



**Boston Renaissance Charter Public School  
Charter School Improvement Plan  
June 2007  
Draft 1.4**

**TABLE OF CONTENTS**

**I. Executive Summary.....3**

**II. Step One: Self Analysis.....4**

**Step One A: Performance Targets.....5**

**Step One B: Data Analysis.....6**

**Step One C: Hypothesis.....8**  
        **Identification of Causes/Weaknesses**

**Step One D: Assessment of Necessary Conditions.....10**

**III. Step Two: Planned improvements.....14**  
    **Student Performance Goals & AYP Benchmarks**  
    **Planned Improvement Activities & Objectives**  
    **Strategies for Meeting Planned Improvements**

**IV. Step Three: Reporting Outcomes.....21**

**Step Three A: Develop Action Plans.....22**

**Step Three B: Establish and Monitor Benchmarks.....22**

**Step Three C: Monitoring Calendar.....24**

**Appendix A: Grade Level and Department Level Action Plan Templates**

**Appendix B: Implementation and Outcome Benchmark Templates**

**Appendix C: Board of Trustees Headmaster Evaluation Tool**

**Attachment 1: PIM Descriptive Data Charts**

**Attachment 2: AYP Flowchart**

## Executive Summary

The intention of the Charter School Improvement Plan (CSIP) for Boston Renaissance Charter Public School (BRCPS) is to provide a functional mechanism for communicating dimensions for improving performance in compliance with federal and state requirements. The criteria for success set forth in the CSIP are based on achievement of Adequate Yearly Progress (AYP) in Reading/English Language Arts and Mathematics as measured by the Massachusetts Comprehensive Assessment System (MCAS). Essential information and discoveries have been captured in a user friendly format designed to guide and monitor effective implementation of Renaissance's revised Charter School Accountability Plan.

In order to meet all federal, state and local expectations for school improvement, Renaissance recognizes progress made on 2005 and 2006 MCAS results; however, all stakeholders must maintain a heightened sense of urgency to accelerate student achievement outcomes to achieve our goals. The most important determinations set forth in the CSIP can be summarized as recognition of a critical need to implement high impact, data informed strategies to ensure that the standards are actually taught in each class, each day, and that all students learn the standards at the level of MCAS rigor. Essential modifications are focused with student achievement targets, implementation benchmarks, outcome benchmarks, and data-informed progress monitoring.

On February 27, 2007, the Massachusetts Board of Education placed BRCPS on probation and imposed conditions requiring completion and approval of a revised Accountability Plan aligned with a CSIP by June 30, 2007. Renaissance embraces this opportunity to improve data-driven educational practices with a heightened focus on student performance as measured by achievement of AYP in Reading/English Arts and Mathematics. Since making AYP is determined by MCAS success, reaching our goal can be summed up as knowing the standards, teaching the standards, and testing the standards.

The school utilized the Massachusetts Charter School Office Guidelines for Writing School Accountability Plans along with the Charter School Plan for Improvement to develop and write our Accountability and Charter School Improvement Plans. A collaborative process was

led by the Chief Academic Officer, principal writer of Renaissance Academic Policies and Procedures. Recommendations, feedback, and contributions from the Headmaster, Leadership Team, Instructional Leadership Teams, teachers, instructional coaches, and the Board of Trustees were synthesized into a written document.

We approached development of the CSIP as an ongoing process that incorporates Guidelines from the Massachusetts Charter School Office with elements of the DOE Performance Improvement Mapping Process. Though a written document is a necessary end result, the larger goal for Renaissance is to embed the principles of the Performance Improvement Mapping (PIM) steps into the everyday work of the school, creating a culture of ongoing investigation and improvement. The written plans are designed as living documents that foster communication and will be updated regularly. School improvement plans are meaningful when used as functional tools that guide regular data collection/analysis/sharing, informed decision making/program adjustments, progress monitoring, and continuous improvement in teacher/student performance.

### **Step One: Self-Analysis**

Boston Renaissance Charter School was established in 1995 and remains one of the nation's oldest and largest single site-site charter schools. The Renaissance school district is organized according to the Carnegie model, with three smaller learning communities that include a Kinder, Primary, and Elementary School, each with its own Principal/School Director and Instructional Leadership Team. Dr. Roger Harris, the Headmaster/CEO, has a Leadership Team that works closely with the Board of Trustees, parents, and community partners to provide a safe, nurturing school environment where students develop academic, social and emotional competitions, character, and citizenship. Student demographic information reports 1266 registered students who have the following sub-group representation:

- African American 73%
- Hispanic 20%
- Low Income 72%
- Special Education 12%

Data from spring 2006 MCAS was used as a baseline for establishing academic benchmarks in Reading/ELA and Mathematics. Renaissance's existing partnership with Dr. George Ladd, Director of the Data Analysis & Strategic Planning Program at Boston College was expanded to include the work of Dr. Bruce Bean, Research Director of the Community Partners Initiative. The Massachusetts Department of Education's (MDOE) formula for student improvement was used to calculate attainable benchmarks for aggregate and student subgroups.

These benchmarks have been included in the revised Accountability Plan; therefore, Renaissance's CSIP is now aligned with AYP benchmarks. Data collection and analysis also involved identification of the weakest and strongest standards-based performance on MCAS strand/item analysis. The hypothesis and possible causes written in Step One C were developed by organization of student performance benchmark/outcome data in conjunction with observations of classroom practices. Analysis of the hypothesis statements guided the school's process for determining essential needs and improvement strategies.

In all matters, evidence of effectiveness must be measured by sustained improvement of student performance on MCAS. Classroom teachers must continue to use internal and external data to inform instruction and for monitoring progress against our 2010 Accountability Plan goals. Renaissance must continue to implement a formative and summative assessment battery for screening, progress monitoring student performance, and for measuring student outcomes. Multiple measures for checking students' underlying skill acquisition and concept mastery across reading, language arts, and Mathematical learning domains have been re-examined for modification. A deepened approach for linking assessment driven instruction with developmental continua will be implemented. Emphasis will be placed on assisting teachers in making grade-to-grade, standards-based connections for proficiency.

### **Step One A: Performance Targets**

The student performance targets set for BRCPS by the state in the aggregate and for subgroups in order to substantially increase the percentage of students attaining proficiency and make AYP can be found in the Descriptive PIM charts (Attachment 1). The PIM

Descriptive Information charts provide data for the aggregate group. However, charts for each subgroup have been completed and will be used internally by the school to drive necessary improvements in student outcomes. Baselines are drawn from spring 2007 MDOE calculations. These targets have been recently provided by MDOE in preparation for moving from two year AYP cycles to annual AYP calculation. PIM Descriptive Information Charts were used to predict a distribution of students' performance on MCAS Reading/ELA and Mathematics that may be required for making AYP. (Aggregate charts are in Attachment 1) Major academic CSIP goals are based on attainment of these targets as well as goals of the Renaissance school mission.

*Performance Target Goal based on PIM Descriptive Information Charts:*

- Increase ELA CPI from 71.5 in 2006 to 75.1 in 2007, 78.6 in 2008, 82.2 in 2009, and 85.8 in 2010. This target will be reached by increasing the number of students who score Proficient from 202 in 2006 to 217 in 2007, 247 in 2008, 280 in 2009, and 295 in 2010, and decreasing the number of students performing in Warning/Failing from 82 in 2006 to 55 in 2007, 44 in 2008, 31 in 2009, and 14 in 2010.
- Increase Math CPI from 55.6 in 2006 to 61.2 in 2007, 66.7 in 2008, 72.3 in 2009, and 77.8 in 2010. This target will be reached by increasing the number of students who score Proficient from 125 in 2006 to 150 in 2007, 170 in 2008, 200 in 2009, and 240 in 2010 and decreasing the number of students performing in Warning/Failing from 205 in 2006 to 158 in 2007, 121 in 2008, 93 in 2009, and 68 in 2010.

**Note: Projections for number of students who will move will depend on enrollment.**

## **Step One B: Data Analysis**

Student learning objectives were determined by identifying trends on MCAS item and strand analysis graphs for different groups of students. This approach identified specific skills and knowledge that students have not mastered, thus defining objectives for student learning. Grade level item and strand analysis of 2006 MCAS results revealed several weak performance areas in Reading/ELA and Mathematics. In reading/ELA, students in grades 3-6 in all subgroups are underperforming in the areas of non-fiction and open-response. Additionally, grammar has been identified as a weak area for 4<sup>th</sup> and 5<sup>th</sup> grade students in all subgroups. In Mathematics, students in grades 3-6 in all subgroups are underperforming in

the measurement strand. Students in grades 5-6 are underperforming in all strands of Mathematics, particularly in the area of open response.

BRCPS' NCLB Accountability status is School in Need of Improvement in Reading/ELA and Corrective Action for Mathematics. The charts below represent areas of weaknesses and strengths in performance on 2006 MCAS. The first row of each chart represents the average percent correct for students of all items for ELA and Math on the 2006 MCAS. The bolded numbers represent each grade level's weakest performance areas.

	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>English - All Students</b>	<b>Average Percent Correct</b>			
All Items	71	61	58	61
S 4 - Vocabulary	69	70	58	65
S 5 - Grammar	81	<b>44</b>	<b>42</b>	80
S 8 - Understanding Text	72	77	61	68
S 12 - Fiction	70	62	51	76
S 13 - Nonfiction	<b>61</b>	54	56	62
OR - Open Response	<b>50</b>	<b>43</b>	<b>47</b>	<b>48</b>
CT - WP Topic Development		54		
CC - WP Grammar		75		

<b>Math - All Students</b>	<b>Average Percent Correct</b>			
All Items	71	60	47	53
NS - Number Sense	70	58	<b>48</b>	<b>57</b>
PR - Patterns & Algebra	77	69	<b>56</b>	<b>59</b>
GE - Geometry	73	55	<b>42</b>	<b>36</b>
ME - Measurement	<b>58</b>	<b>42</b>	<b>40</b>	<b>46</b>
SP - Statistics & Probability	74	69	<b>40</b>	<b>53</b>
OR - Open Response	65	51	<b>37</b>	<b>38</b>

\* Based on its MCAS performance in the last 4 years, BRCPS' accountability status for ELA is School in Need of Improvement and is in Corrective Action for Math.

## **Step One C: Hypothesis**

### **Identify Causes of Weaknesses in Student's Knowledge and Skills**

After identifying the specific skills and knowledge that students lack, Renaissance's Central Academic Support Team (CAST), School Directors and Instructional Leadership Teams (ILT) performed a self-analysis to determine why students have been unable to master these skills. Critical thought was given to each student learning objective, brainstorming a number of possible causes that affect students' ability to master each skill. Each cause was organized according to content and skill categories. Causes were then prioritized based on their level of impact on student achievement and the level of control the school/district has over each cause. We came to consensus regarding the principles implicit in the dimensions of school improvement and used our common understanding to frame discussions about future plans for school improvement.

### **Essential Needs:**

- a. The need for authentic pathways to ensure that the standards are taught in each class each day and that all students learn the standards.
- b. The need for professional Development to ensure that teachers know the standards and can teach the standards with the same rigor found on MCAS. Additionally, standards instruction must be based on curriculum mapping to ensure that instructional pacing matches the MCAS testing schedule.
- c. The need for alignment of all rubrics, report cards, and grading decisions with MCAS scoring system.
- d. The need for Instructional Coaches and teachers to know and deliver explicit classroom applications of Bloom's Taxonomy that ensures that instruction matches MCAS levels of rigor.
- e. The need for a systematic K-6 continuum for assessment driven writing instruction.
- f. The need for greater precision in utilizing a diagnostic/prescriptive performance evaluation process that inspects, improves, and celebrates effective teaching-learning cycles.
- g. The need for refinement of School Wide Accountability Monitoring Team classroom walkthroughs, observations, and reflective feedback to inform and enhance assessment- instructional practices.

### **Possible Causes of Students' Lack of Skills and Knowledge:**

1. The district has not used MCAS rubrics and scoring criteria consistently or for all performance expectations. Report card grading decisions are not aligned with MCAS rigor and criteria.
2. All teachers are not fully versed in knowing the standards, teaching the standards-based curriculum, curriculum mapping/pacing, and teaching what's on the test by the time the test is given. Teachers do not fully understand the relationship and level of difficulty for standards instruction from grade-to-grade.
3. Observations of instruction reveal that supplemental and intervention strategies are not well integrated in every academic block to address specific areas of low student performance. Oral language development, question/answer relationships, spelling and writing are among the necessary conditions identified as lacking.
4. Grade-level teams and instructional Coaches/Teachers struggle with instructional rigor, pacing and continuity of content applications, resulting in gaps in student performance.
5. All instructional Coaches/Teachers do not have sufficient pedagogical knowledge needed nor sufficient understanding of appropriate demonstration of what proficient performance in Geometry & Measurement should look like in order to meet the rigor of grade level expectation set in the state curriculum frameworks and MCAS test.
6. Instructional Coaches/Teachers need more explicit understanding/application of how to effectively structure/deliver literacy block activities such as providing students with adequate time to make reading/writing connections to text at their grade level.
7. All readers, especially struggling readers, are not immediately provided with frequent opportunities to write and receive assessment informed feedback that promotes reflection on their own learning.
8. The district needs to consistently deliver instruction in process writing and writing mechanics. The school does not have a comprehensive writing/grammar program or benchmark assessment.
9. Students are not exposed to effective application of Bloom's Taxonomy, higher order thinking questioning and responding at the application, analysis, synthesis, and evaluation levels.

10. The quality of coaching has not been evaluated, is inconsistent, and may have a marginal impact on improving classroom practices.
11. Professional development activities are not intricately aligned with students' learning needs, Teachers'/Coaches' weaknesses in standards-based instructional methodology, and the academic goals of the school.
12. Clarity of roles and responsibilities is still evolving. Also, there is no academically aligned performance evaluation system with coherent policies and procedures that are systematically governed by student achievement outcomes.

### **Step One D: Assessment of Necessary Conditions**

Currently, according to Reading First standards and MDOE standards for time on learning, Renaissance has essential personnel, time, professional development, common planning structures in place. Designated Reading/ELA and Mathematics instructional blocks where scientifically researched instruction occurs are established. Although all curricula are aligned with the Massachusetts Standards, a need for increased instructional pacing and rigor has been identified. Comprehensive benchmark testing and data coaching is provided in reading and Mathematics. Significant contributing factors to low student performance are detailed in the Step One C Hypothesis section. The CSIP will improve the quality of implementation of assessment driven instructional practices.

### **Standards-based Teaching and Learning**

Reading/ELA and Mathematics curricula are aligned to State Frameworks in core content areas. Renaissance utilizes DOE approved core, supplemental, and intervention curriculum materials that are research-based and aligned with the Massachusetts State Standards. The school uses Scott Foresman Mathematics in grades 1-6 and Big Math for Little Kids in the Kinder School. For Reading/ELA, Harcourt Trophies is used in grades K-6. Tiered supplemental and intervention programs include but are not limited to Harcourt Intervention, Project Read, Read Naturally, Lexia, Explode the Code, Brainfuse, and SuccessNet. The Curriculum Mapper is used to develop grade level, subject area pacing of instruction in reading and Mathematics.

In 2006-2007, BRCPS had 1 full-time Math coach, 2 literacy intervention specialists, and 2 Reading First facilitators. Currently these staff members provide faculty with classroom observations and feedback on instruction.

### **Informing Practice with Data**

Since academic year 2002, Renaissance has implemented a comprehensive benchmarking system that uses valid reliable screening, diagnostic, and outcome assessments. Students are tested in all domains of learning in reading and Mathematics. The battery of multiple measures includes: Dynamic Indicators of Basic Early Literacy (DIBELS); Group Reading Assessment and Developmental Evaluation (GRADE); Scholastic Reading Inventory (SRI); PAR Mathematics; Stanford Nine Achievement Test for Total Reading and Total Mathematics (SAT-9), and MCAS. Benchmarks are administered three times per year.

School Directors, Instructional Coaches, and Classroom Teachers participate in a minimum of three data-coaching sessions per year, where major teaching emphasis and strategies are determined. Decisions about flexible grouping, individual student learning profiles, intervention placements, frequency of progress monitoring, and professional development are informed by student assessment data. In 2006-2007, standards-based interim assessments were administered in Math and ELA every six weeks in grades 4-6.

### **Time on Learning**

The academic schedule designates a daily 150-minute literacy block and a daily 90-minute Mathematics instructional block. Students also receive social studies and science instruction. After school homework assistance is available on a voluntary basis. In 2006-2007, the school implemented ASAP (After School Accelerated Program), a 6-week program designed for specific students to receive supplemental Math instruction. Students were identified through previous MCAS performance data, teacher recommendation, and standards-based interim assessments. For MCAS Grade 3 Reading preparation targeted students participated in a 10-week after school intensive M-CLASS.

School Directors, Instructional Coaches, and Lead Teachers are organized into Instructional Leadership Teams (ILT) for each school. ILTs meet on a weekly basis to examine

instruction, Look At Student Work (LASW), monitor curriculum and instructional practices. Teachers receive one hour daily for instructional planning and development. Common planning time for each grade level teaching team occurs minimally for one hour per week. Lead teachers facilitate formal LASW sessions, curriculum mapping, lesson/unit planning, and discuss student assessment data.

In August, teachers new to BRCPS receive 10 days of professional development. Returning staff receives receive 5 days of professional development prior to the first day of school for students. All faculty members participate in 3-5 days of professional development during the academic year along with additional 3-4 days at the end of June.

### **Instructional Leadership**

The Headmaster's Leadership Team manages all aspects of school functioning including academic achievement, human resources, finances, operations, and family/student support services. The team engages in strategic planning, programmatic implementation and monitoring during weekly meeting with additional sessions as needed. On-site school administration is organized by departments and schools in accordance with daily operations. Hiring and placement decisions are made by the headmaster and school directors.

### **Governance**

The Board of Trustees conducts a self-analysis and retreat annually. During the retreat they discuss their effectiveness as a Board, their ability to support the leadership team, and their goals for the upcoming year. In 2006-2007, the Board added three new members -- an urban educator and two lawyers. All three have significant connections in the Boston community. The Board holds its monthly meetings at the school and all school department heads and directors submit reports prior to meetings for the Board's perusal. Board members also participate in the school community as science fair judges, field trip chaperones, and classroom volunteers.

The Board has five sub-committees: Finance, Academic Achievement & Curriculum and Instruction, Governance & Nominating Committee, Human Resources, and Development. The Finance Committee consists of at least three members whose duty it is to recommend

fiscal policies and a budget to the Board. The Governance & Nominating Committee consists of at least three members whose duty it is to nominate officers and Trustee candidates and build Board membership to reflect expertise in areas of need. The Human Resources Committee consists of at least three members whose duty it is to examine personnel policies and procedures and to facilitate an annual evaluation of the Headmaster. The Academic Achievement & Curriculum and Instruction Committee consists of at least three members whose duty it is to report on the academic capabilities of students as measured by various test results and to report on why students achieve certain outcomes as determined by instructional effectiveness and the appropriateness of curriculum. The Development Committee consists of at least three members whose duty it is to develop short and long-term fundraising goals and to encourage the participation of Trustees in fundraising activities.

Each sub-committee has its own charter and responsibilities. For example, the Academic Achievement & Curriculum and Instruction Committee sub-committee's responsibilities include:

- The evaluation, creation, and review of proposals for adding, expanding, deleting, or modifying school programs, curriculum, assessments, or instructional techniques.
- To propose changes in curriculum and to pedagogical approaches based on the results of school or state mandated assessments and to review the effectiveness of such changes.
- To interpret and use the assessment data provided by the school and state to make recommendations for the expansion, deletion, or modification of school programs to foster improvement in student academic achievement.
- To monitor the progress of the school toward its achievement of the academic program goals as outlined by the 2007-2010 Accountability Plan.

In 2006-2007, the Academic Achievement, Curriculum & Instruction sub-committee set the following goals:

- To achieve those set by the Accountability Plan [Goal 1 and Goal 2].
- To examine student opportunities to write and practice higher order thinking-inference, synthesis, and analysis, etc. and to explore the creation of standards of practice for all teachers across all grade levels in both ELA & MATH.

- To explore need for a writing program and an internal assessment tool for writing, and research ideas for the implementation of a program that would suit the schools needs.
- To use specialists in the 5th grade in the 2007-2008 school year.
- To seek professional development opportunities for staff around areas of need.
- To research possible grants to pull more money and/or resources into the school.

In terms of governance, the Renaissance Board is fully functional. An additional sub-committee accomplishment is the finalized Headmaster performance evaluation process.

**Step Two: Planned Improvements**  
**Student Performance Goals & AYP Benchmarks**

Based on multiple assessment sources, including analysis of 2005-2006 MCAS results, the following student performance goals were established. These goals define the changes in student learning outcomes and are aligned with Renaissance’s revised Accountability Plan.

**Goal 1** - Students at Boston Renaissance Charter Public School (BRCPS) will work to master the skills and knowledge outlined in the State Curriculum Frameworks in English Language Arts and will demonstrate continuous improvement to reach NCLB adequate yearly progress targets.

**1. A Absolute and Comparative Measures**

- 1. A.1 BRCPS will make AYP for ELA in the aggregate for each year 2007-2010.
- 1. A.2 BRCPS will meet the Projected AYP Benchmarks for ELA for the African American, Hispanic, and Low Income subgroups for each year 2007-2010.

**Projected AYP Benchmarks**

	Actual	Projected CPI Minimum Needed for AYP Based on 2006			
	2006	2007	2008	2009	2010
<b>Reading/English Language Arts</b>					
All	<b>71.5</b>	<b>75.1</b>	<b>78.6</b>	<b>82.2</b>	<b>85.8</b>
African American	<b>70.7</b>	<b>74.4</b>	<b>78.0</b>	<b>81.7</b>	<b>85.4</b>
Hispanic	<b>72.3</b>	<b>75.8</b>	<b>79.2</b>	<b>82.7</b>	<b>86.1</b>
Low Income	<b>71.1</b>	<b>74.7</b>	<b>78.3</b>	<b>81.9</b>	<b>85.6</b>
Special Education	<b>44.4</b>	<b>51.4</b>	<b>58.3</b>	<b>65.3</b>	<b>72.2</b>

**Goal 2** - Students at BRCPS will work to master the skills and knowledge outlined in the State Curriculum Frameworks in Mathematics and will demonstrate continuous improvement to reach NCLB adequate yearly progress targets.

**2. A Absolute and Comparative Measures**

- 2. A.1 BRCPS will make AYP for Math in the aggregate for each year 2007-2010.
- 2. A.2 BRCPS will meet the Projected AYP Benchmarks for Math for the African American, Hispanic, and Low Income subgroups for each year 2007-2010.

**Projected AYP Benchmarks**

	Actual	Projected CPI Minimum Needed for AYP Based on 2006			
	2006	2007	2008	2009	2010
<b>Mathematics</b>					
All	55.6	61.2	66.7	72.3	77.8
African American	53.3	59.1	65.0	70.8	76.7
Hispanic	60.3	65.3	70.2	75.1	80.1
Low Income	55.2	60.8	66.4	72.0	77.6
Special Education	29.2	38.1	46.9	55.8	64.6

The focus of this CSIP is to create goals, student learning objective, strategies for Improvement and action plans for the aggregate student population. Also, supplemental goals and plans for student subgroups will be developed for achievement of AYP. Renaissance used the AYP report and PIM Worksheets to disaggregate MCAS data by student-subgroups and to identify the lowest achieving groups. The action plans and benchmarks included in the CSIP Appendix target the aggregate student population and identifies four student subgroups, (African American, Hispanic, Low Income, and Special Education), who are in need of additional support in Reading/ELA and Mathematics instruction.

**Reading/ELA Student Learning Objectives:**

1. Students will increase oral reading fluency and comprehend grade level text across content areas as measured by written/oral responses to higher order thinking/open ended questions aligned with MCAS scoring criteria/rubric.

2. Students will make grade-level reading connections, orally and in writing, and will perform at the analysis and synthesis level of Blooms Taxonomy as measured by MCAS aligned scoring criteria/rubric.
3. All students will make at least one year of growth in reading fluency and comprehension.
4. Students will express their ideas in writing using developmentally appropriate grammatical, mechanics, spelling, audience awareness, style, vocabulary and syntax as measured by an MCAS aligned, criterion referenced writing benchmark.
5. Students will perform at the proficient level as measured by an MCAS, aligned criterion reference writing benchmark.

### **Mathematics Student Learning Objectives:**

1. Students will demonstrate proficient/advanced level performance as measured by MCAS both orally and in writing for conceptual and practical understanding of Measurement & Geometry principles in class, small group, and daily life applications.
2. Student will respond at the proficient/advanced levels as measured by MCAS orally and in writing to open response Mathematics questions.
3. Students will demonstrate orally and in writing conceptual and practical understanding of all Math principles in class, small group and daily life applications.
4. Students will perform at a proficient level in the following strands: Number Sense and Operations; Patterns, Relations, and Algebra; Geometry; Data Analysis; Statistics and Probability as measured by MCAS.

### **Planned Improvements Aligned with Hypotheses**

#### **1. MCAS Rubrics and scoring criteria**

##### Professional Development -

- Coaches will work with School Directors to collect and create grade level and subject area performance rubrics.
- Teachers will receive professional development in using rubrics.

##### Implementation-

- Teachers will consistently use performance rubrics for scoring students projects, writing in ELA and Math, as well as test preparation activities.
- School Directors will oversee that all teachers are implementing the strategy within their classrooms.

#### Monitoring-

- Implementation of teachers use and the classroom effectiveness will be monitored by coaches on regular bases (do we want to say specifics). Coaches will provide grade level and individual coaching and training as needed

#### Evaluation-

- Teachers will assess the effectiveness of the approach in preparing students for MCAS.
- School Directors will assess the effectiveness of the approach while looking at classroom MCAS data and other student learning outcomes.

## **2. Standards Based Report Card**

#### Professional Development -

- A committee consisting of school administrators, members of school's instructional leadership teams, coaches, and B.R.C.P.S. board members will adopt a standards based report card.
- Teachers will receive training on how to use the new report card.

#### Implementation -

- Teachers will use standards based report cards to ensure that grading decisions are aligned with Massachusetts Curriculum Frameworks criteria and rigor.

#### Monitoring -

- School Directors will monitor teachers grading decisions and students performance on assessments.

#### Evaluations -

- The initial committee will convene to evaluate the effectiveness of new report card on aligning classroom assessment with State level assessment (MCAS)

## **3. Standards based instruction**

#### Professional Development -

- Coaches will work with the school directors to develop a professional development that address how to implement standards based instruction in every classroom.
- Teachers will participate in professional Development sessions where they will gain a better understanding of how to use MA standards to develop lessons.

#### Implementation -

- Coaches will set curriculum pacing guides.
- Teachers will follow curriculum pacing guides.
- Single gender classrooms for African-American and Hispanic males.

#### Monitoring -

- School Directors and Coaches will monitor teacher's use of Standards to develop lessons.
- School Directors will analyze teachers weekly lesson plans to ensure that teachers are addressing specific standards and following pacing guides.
- Coaches will monitor daily classroom instruction and provide teachers with immediate feedback and coaching when needed.

#### Evaluation -

- School Directors will evaluate teachers on delivery of instruction and implementation of pacing.

#### **4. Demonstration of Proficient Performance**

##### Professional Development -

- Coaches and teachers will receive professional Development from an independent consultant to align instruction with MCAS rigor.

##### Implementation -

- Develop a scope and sequence with a particular emphasis on matching the content and degree of difficulty the state expects students to understand. BRCPS will work through a 3-step process: 1. Align curriculum with standards. 2. Sequencing Grades 1-6 progression of skills. 3. Understanding the state's degree of difficulty.
- Teachers will receive on-going coaching and professional development.

##### Monitoring -

- School Directors will monitor teachers planning and instruction.

##### Evaluation -

- Teachers will be evaluated on the effectiveness of their planning and instruction.

#### **5. Effectiveness of Instructional Block**

##### Professional Development -

- New teachers will be provided with professional development about designing and implementing effective Math and literacy blocks prior to the first day of school.
- All teachers will be trained in cross curricula instruction. This includes integrating social studies, science, writing across the curriculum and Math resources into the literacy block.

##### Implementation

- Coaches will provide teachers with individual instructional block schedules to meet the needs of their students. Schedules will be designed to facilitate small, direct group instruction from content specialists.
- Coaches will observe teachers and provide feedback and coaching as necessary on teachers' abilities to differentiate instruction, especially with center activities.
- Teachers will provide students with differentiated center activities based on students' skills.
- Teachers will provide students with activities aligned to a common aim

##### Monitoring

- School directors will monitor teachers' implementation of instructional blocks based on expectations set during professional development, lesson plans for differentiated instruction, and adherence to the classroom's instructional block schedule.

- School directors will ensure content specialists are working with students with the most needs.

#### Evaluation

- Teachers, coaches, and school directors will evaluate the impact of the instructional block schedules on student learning outcomes.
- School directors will evaluate the teachers' application of instructional models

## **6. Developing Meta-Cognitive and Higher Order Thinking Abilities**

#### Professional Development

- Teachers and Instructional Coaches will become proficient with quality questioning strategies.
- Teachers will work with coaches on providing students with appropriate feedback/

#### Implementation

- The frequent use of performance rubrics will move teachers forward in aligning classroom assessment with state expected rigor.
- Content specialist will be used more carefully in complementing teacher strengths and weaknesses.

#### Monitoring

- Teachers will show evidence that they are asking students higher level thinking questions.
- Students will be able to articulate their thinking through Math journals, classroom discussions, and teacher conferencing.

#### Evaluation

- This will be assessed during classroom walk-through observations of teacher and students performance.

## **7. Delivery of Writing Instruction**

#### Professional Development

- Renaissance will implement a writing/spelling (process/mechanics) instructional program

- A Writing Benchmark will be added to the BRCPS Comprehensive Assessment System based on developmental continua
- Coaches & Teachers will use a looking at student work protocol to assess student writing. Teachers will make instructional decisions based on this information.
- All Coaches and Teachers will participate in a PD session on the writing process and the 5 forms of writing.

#### Implementation

- Coaches will help teachers create a scope and sequence for moving students through the writing process ensuring that students are experiencing authentic writing opportunities.
- Teachers will provide students with time for authentic writing experiences on a daily basis.

#### Monitoring

- Coaches will follow up with teachers on expectations on providing feedback to students on consistent bases.
- Teacher grade level teams will monitor each other by meeting to discuss common writing projects, themes, and student writing concerns.

#### Evaluation

- Using a writing benchmarking system will help school directors, coaches and teachers assess effectiveness of instruction as well as future PD opportunities.

### **Summary of Strategies for Accomplishing Planned Improvements**

1. Professional Development Planning utilizing internal and external expertise to improve standards based teaching and learning. Support from external consultants may include but may not be limited to:
  - a. Leadership Team and Board of Trustee effectiveness enhanced by implementation of DOE approved consultant recommendations (Dr. Barbara Miller).
  - b. Continued work with external consultants to be determined.
2. Standards teaching and learning aligned with the rigor and level of MCAS questioning.
3. Work Groups and Professional Development to establish writing benchmark and instruction; MCAS aligned rubrics and report card grading system.

4. Cross grade level gap analysis and established K-6 teaching-learning continuum.

### **Step Three: Reporting on Outcomes**

In collaboration with the Central Academic Support Team (CAST), School Directors and Instructional Leadership Teams (ILT) will guide the completion of grade-level action plans by teachers. Grade-level team development of action plans will facilitate ownership, buy-in, and understanding of how to achieve AYP by changing classroom practices. Each action plan serves as a “how-to” guide for implementing and benchmarking one or more improvement objectives. As action plans are presented to the Leadership Team and other school staff members, resources and supports will be adjusted as necessary. The process for resource allocations or adjustments is informed by Classroom Walkthroughs, Performance Evaluations, Student Achievement Data, or a combination of these variables. Recommendations are made to the Leadership Team and Board of Trustees.

Rolling out the CSIP in this way gives a clear picture of everyone’s role in accomplishing each improvement goal and objective. Action plans will be used as functional documents for monitoring improvements, changes in daily practices, and student achievement. Likewise, the benchmarks communicate the following information to the Renaissance Board of Trustees and community:

- a) The expected changes in classroom instruction,
- b) The changes expected in students’ skills, knowledge and behavior,
- c) How these changes will be measured, and
- d) Expected supports from the Leadership Team, Central Academic Support Team, Special Education, After-school, Family and Student Support, Specialty Departments and how their effectiveness will be measured.

Benchmarks translate into achievement of AYP by providing information to inform incremental changes in student and teacher performance. Renaissance utilizes valid and reliable measures, as recommended by MDOE, for diagnostic-prescriptive teaching/learning. These measures are correlated with MCAS Reading/ELA and Mathematics. DIBELS, GRADE, PAR Mathematics, MCAS and SAT-9 item analysis and strand analysis are used to inform instruction. The following table and flow chart (Attachment 2) provide a visual of the

BRCPS Internal and External Assessment System designed to make AYP through individualized student achievement.

**BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL**  
**INTERNAL AND EXTERNAL ASSESSMENT SYSTEM**

GRADE LEVEL	INTERNAL ASSESSMENTS FOR READING/ELA	INTERNAL ASSESSMENTS FOR MATHEMATICS	EXTERNAL ASSESSMENTS FOR READING/ELA	EXTERNAL ASSESSMENTS FOR MATHEMATICS
K-6	DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)		GROUP READING ASSESSMENT AND DIAGNOSTIC EVALUATION (GRADE)	
3-6	SCHOLASTIC READING INVENTORY (SRI)			
1-6		PAR MATHEMATICS	STANFORD NINE ACHIEVEMENT TEST (SAT-9)	STANFORD NINE ACHIEVEMENT TEST (SAT-9)
3-6			MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)	MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)

**\*Flow Chart found in Attachment 2**

**Step Three A: Develop action plans for establishing benchmarks and for meeting improvement and student learning objectives**

Upon approval of the Charter School Improvement and Accountability Plans, subsequent steps for successful dissemination and implementation include teachers and administrators becoming knowledgeable enough about the plan to create grade-level and department-level action plans and benchmarks. Again, each action plan will serve as a ‘how-to’ guide for ensuring student growth towards making AYP benchmarks. By transferring the student achievement and programmatic improvement goals, objectives and strategies in the format of a working document, teachers and other school staff are given clear expectations, strategies, timelines, and measurement criteria. *(Action Plan Templates Table 7.1 Reading/ELA and Table 7.2 Mathematics are located in Appendix B)*

**Step Three B: Establish and Monitor Benchmarks**

The term benchmark has several definitions, and other planning models may use the word differently. Two common definitions are: Benchmark: (1) A point of reference from which measurements may be made. (2) A standard by which something can be measured or

judged. The Board of Trustees and Leadership Team will monitor progress, evaluate progress and take action if goals are not sufficiently met. The Leadership Team, School Directors and Department Heads will establish benchmarks using the PIM process which includes two kinds of benchmarks: implementation benchmarks and outcome benchmarks.

**Implementation Benchmark:** A standard by which to measure changes in the student learning experience.

**Implementation Benchmarks** measure whether you have successfully implemented your strategies and serve as critical, periodic reviews of those strategies. Implementation benchmarks serve as a guide for teachers, school leadership, and SWAT members to evaluate both the implementation of your strategies and whether they are contributing effectively and purposefully to student outcomes. Review of implementation benchmark data allows the Leadership Team to determine the effectiveness of current practices in advance of expected student outcomes, in order to make any necessary changes or alterations to those practices. Grade-level teams and departments as required will complete implementation Benchmarks Template 8.1. *(The Implementation Benchmark Template, Table 8.1, is located in Appendix B)*

**Outcome Benchmark:** A standard by which to measure the incremental effect you intend to have on student performance.

**Outcome benchmarks** measure whether those strategies are having the intended effect on student performance. For an improvement objective associated with a student-learning objective, the outcome you are looking for is improvement in the skills and knowledge in the student learning objective. For improvement objectives associated with one or all content areas, the outcomes may be more general student achievement or changes in student attitudes and behavior that will improve opportunities for learning. Grade-level teams and departments must complete table 8.2 by transferring Accountability Plan Benchmarks for students in the aggregate, and African American or Hispanic subgroups for progress monitoring. *(The Outcome Benchmark Template, Table 8.2, is located in Appendix B)*

### Step Three C: Monitoring Calendar

The Board of Trustees, Leadership Team and School Wide Accountability Team will set a process and timeline for review of the Renaissance CSIP, upon approval by DOE.

#### Calendar of Charter School Improvement Plan Activities:

 <b>CSIP Calendar and Monitoring Tool</b>		
	Timeline	Persons Responsible
Collection / summarization/dissemination of Implementation Benchmark Data	August, 2007 November, 2007 January, 2008 April, 2008	School Directors/Department Heads
Collection/summarization/dissemination of Outcome Benchmark data	August, 2007 October, 2007 December March, 2008	Directors/CAST
Collection/summarization of Student Internal Benchmark Data	August, 2007 October, 2007 January, 2008 March, 2008	Directors/CAST
Collection/Summarization of MCAS/AYP Data	August-September, 2007	
School Director/Instructional Leadership Team Activities	Bi-monthly	School Directors Lead Teachers
Central Academic Support Team Activities	Bi-monthly	CAO/CAST
After-school, Family & Student Support Team Activities	By-monthly	Department Head
Human Resources Team Activities	Quarterly	HR Director
Operations & Safety Team Activities	Quarterly	Department Head
Financial Services and Resources	Quarterly	CFO
Board Of Trustees	Monthly	Board Chairperson

**APPENDIX A**

**Table 7.1: Action Plan: Reading/English Language Arts**

Student Group:		Grades (s):		Content Area; English Language Arts	
Primary Causes:		Improvement objective:			
Strategies to achieve learning experience described improvement objective	Specific activities necessary to fully implement strategy (associate resources with each as needed)	Person Responsible	Implementation Timeline	Monitoring Tool/Evidence/Frequency/By Who	

**Table 7.2: Action Plan: Mathematics**

Student Group:		Grades (s):		Content Area; Mathematics	
Primary Causes:		Improvement objective:			
Strategies to achieve learning experience described improvement objective	Specific activities necessary to fully implement strategy (associate resources with each as needed)	Person Responsible	Implementation Timeline	Monitoring Tool/Evidence/Frequency/By Who	

**Department Level Action Plans Required,**

- Table 7.3    Action Plan: Central Academic Support Team
- Table 7.4    Action Plan: Special Education  
(Subgroup interventions and related services)
- Table 7.5    Action Plan Creative and Performing Arts
- Table 7.6    Action Plan After-school, Family and Student Support Team  
(Extended Learning, FASST, Health/Social Services)

**APPENDIX B**

**Table 8.1: Implementation Benchmark Template**

<b>Improvement Objectives:</b>				
<b>Strategies</b>	<b>Specific Students Targeted</b>	<b>Method of Collecting Information</b>	<b>Evidence of quality implementation</b>	<b>Review/Frequency/Timeline</b>
MCAS aligned assessments & report card grading system				
Writing Benchmark/Instruction				

**Table 8.2: Outcome Benchmark Template**

<b>Improvement Objectives:</b>				
<b>Responsible Data Collector:</b>			<b>Data Collection/M Measurement Process/Rubric:</b>	
<b>Outcome/Student learning Objective</b>	<b>Students to be Assessed</b>	<b>Method of collecting information</b>	<b>Desired Implementation Level</b>	<b>Review/Frequency/Time line</b>

## **APPENDIX C**

### **Critical Board Practices**



#### **Headmaster/Chief Executive Officer Performance Evaluation Procedures**

Pursuant to the terms of the Headmaster's contract, the Chairman of the Board and his/her designee shall complete an annual performance appraisal for presentation to the Headmaster within a reasonable time following the end of the year.

On or about June 1<sup>st</sup> of the school year, the Headmaster's performance appraisal document shall be distributed to members of the Board and select members of the school community. These select members of the school community include the Leadership Team (School and Department Directors) and Parent Executive Committee (group).

All individuals completing the performance appraisal will receive the document in a sealed envelope with instructions for completion. Individuals will be requested to complete the performance appraisal within a 15-day period. All completed appraisal documents will be forwarded to the Chairperson of the HR Committee, in a self addressed envelope.

Utilizing a Likert scale format for the appraisal, the data collected will be tabulated using a frequency distribution. The results of the appraisal assessment will be forwarded to the Chairperson of the Board of Trustees. Upon review and approval by the Board Chairperson, a summary of the written evaluation will be shared with the Headmaster.



## Critical Board Practices

### **BOARD OF TRUSTEES/FACULTY EVALUATION OF CHIEF EXECUTIVE OFFICER/HEADMASTER**

Every year the Board of Trustees evaluates the Chief Executive Officer/Headmaster (Headmaster). In doing so, we seek input from all members of the Charter School community in an effort to uphold our tenet of democratic school governance; staff, students, parents, and trustees are being asked to share their views of the Chief Executive Officer/Headmaster's performance.

Your thoughts will help inform our evaluative discussions with the Chief Executive Officer/Headmaster and subsequent recommendations for the upcoming school year. After we conclude our discussions, the Chairperson will share a written evaluation with the public at the June meeting of the Board of Trustees.

In the continuing spirit of fostering an open, honest dialogue where we all accept the responsibilities of sharing our views, only signed evaluations will be read. All replies will be held in the strictest confidence.

Please keep in mind that the purpose of this evaluation is to foster the professional growth of our Chief Executive Officer/Headmaster. Your participation in this process is greatly valued and appreciated.

#### **Scoring Guide**

1. Consistently exceeds expectations.
- 2 Meets expectations
3. Target for improvement
4. Does not meet expectations.

**N/A** equals you do not feel in a position to respond fairly or with an informed opinion

## CURRICULUM AND PROGRAM GUIDANCE

Insures that expectations have been established for the Boston Renaissance curriculum, Massachusetts's frameworks and other curriculum and that staff members are using these standards as the basis for instruction.	1	2	3	4	N/A
Works with School Directors and others to supervise and evaluate staff performance and to identify areas of growth.	1	2	3	4	N/A
Encourages cooperation, coordination of instruction and teamwork among staff to support the School's educational philosophy.	1	2	3	4	N/A
Seeks methods to meet the academic needs of all students and communicates effectively with staff to see these plans are implemented.	1	2	3	4	N/A
Works with staff to insure a fair and consistent grading system for an assessment of each student.	1	2	3	4	N/A
Demonstrates commitment to the Boston Renaissance mission to develop academic, social, and emotional competence while building confidence, character and citizenship in a nurturing, supportive environment.	1	2	3	4	N/A

## SCHOOL ENVIRONMENT

Deals fairly and effectively with students.	1	2	3	4	N/A
Engenders civic responsibility and service in all students.	1	2	3	4	N/A
Demonstrates a commitment to the School community through participation in School events and functions.	1	2	3	4	N/A
Supports staff members in dealing with parents.	1	2	3	4	N/A
Positively affects morale in school.	1	2	3	4	N/A

## HUMAN RELATIONS/PERSONNEL MANAGEMENT

Demonstrates strong knowledge of policies pertaining to responsibilities of school staff and hiring practices.	1	2	3	4	N/A
Fosters and promotes a safe and cooperative staff environment.	1	2	3	4	N/A
Provides regular performance feedback to staff and motivates them to perform well.	1	2	3	4	N/A
Encourages and facilitates staff professional development.	1	2	3	4	N/A
Delegates responsibilities appropriately and effectively.	1	2	3	4	N/A
Handles staff conflict in a professional and timely manner.	1	2	3	4	N/A
Demonstrates a collaborative approach to problem solving	1	2	3	4	N/A
Includes staff in planning processes.	1	2	3	4	N/A
Reports staff issues and updates to Board of Trustees regularly.	1	2	3	4	N/A

## LEADERSHIP

Carries out the vision, mission and philosophy of the Boston Renaissance as defined in the School Charter and the School's Accountability Plan.	1	2	3	4	N/A
Develops long-range plans and sets goals and objectives for the School in accordance with guidance from the Board of Trustees.	1	2	3	4	N/A
Inspires respect and trust from the staff, parents, community and trustees.	1	2	3	4	N/A
Models and supports behaviors that reflect creative thinking and effective problem solving.	1	2	3	4	N/A
Takes effective and appropriate steps to institute needed change without being prompted and maintains efforts until resolution or completion.	1	2	3	4	N/A

## MANAGEMENT AND ADMINISTRATION

Demonstrates accuracy, thoroughness and effective use of time.	1 2 3 4 N/A
Uses sound judgment to guide daily work.	1 2 3 4 N/A
Effectively delegates administrative duties to support staff.	1 2 3 4 N/A
Manages competing demands.	1 2 3 4 N/A
Oversees and manages operating budget effectively	1 2 3 4 N/A

## PROFESSIONAL CONDUCT

Demonstrates and promotes an atmosphere of respect for self and others.	1 2 3 4 N/A
Follows "open meeting" guidelines applicable to Renaissance.	1 2 3 4 N/A
Displays commitment to professional excellence.	1 2 3 4 N/A
Applies feedback to improve performance.	1 2 3 4 N/A
Collaborates with colleagues, parents and community members to fulfill responsibilities of the Charter.	1 2 3 4 N/A

## COMMUNICATION

Communicates effectively with staff.	1 2 3 4 N/A
Communicates effectively with students and parents using appropriate communication methods.	1 2 3 4 N/A
Communicates effectively with community members, Board of Trustees and third parties.	1 2 3 4 N/A
Provides consistent and timely communication to parents by way of newsletters, memos, etc.	1 2 3 4 N/A
Exhibits good listening skills and accepts feedback from Board, staff and parents.	1 2 3 4 N/A
Advocates for Renaissance in public arena as appropriate.	1 2 3 4 N/A

## REPORTING AND BOARD RELATIONS

Oversees and presents budget and financial reports to Executive Committee, Finance Committee and Board of Trustees.	1 2 3 4 N/A
Interacts with and communicates with all Trustees in a professional and open manner.	1 2 3 4 N/A
Documents and communicates the goals and progress to Board, District, and School community.	1 2 3 4 N/A
Communicates relevant issues to the Board in a timely manner.	1 2 3 4 N/A
Promotes partnerships among staff, parents, businesses and community.	1 2 3 4 N/A
Keeps communications with Board of Trustees open and handles correspondence in a timely fashion.	1 2 3 4 N/A

## MEETING ANNUAL GOALS

<b>Goal #1:</b> <b>To improve student outcomes by improving instruction.</b> Comments:	1 2 3 4 N/A
<b>Goal #2:</b> <b>To provide a safe, drug-free environment that is conducive for</b> Comments:	1 2 3 4 N/A
<b>Goal #3:</b> <b>To improve communication between colleagues and our</b> Comments:	1 2 3 4 N/A
<b>Goal #4:</b> <b>To increase parent involvement.</b> Comments:	1 2 3 4 N/A
<b>Goal #5:</b> <b>To expand business, community, and university partnerships.</b> Comments:	1 2 3 4 N/A

<b>Goal #6:</b> <b>Maintain effective communication with Board of Trustees</b> Comments:	1 2 3 4 N/A
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<b>Goal #7:</b> <b>Perform all activities within the guidelines of The Board</b> Comments:	1 2 3 4 N/A
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Rate the overall performance of the Boston Renaissance Chief Executive Officer/Headmaster.

High 1 2 3 4

We welcome any additional comments you may have regarding the Boston Renaissance Chief Executive Officer/Headmaster’s performance.

Thank you for your time and input!!

Name: \_\_\_\_\_ Date: \_\_\_\_\_