



## Secondary Board Study Session CSIP and Student Growth Discussion

*Renaissance High School*

<b>Date</b>	November 14, 2019
<b>School</b>	Renaissance High School
<b>Principal</b>	Kristen Morga
<b>Grade Level Span</b>	9-12
<b>RHS Senior</b>	Students who have 14+ credits at the beginning of the year
<b>Three Priority Goals</b>	MTSS: define expectations, how we teach (and reteach) the expectations, identify students who need additional support, define tiered supports available to students, tier 1 strategies
	High Academic Expectations: standards aligned credits
	Develop Social-Emotional Learning goals and increase staff awareness and understanding of trauma-informed strategies

<b>Activity/Strategy</b> <i>Who, What, When, How</i>	<b>Person Responsible</b> <i>Overseer Point of Contact Makes It Happen</i>	<b>Fiscal/Resource Impact</b> <i>Resources Needed Associated Budget Impacts</i>	<b>Evaluation Process</b> <i>Qualitative Quantitative</i>
<b>Goal #1</b> -MTSS: define expectations, how we teach (and reteach) the expectations, identify students who need additional support, define tiered supports available to students, tier 1 strategies: 1) Professional development in MTSS to build team structures to build capacity; 2) Strengthen T1 strategies via faculty workgroups; 3) Develop strong T2 and T3 teams	Kristen Morga  Kristen Morga John Uhrich  Kristen Morga Mary McKenzie	ESD support for Professional Development; OSSI iGrant <b>(\$0)</b>  BSD MTSS support; working with Clayton Cook, Department of Educational Psychology, University of Minnesota <b>(\$0)</b>  BSD ACT work with John Norlin and Erin Jones (tier 1 work)	

**MTSS is a systematic way to identify students who need targeted supports to be successful in school. It screens all students in an effort to address behavior and academic concerns. Renaissance High School has a large number of students with behavior and academic issues. Because of this we are identifying ways to provide intensive tier 1 support while building our capacity to provide tier 2 and tier 3 systems.**

A2) Goal #2 - standards aligned credits for each class identified through observation process: Activity 1) Administration develops an observation template that includes teacher identified learning standard addressed during lesson, Activity 2) Principal provides feedback regarding standard/lesson alignment and support where necessary, Activity 3) Explore need for curriculum submission to district for approval	Kristen Morga	ESD 114 staff: Patricia Beuke, Tamara Smith OSSI coach: Ann Renker <b>(\$8000)</b>	
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**To ensure RHS students receive an education that prepares them for future success, they need to receive high quality instruction in the classroom. In an effort for continual improvement, we will improve our system of evaluation through improved observation focus and feedback. As a result of this focus, we will decide if it is necessary to submit curriculum to the district for approval.**

A3)Goal #3 - Develop Social-Emotional Learning goals and increase staff awareness and understanding of trauma-informed strategies: Activity 1) Fully implement Character Strong; Activity 2) Professional development focused on Trauma Skilled Schools practice and implementation; Activity 3) Identify student centered (transformational) activities to increase the TSS model focus on Connection, Security, Achievement, Autonomy and Fulfillment	Kristen Morga	Trauma Skilled Schools professional development and support; National Dropout Prevention Center <b>(\$7000)</b>	
	Kristen Morga Patti Sgambellone Marissa Watts Maurice Dunklin John Uhrich Mary McKenzie	Identification and implementation of systems that support resiliency in our students (connection, safety, achievement, autonomy and fulfillment) <b>(\$3000)</b>	
	Kristen Morga Mary McKenzie	BSD SEL support; working with John Norlin from Character Strong and Erin Jones <b>(\$0)</b>	

**Trauma Skilled Schools are designed to support students in building their resiliency. To become a trauma skilled school, RHS will review its systems and practices to guarantee alignment with the five resiliency factors: connection, safety, achievement, autonomy and fulfillment. We will work with the National Dropout Prevention Center to assess our systems and progress.**

**Panorama Results:**

Panorama Area	Fall 2018 Percent Favorable (n=50)	Spring 2019 Percent Favorable (n=37)	Fall 2019 Percent Favorable (n=37)
School Safety	82%	77%	77%
Rigorous Expectations	69%	66%	62%
Sense of Belonging	42%	40%	44%
Self-Management	70%	65%	70%
Growth Mindset	52%	55%	48%
Self Efficacy	45%	48%	45%