classroom
➢ The planning for Curriculum Based Family Engagement Nights will have begun (Tier 2 Events)
➢ Family Center will be open to parents and families
➢ All school notices will be sent home in multiple languages
➢ SILT will begin their focus of developing creative and engaging ways to involve the community and families (Tier 3 Events)
	➢ The following Tier 1 Family Engagement Nights will have occurred:
	   o Winter Festival
	   o Welcome to the Arts! Night
	➢ At least 3 of the 4 grade level curriculum based Family Engagement Nights will have occurred
	➢ Planning for the final grade level curriculum based Family Engagement Nights will have begun.
	➢ Family Center will continue to be open for parents and families
	➢ Notices will continue to be sent home in multiple languages
	➢ Teachers will continue to increase contact with families to inform them of what is occurring in the day to day classroom
	➢ SILT will have planned at least one community/family event (Tier 3 Event)
		➢ All of the grade level curriculum based Family Engagement Nights will have occurred
		➢ Family Center will continue to be open for parents and families
		➢ Notices will continue to be sent home in multiple languages
		➢ Teachers will continue to increase contact with families to inform them of what is occurring in the day to day classroom
		
		➢ Planning for community and family engagement for 2018-2019 school year will have begun

Roadmap										
Activity	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**
Family & Community Engagement Events										
Tier 1 Events hosted at Renaissance and the Boa Vista Community Room including: Welcome Back to School Night, Fall Festival, Open House, Winter Celebration, Spring Festival	██▶ (Aug–May)									
Tier 2 Grade-Level Academic Nights to support parents with curriculum including: Grade-Level Academic Math Nights, Literacy Nights, Homework Helper Night, Cultural Fair, Science Fair					████████████████████████▶ (Dec–May)					
Tier 3 Events hosted for specific targeted groups of students and families including: Reading Strategies to Help my Young Reader, Early Numeracy Fluency Game Night					████████████████████████▶ (Dec–May)					
Family & Community Informative Events										
Monthly Governing Board Meetings		██████████████████████████████████▶ (Sep–May)								
Monthly Community Partnership Meetings		██████████████████████████████████▶ (Sep–May)								
Parent Coffee Hours (Monthly) to create a positive relationship between Principal and Parents (held in grade-level spans to small group setting which will foster two-way communication between principal and parents)				██████████████████████████▶ (Nov–May)						
Report Card Information Meeting (teaching parents about the new report cards)		▶ (Sep)								
Family and Community Collaboartion										
Revamped After-School Program with specific and targerted groups run by teachers and community partners aligned with AIP and SIP		████████████████████████████████▶ (Sep–May)								
Rebuild Relationships with Community Partners in order to provide opportunities for our students (YOU, NB Art Museum, Girl Scouts, Culture Park)	██████████████████████████████████████▶ (Aug–May)									

Section 4. Develop a targeted PD plan to support SIP

Instructions: *Identify 2-3 instructional focus areas that are aligned to your school's SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.*

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
Stenthening the Three Tiers of Instruction	Improved instructional practices through tiered instruction in ELA and Math.	Teachers are familiar with implementing guided reading groups in math to support different levels of readers.	Teachers will implement differentiated and targeted lessons, during all three tiers of instruction, using engaging, rigorous, and complex tasks in both ELA and Math.
Using the Inquiry Cycle to Close Student Learning Gaps	Improved Tier 3 instruction to close the learning gaps and support students in moving towards grade-level proficiency.	Teachers are familiar with STAR and DIBELS assessments to form student groups.	Teachers will use the inquiry cycle to analyze data, sort students based on skill deficits, and design targeted instruction during RtI in ELA and Math
Engaging students through goal setting and a trauma-sensitive approach to teaching	Improved understanding of how to best support the academic and social-emotional growth of our population of students.	Teachers have begun trauma-sensitive training.	Teachers will use the understanding of "trauma sensitive" training, paired with the theories behind growth mindset, student goal setting, and an engaging instructional approach.

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.
This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

Focus area 1:	Stenthening the Three Tiers of Instruction		
Instructional strategies:	See Below	**Approximate dates:**	August - June
Meeting	**Learning objectives for teachers**		**Support needed**
September 2018	Collaboration and planning related to new master schedule that designates 4x60 of CBL.		In-school (PLC time, PD time, TLS, principal-created resources)
September 2018	Understand how to design PBL and curriculum maps using the standards		In-school (PLC time, PD time, TLS, principal-created resources)
September 2018	Understand how to facilitate PBL: • Scaffold the tools used to meet the objective • Scaffold the level of support given to meet the objective		In-school (PLC time, PD time, TLS, principal-created resources)
October 2018	Understand how to disaggregate data to form student groups for Tier 2 Instruction Understand how to design specific and targeted Tier 2 Instruction within the core content: • Teacher-Led Small Group Instruction • Student-Led Independent "Centers"		In-school (PLC time, PD time, TLS, principal-created resources)
November 2018	Begin the culmination of unites related to Physical Science Unit in Curriculum Maps • Teachers and STEM Teacher will collaborate and plan related to delivery of units • System of feedback given to familes on report cards is delineated		In-school (PLC time, PD time, TLS, principal-created resources)
November-June	Plan, monitor, and strengthen Project Based		In-school (PLC time,

| (PLC and PD days) | Learning and STEM integration | PD time, TLS, principal-created resources) |

Focus area 2:	**Using the Inquiry Cycle to Close Student Learning Gaps through RtI**		
Instructional strategies:	See Below	**Approximate dates:**	August - June
Meeting	**Learning objectives for teachers**		**Support needed**
October 2017	Understand how to analyze student data and triangulate data		In-school (PLC time, PD time, TLS, principal-created resources)
November 2017	Understand how to identify an area for concern (short-term goal)		In-school (PLC time, PD time, TLS, principal-created resources)
November 2017	Understand how to form student groupings and design an action plan to target instruction		In-school (PLC time, PD time, TLS, principal-created resources)
December 2017	Understand how to progress monitor bi-weekly to monitor student growth		In-school (PLC time, PD time, TLS, principal-created resources)
November-January 2017	Learn a variey of research-based instructional approaches for Intervention: • Math Recovery • Early Numeracy Fluency Strategies • Quick Reads • Wilson		Reaserch-Based Intervention Resources
December 2017	Understand how to review progress monitoring data at the end of the 5-week cycle		In-school (PLC time, PD time, TLS, principal-created resources)
All Year	Review short-term goal and continue or revise, and repeat		In-school (PLC time, PD time, TLS, principal-created resources)

Focus area 3:	Engaging students through a community built on core values identified and communicated through PBIS behavior matrix		
Instructional strategies:	See Below	**Approximate dates:**	August - June
Meeting	**Learning objectives for teachers**		**Support needed**
September 2017	Building Based PBIS		North Star Collaboration
November 2017-June 2017	Continue to build practice related to PBIS, the building's behavior matrix and common use of core value language with students		In-school (PLC time, PD time, TLS, principal-created resources)
November 2017-June 2017	PBIS Team continues PD		In-school (PLC time, PD time, TLS, principal-created resources)
November 2017	Understand how to support students through PBIS approaches		In-school (PLC time, PD time, TLS, principal-created resources)