

Renaissance Community Innovation School
Plan Overview 2019-2022
9/9/2019

Mission

The mission of the Renaissance Community Innovation School (RCIS) is to provide students with a broad-based and challenging academic program that integrates science, technology, engineering, arts, and mathematics within the curriculum. We believe every child is entitled to a comprehensive and dynamic educational experience. We seek to foster well-rounded, inquisitive learners who are equipped with the knowledge, skills, and confidence to ensure college and career readiness in the 21st century. We believe families are the primary stakeholders in their child's success, thus we strive to weave families and the community into the daily educational and instructional fabric of our student's lives. In summary, low academic achievement, social emotional challenges, and low English language proficiency can be successfully addressed and revitalized through strengthened community and family partnerships, as well as a purposeful integration of project-based and service learning through STEAM enhanced curriculum.

Vision

We envision a school where all stakeholders hold themselves and each other to high expectations in order to establish a strong learning community. All teachers, administrators, children and families set high standards for themselves to develop the skills, character, and attitudes for life-long learning and self-direction.

Core Values

Perseverance:

We keep on trying even when it is hard.

Respect:

We treat ALL others as we would want to be treated.

Integrity:

We do the right thing EVEN when no one is looking.

Determination:

We are driven to achieve and succeed in ALL we do.

Excellence:

We strive to become better friends and students than we were yesterday.

Theory of Action

Project-Based learning and service-based learning will allow students to make connections between and across disciplines. This will lead to strengthened student proficiency with STEAM enhanced curriculum. Instructional strategies will be aligned with, and support, student proficiency in the MA Curriculum Frameworks through deeper engagement with all subject areas.

Strategic Objectives			
1. High Quality Instruction	2. Effective Student Support Systems	3. Strong family and community relationships	4. Team excellence
Strategic Initiatives			
1.1 Support the implementation of District standards based curriculum map through the planning and implementation of lesson that focus on well-written objectives and aligned formative assessments.	2.1 Support Teams for varied needs - Maximize our Building Based Support team and SEL cycle review case studies to identify academic, behavioral and socio-emotional supports for students	3.1 Parent Family Engagement – Families are partners in our SEL and academic curricula	4.1 Professional Collaboration- teachers are collaborative partners within their grades and across grade levels.
1.2 Enhance Pedagogy - Broaden repertoire of instructional strategies in literacy and mathematics especially related to	2.2 Access for all students – Embrace practice and implement multi-tiered systems of supports and UBD to meet the needs of all RCIS Students	3.2 Culturally Proficient Communication – Communication to all members of our school community needs to be undertaken in a respectful and thoughtful fashion.	4.2 Comprehensive Professional Development – Staff will engage in a regular rotation of PD themes which includes Family Engagement, PBIS/SEL, Instruction and Innovation Plan Specific topics
1.3 Project Based Learning, STEAM and Makers’ Mindset –Continued implementation of collaborative learning environments and related instructional strategies will carry into year o of Innovation Plan.	2.3 Supportive Learning Environment - Continue implementation of PBIS system that provides students with a safe and collaborative learning environment where they can take academic risks.	3.3 Community Partnerships –Foster existing and identified community partners to support the Innovation Plan.	4.3 Reflective Practice – Ongoing reflection and analysis of current student achievement needs to inform practice and plans of action.
Outcomes			
<p>1.1 Lesson planning and delivery is predicated on desired learning outcomes for students rooted in standards rather than driven by scope and sequence of text series.</p> <p>1.2 Tier One instruction will include practice to build foundational literacy and number sense.</p> <p>1.3 The main emphasis of the school’s Innovation Plan will continue to develop through its mode of instruction and student learning.</p> <p>2.1 Systems for designing tier 2 and 3 supports for students will continue to evolve for identified students with academic, SEL and ESL needs.</p> <p>2.2 Learning environments will look to remove barriers to learning that will benefit all students.</p> <p>2.3 PBIS implementation will be more about building skills to develop skills to be collaborative learners.</p> <p>3.1 Families will engage and participate in their children’s learning and growth.</p> <p>3.2 Two-way communication will be facilitated in a variety of modes that honors all families.</p> <p>3.3 Community partners will begin to support the school community within and outside of the school day.</p> <p>4.1 Educators at RCIS work collaborative to develop practice that responds to student needs and evolves in a fashion consistent with the Innovation Plan.</p> <p>4.2 Building based PD build practice that is driven a coherent plan that is responsive to all areas of this plan and the Innovation plan.</p> <p>4.3 Collaboration and PD will build practice that is responsive to areas of need across the curriculum.</p> <p>5.1 RCIS will be perceived as a unique public school serving the families it shares with Gomes School as currently districted.</p>			

Renaissance Community Innovation School Action Plan Template, 2019-20

(While the Plan Overview is a 3-year outlook, this Action Plan is specifically a 1-year outlook for this SY.)

Strategic Objective/Initiative: 1.1 Standards Based Curriculum

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Implementation of standards based curriculum maps in Mathematics and English Language Arts.			

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Lessons observed through instructional rounds and/or observations reflect standards indicated in maps.			
Planning based on standards based curriculum maps facilitated through PLC and PD times.			
Foundational skills taught with new instructional strategies are observable in classroom rounds.			
Increase of fluency evident through periodic formal and informal assessments			

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Strategic Objective/Initiative: 1.2 Enhance Pedagogy

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Implement instructional strategies that will bolster lagging foundational literacy skills, particularly in grades 1-3			
Methodically review and ensure that the District Instructional Plan is being utilized with students as indicated, with a particular focus on strategies with align with the innovation plan.			

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Teachers in grades one and two begin implementing practice from LETRS training to support lagging foundational literacy skills.			
Foundational skills taught with new instructional strategies are observable in classroom rounds.			
Increase of fluency evident through periodic formal and informal assessments			

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Strategic Objective/Initiative: 1.3 Project Based Learning, STEAM and Makers' Mindset

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Implement instructional strategies which will lead to more student centered and collaborative learning environments in all classrooms.			

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Classroom observations with a focus on Collaborative Learning Environment element are rated as proficient 80% of the time.			

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Strategic Objective/Initiative: *2.1 Support Teams for varied needs*

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Methodically review and ensure that the District Curriculum Accommodation Plan is being utilized with students as indicated.			
Assessments, plans and interventions will be implemented to address the foundational literacy as data indicates are areas of concerns.			

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Introductory PD in September	Somes	9-12-19	complete
LETRS training for Principal, TLS and Grade One teacher to commence in Fall of 2019	Somes, Drayton and Corso		

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Strategic Objective/Initiative: *2.2 Access for all students*

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Team consisting of principal, TLS, Grade 5 Teacher, ESL Teacher, Special Education Teacher and District Special Education TLS will participate in tiered inclusive academy.			

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Visible signs of UDL principles will be visible in learning environments.			

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Strategic Objective/Initiative: 2.3 Supportive Learning Environments

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Interventions in place for students who are identified with gaps in foundational literacy skills.			
Behavioral/ SEL supports in place for students who require them			

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Small group instruction in foundational literacy skills will be evident across grades, particularly 1-3			
Standard practice in PBIS/SEL will be evident that proactively acts on any possible dysregulation. (purple folder)			

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Strategic Objective/Initiative: 3.1 Parent Family Engagement

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Increase number of families who utilize supports offered by Family Engagement Center through meetings in the center and/or home visits.			
Host a balanced set of events which include families in school life, especially events that engage families in the curriculum.			

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Scheduling of family meetings and home visits	Diaz	EOY	ongoing
Attendance of families at events reflected in attendance sheets maintained by Family Engagement Team	F.E.T.	EOY	ongoing

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Strategic Objective/Initiative: *_3.2 Culturally Proficient Communication*

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status

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Strategic Objective/Initiative: 3.3 Community Partnerships

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Implement a new model/approach to engage community partners in focused areas related to curriculum, culture/climate and student supports.			

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Format of community partner meetings will change to be sub-group meetings which become more action oriented based on a particular sub-group's focus.			

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Strategic Objective/Initiative: 4. 4.1 Professional Collaboration

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
A regular rotation of PD themes will be implemented to build capacity related to district plan, school's innovation plan and student needs indicated by various data sources and points.	Somes/SILT	EOY	ongoing
A contingent of staff including teachers and the principal will participate in Tiered Inclusive Academy	Somes	EOY	Ongoing
Broaden instructional practice through focused professional development in foundational literacy.			
Continue efforts related to staff retention to further decrease staff turnover from year to year.			
Focused and systematic observation and instructional rounds rotation will be enhanced.			

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
SMART PD will reflect an even distribution of topics related to Instruction, PBIS/SEL, Family Engagement and Innovation Plan specific topics.			

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Strategic Objective/Initiative: *_4.2 Comprehensive Professional Development _*

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Focused Professional Development on instructional strategies related to foundational literacy.			

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status

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Strategic Objective/Initiative: 4.3 Reflective Practice

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status

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Strategic Objective/Initiative: 5. *Public Confidence and Pride*: Strengthen the reputation and elevate the profile of the school district.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status

NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: <http://www.doe.mass.edu/research/success/>

What Are Mission, Vision and Core Values? The mission is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The vision is the school's aspirations for students and explains what the community values and why, and what future success looks like. Core values are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

What is a Theory of Action? The theory of action is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

What Are Strategic Objectives and Initiatives? Strategic objectives are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." Strategic initiatives are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

What Are Outcomes? Outcomes are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

What are Process Benchmarks? These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

What are Early Evidence of Change Benchmarks? These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

What is the status column for? This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.