

1. Overview of School

The Springfield Renaissance School
 1170 Carew Street
 Springfield, MA 01104

The Springfield Renaissance School opened its doors in September 2006 to 100 sixth graders and 100 ninth graders as a partnership between the Springfield Public Schools and Expeditionary Learning Outward Bound. This was part of an initiative undertaken by Expeditionary Learning with funding from the Gates Foundation, to start small, public, urban schools around the country using the design principles of Expeditionary Learning. Since September 2006, we have added two new grades each year. The 2009-2010 school year is the first year that we have a full 6-12 school with approximately 700 students (100 at each grade). In June 2010, our first graduates will accept their diplomas and enroll in a college or university of their choice. Our goal is that 100% of our graduates will go on to earn a college or university degree, compared to the national average of 25%.

The school community wants pilot school status because it will provide us with the flexibility we need to strengthen and sustain the innovative and effective structures we have built over our first three years, structures that are setting high expectations and helping all students to meet them. We have been developing these innovations for the last three years, but we cannot fully implement them without the autonomies that pilot status will provide. When they are fully implemented, these structures will ensure that teaching and learning is rigorous and relevant for students, that assessment is authentic and drives instruction, and that all students are well supported through enrichment and intervention programs. Some of the most important innovations that pilot status will allow for are outlined in the following chart: Some of the most important innovations that pilot status would allow for are outlined in the following chart:

	Without Pilot	With Pilot
Assessment and Graduation Requirements	Course credit based on assessment average and attendance policy.	Course credit earned by meeting specific learning targets in a standards-based assessment system
	Not enough time dedicated to passage portfolios and Student-Led Family Conferences.	More time dedicated to passage portfolios and Student-Led Family Conferences.
	Dual report cards (SPS letter grade and Renaissance standards-based grading)	Student reporting system that supports and captures standards-based assessment
	Mandated SPS testing requirements (District Benchmark Assessments, etc.) that do not match the school's curriculum	Only state mandated MCAS is required of pilot schools; other district standardized tests are optional.
	SPS graduation requirements	Additional graduation requirements (Passage Portfolio, Internship, Senior Talk or Exhibition)

	Without Pilot	With Pilot
Curriculum and Instruction	Short, rushed expedition and intensive work.	More powerful substantive learning expeditions integrated across disciplines following a <u>planned/ strategic progression</u> .
	No credit for intensives, Outward Bound, crew, and internships.	Credit for intensives, Outward Bound, crew, and internships.
	District lesson plans don't connect to expeditions.	Curriculum consists of learning expeditions and investigations based upon the state frameworks
	Fieldwork opportunities limited due to financial constraints.	School resource allocation will support fieldwork logistics (especially transportation)
Professional Development and Support	Contractual Professional Development required taking place at the end of the day when teachers are least productive.	Professional Development structured for maximum teaching and learning effectiveness
	Expeditionary Learning professional development is optional	Expeditionary Learning professional development is required of all staff (offered year-round and stipended per the SEA agreement)
Student Support	Students required to make up credits in other SPS schools that do not follow the Expeditionary Learning model.	Renaissance standards-based summer school and Saturday courses for enrichment and credit recovery that follows Expeditionary Learning model.
	No funds for optional enrichment summer program	Funds for an optional summer enrichment program meant to eliminate the "summer gap"
Family and Community Involvement	Cannot require Student-Led Family Conferences or Passage Portfolio Presentations for continued enrollment	Mandatory Student-Led Family Conferences and Passage Portfolio Presentations for continued enrollment.
	Current governance includes a School Centered Decision Making Team, which consists of parents, teachers and students. It is a group of 10-15 and holds power over scheduling and budget.	Governance includes more community members whose responsibilities include upholding the vision and mission statements, evaluating the principal (final authority remains with the SPS Superintendent of Schools), and approving the budget and work election agreement.
	Family and student participation in teacher and staff hiring	Family and student participation in teacher and staff hiring
Calendar	Restricted to SPS calendar.	Freedom to explore alternative calendars as cost-neutral budget allows.

Resource Allocation	Standard SPS formula for FTEs	Budgetary autonomy will allow Renaissance to allocate its resources accurately to meet its programmatic priorities and the needs of its students.
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2. VISION

The Renaissance School is a community of thoughtful, committed students, parents, and staff dedicated to changing the world. What students learn at our school equips them with the knowledge, skills and confidence to become leaders. We know that no matter how flawed our society, we can and will make it better. We are connected to a tradition of educational and social reform and embrace our responsibility to move closer to a just and equitable world.

Teaching and learning at the Springfield Renaissance School follows the design of Expeditionary Learning Schools and places rigor, relationships and relevance at the center of our academic program. We honor the truth that there are multiple ways to “get smart” and accept the responsibility of differentiating instruction and assessment that holds all students to high levels of performance. Teachers, community members, and students work collaboratively to design curriculum, explore issues and ideas, and contribute to our local and global communities.

The Springfield Renaissance School’s teachers and students are citizens and scholars. We believe that character is an essential quality of successful teaching and learning. Our students and teachers live by our community commitments and model what an inclusive, caring and respectful school community should be. Students and teachers recognize and celebrate our diversity and guard against injustice no matter what form it takes. Our school culture is both purposeful and playful. We are compassionate but we are not afraid to hold each other accountable for maintaining the highest educational standards. We believe in celebrating our successes and confronting our shortcomings. Together we are on a journey toward excellence.

3. MISSION

The school’s mission is to provide a rigorous academic program for college-bound students in a small, personalized setting that impels and supports students to use their minds well, to care for themselves and others, and to rise to the challenges and duties of citizenship.

Key Characteristics and Innovations

Making full use of the pilot autonomies, we will systematically implement the following key characteristics and innovations:

Curriculum and Instruction

- Core curriculum
 - a. The curriculum, based upon the state frameworks, is organized around Expeditions/Investigations (fieldwork, authentic products, experts, service).
 - b. Course sequence is organized in a manner that meets the state frameworks and best fits our commitment to learning expeditions. In some cases, district curriculum sequences and pacing guides will be utilized. Because learning expeditions and investigations call

for in-depth, multi-disciplinary curriculum there will be cases where the SPS curriculum sequences and pacing guides are not used.

- Meeting the needs of diverse learners
 - a. Special Education and English Language Learner services are delivered in the least restrictive environment where full inclusion is the goal.
 - b. Heterogeneous Grouping, grades 6-10.
 - c. An honors curriculum is available for qualified students (based on performance and teacher recommendation) within heterogeneous courses in grades 7-10. This curriculum is coordinated through the school's 7-10 curriculum maps and an Honors Program Coordinator.
 - d. Courses in grades 11 and 12 are leveled (AP, honors, college prep).
 - e. Enrichment and intervention courses are available for qualified/recommended students as elective courses and through extended hours (afterschool and Saturday school).
- Credit
 - a. Students receive a ½ credit for Crew each year. Crew is our daily advisory, which meets for 3.5 hours each week. The crew curriculum is organized around social and emotional well-being, academic skills, college readiness, literacy, and character education.
 - b. Students receive a ¼ credit for each mini-course they take during Intensives. This credit may be used to fulfill the total credit requirements, or in some cases, it may be used to meet a SPS distribution requirement (for example, art or PE).
 - c. Students receive a ½ credit for their junior year internship.
 - d. Courses offered through the Saturday School program. Credit will be based upon Massachusetts' standards for time on learning.
- Additional Innovations
 - a. Adventure Education and Team Building are integrated into the curriculum in all grades.
 - b. The school's schedule is organized around common planning time for grade level teams.

Assessment and Graduation Requirements

- Graduation Requirements
 - a. Meet or exceed SPS graduation requirements.
 - b. Meet learning targets grounded in the Massachusetts Curriculum Frameworks.
 - c. Complete and submit an application to a 4 year college or university
 - d. One of the following senior performance assessments:
 - Senior Portfolio—Complete a senior portfolio of work that demonstrates competency in the Qualities of Learners. This portfolio is created and assessed in crew. Seniors present one portion of the senior portfolio in a senior exhibition demonstrating competence in at least one Quality of Learners, with substantial reflection and attention to presentation. Or,
 - Senior Talk—Shares a public reflection of growth over the course of being a Renaissance student on the model of Plato's Apologia.
 - Senior Expedition—Independent project each student completes and shares during his or her senior year.
- Standards Based Grading
 - a. Grades are based on students' progress toward long term learning targets. Long term learning targets are based on state standards.
 - b. The primary report card will be a standards based report card that shows student achievement on the learning targets for each course. The SPS report card may also continue to be used.

- c. Formative assessments (assessments FOR learning) are integral to daily lessons and provide both teachers and students with feedback about their progress toward learning targets. This data informs instruction and helps students to track their progress.
- d. Summative assessments (assessments OF learning), both traditional and performance based, allow students to demonstrate their mastery of each learning target.
- e. A scale of 1 to 4 is used to assess student mastery of each long-term learning target. Each numeric score reflects the student’s level of mastery. These numeric “scores” mean the following:
 - 4 means “exemplary work for the target”
 - 3 means “meets target”
 - 2 means “approaching target” (at least half way there)
 - 1 means “does not meet target”
- f. Because our goal for every student is to successfully complete a university or college education, students must earn an average Learning Target mark of 2.1 or better to receive course credit. We believe this higher standard will better prepare our students, and dissuade “below average” work as they move through middle and high school.
- g. The conversion scale used by the school to convert standards based grades to traditional letter grades **includes the entire range of traditional grades** (p. 15)
- School Wide Assessments
 - a. Required Student-Led Family Conferences (SLFCs) for continued enrollment (3 per year) and graduation. SLFCs are supported within the daily crew curriculum, with significant amounts of time and attention devoted to gathering work, consulting with students, and practicing presentations. The school will make every effort to support family participation in the SLFCs, including flexible scheduling, home visits, the approved participation of other significant adults in students lives in lieu of parents/guardians, and use of substitutes to enable teachers to meet with families and students during the course of the instructional day. (Currently the school’s participation rate in SLFCs is over 90%. **No one student group is more or less successful at completing this requirement.**)
 - b. Required Passage Portfolios in 8th and 10th grade for continued enrollment and graduation. (Passage Portfolios are supported within the daily crew curriculum, with significant amounts of time and attention devoted to gathering work, consulting with students, and practicing presentations. The school will make every effort to support family participation in the Passage Portfolios, including flexible scheduling, home visits, the approved participation of other significant adults in students lives in lieu of parents/guardians, and use of substitutes to enable teachers to meet with families and students during the course of the instructional day. (Currently the school’s participation rate in the Passage Portfolios is 100%)
 - c. Course generated literacy and math assessments: These are formative assessments given twice each trimester in ELA, Social Studies and Science for assessment of literacy skills, and bi-weekly in Math to assess math skills. Teachers will work in collaboration with instructional leaders to use the data collected to inform instruction.
 - d. Bi-weekly whole school student reports—Facilitated through crew, students will be responsible for recording their current grades, conferencing those grades with their Crew teacher, and sharing the report with their families.
 - e. Final exams designed according to Massachusetts Curriculum Frameworks.
 - f. MCAS exams
 - g. Standardized tests which may include the PSAT, SAT, AP exams, ACT, and others.

Professional Development and Support

- Extended professional development sessions will occur weekly.
 - a. Once a week, there is a late start (90 minutes to two hours) when teachers will meet for professional development.
 - b. State law requires 990 hours of time on learning per year. The Renaissance schedule provides 1080 hours per year. A 90 minute late start/early release would provide approximately 1035 hours per year, well above the minimum.
 - c. To avoid incurring extra busing expenses, buses will run on their regular schedules on late start/early release days. Students who cannot get to or leave school by their own transportation will participate in learning opportunities provided by support staff or community partners and outside agencies.
 - d. The Governance Board, in consultation with the principal, administrators and teachers, will approve the themes and content of professional development activities on the basis of the school's mission and data derived from academic outcomes and student achievement and needs.
- A significant element in professional development is Renaissance's commitment to expeditionary learning. This is reflected in the role reserved for...
 - a. Expeditionary Learning Schools school designers/coaches.
 - b. Expeditionary Learning Network professional development.
- Mentor Teacher Program: The school will design and support a well-structured mentoring program for teachers new to the profession, urban schools, and expeditionary learning.

Student Support

Renaissance will provide a wide variety of student support services designed to assure that every student becomes a successful learner and member of the Renaissance community. These include:

- Bi-weekly whole school student reports organized through crew. Students will be responsible for recording their current grades, conferencing those grades with their Crew teacher, and sharing the report with their family
- Optional standards based summer school for credit recovery
 - Optional but strongly encouraged summer enrichment program for all Renaissance students
- On-line, public access (view only) grade books that guarantee student privacy while at the same time giving families up to date information needed to support good student performance
- Saturday school activities for enrichment, remediation, and credit recovery.
- Systematic, data-based academic intervention during the school day.

Family and Community Involvement

Pilot status will allow the school to respond to the particular needs of its families and students within an explicitly college-bound school, needs that may not be directly served by SPS policies and procedures:

- The school will develop a series of programs and forums for families to understand the school's basic structures and contribute to their continued development and evolution.
- Crew teachers have regular contact with families. Students will have the same crew for middle school and then again for high school.
- Families attend required SLFC's and passage portfolios.
- A full time parent liaison supports the active involvement of families and community allies in the life of Renaissance.

- Expanded fieldwork opportunities will provide parents and guardians the opportunity to serve as field experts and as guides and chaperones.
- Strong outreach efforts involve families and community allies in the August cook-out, Open House, silent auction, student/teacher basketball game, exhibition night and other regularly scheduled activities.
- Periodic newsletters and teacher websites provide regular communication with parents and the community.
- Passage portfolios, intensives, fieldwork, authentic products, internships, community service and other on-going activities encourage community and family engagement.

Calendar

While the current proposal does not include a recommendation to change the school year calendar, it does propose a change in the weekly calendar.

- Late start day once a week to support more effective professional development for teachers and staff (e.g. data analysis and response strategies, sustained professional inquiry teams, self-contained workshops).

4. Design Team Process for Involvement

The decision to pursue a pilot application was decided by a vote of the faculty in the winter of 2008-2009 as required by the SPS and SEA agreement. The outcome of that vote, held at a faculty meeting, was unanimous in favor of pursuing pilot status.

To ensure that all members of our school community had representation in the conversations and decisions in the pilot application process, we identified teachers and staff, parents, students, and community members to be part of the design team. The design team was made up of an ethnically and racially diverse group consisting of two administrators, eight members of the faculty, three parents/guardians, five students and two community members. The design team members solicited input from and shared progress with all stakeholders through the School Centered Decision Making Team (SCDM), the Parent Teacher Organization (PTO), faculty meetings, community meetings, Student Council and student Crew Meetings. The planning team consistently solicited input from Expeditionary Learning staff in order to ensure that the proposal remained aligned with Expeditionary Learning's design principles. CCE staff worked with the team to provide technical assistance and proposal feedback. All input was brought back to the design team where decisions were made by consensus.

The planning team collaborated to achieve noteworthy success early in the process when it was made clear that the Springfield Public Schools (SPS) School Committee had significant reservations regarding the initial proposal. With extensive outreach and education efforts from the planning committee, we were able to sit before the School Committee and answer all questions and concerns members of the School Committee had at that time. The school committee approved the design team's moving forward from the initial application to a final application and the receipt of a \$20,000 grant from the Boston Foundation to support the final application design process in the early spring of 2009.

The design team's work was organized by committee according to the final application's fourteen components. Each committee represented the diversity of experience and perspective found on the

entire team (see below). The team met every Thursday night and on several weekends during the school year, and on several occasions during the summer. During these sessions committees would review research, discuss options, and draft both the substance and the supporting language for their sections. The whole team worked together in silent galleries, whole-group discussions, electronic conversations (all documents were posted to a shared access folder), and decision sessions where drafts were presented and approved or modified by consensus.

The team’s first draft was shared electronically with the whole faculty on June 9 and then distributed electronically. It was the main focus of the staff’s professional development session on June 16. The faculty’s feedback provided valuable insights for the work of the design team. (This electronic draft was similarly shared with the school committee and the steering committee.) At a community session held on June 18, more than sixty members of the school community read the draft and provided feedback for the design team, which has been included in this draft. A writing team worked for two sessions over the summer to incorporate faculty and community feedback and to sharpen the proposal. The pilot team met on August 20 to critique, edit and improve upon the revised draft. On August 28, the working draft was presented to faculty for a second round of formal feedback, which in turn drove another set of edits, clarifications, additions and revisions by the design team.

The design team submitted a second draft to the Pilot Steering Committee on September 16th and received feedback from the committee on the 28th. At that point the design team shared the feedback with the community on October 3rd and with the faculty and staff on October 6th. The design team met again on October 17th. The design team also requested a meeting with the SPS School Committee’s subcommittee on Curriculum and Programs, as suggested by the Steering Committee. Based upon that feedback, and two subsequent meetings, the design team amended the proposal with substantive changes, clarifications, and appendices.

Pilot Design Team Members

Design Team Member	Biography
ADMINISTRATORS	
Stephen Mahoney, M.A., Ed. D.	Stephen Mahoney is the founding principal of the Springfield Renaissance School, and a father of a 9 th grader and a 7 th grader. He has served in schools as a teacher, dorm parent, coach, program director, assistant principal and principal. He grew up in the Boston area and worked in Massachusetts and California schools before moving to Springfield in 2005.
Freeman Stein, B. A., M.A.	Freeman Stein is the Supervisor of Expeditionary Learning Instruction at Renaissance and has worked in Springfield since 1986 at the elementary, middle and high school level. He has taught all core academic subjects at the middle school, he has been a Magnet Resource Specialist at elementary and middle schools, and has worked in school reform and restructuring initiatives in Springfield for the last twenty years.

FACULTY	*Faculty members are the critical key and the essential element in the development of a high performing school.
Arria Coburn, B.A.	Arria Coburn is a Special Education teacher and the team leader for the 7 th grade. She is also the coordinator of the Saturday School Program. Arria grew up in Springfield and is in her third year teaching at the Renaissance School.
Deidre Cuffee-Gray, B.A, M.A., C.A.G.S.	Deidre Cuffee-Gray, Guidance Department and Counseling chair, is one of the school's two College-Bound Counselors. She has been a teacher and school counselor for nearly 20 years and is in her second year at 1170 Carew Street.
Rebecca Jackson, B.A, M.A.M.T.	Rebecca Jackson teaches math and physics. She moved from Chicago to Springfield and bought a house in the city when she was given the opportunity to help found this school.
Aurora Kushner B.A., M.S.	Aurora Kushner is a founding teacher of the school. She teaches 9 th and 10 th grade biology and environmental science. She has worked in schools and non-profit organizations in several states.
*Dan Pear , B.S., M.S., C.A.G.S.	Dan Pear is the co-chair of the design team. He is currently an 8 th grade math teacher and one of the school's founding teachers.
Lindsay Slabich, B.A., M.A.	Lindsay Slabich is a founding teacher and serves as Social Studies department chair and on the school's SCDM team.
Marisa Vanasse, B.S., M.Ed	Marisa Vanasse is a founding teacher of the school. She has taught 6 th , 8 th , and 11 th grade here. She serves as the 11 th grade team leader, and is also a member of the school's Anti-Racism Committee.
Keith Wright, M.S., M. Ed.	Keith Wright is currently completing his sixth year as a middle school science teacher. He is a founding teacher of the school, chairs the Science Department and coordinates the school's partnership with the University of Massachusetts' 180 Days in Springfield teacher intern program.
Parents/Guardians	*Parents/Guardians are actively recruited and engaged in the life of the school.
Mark McCann, B.A., M.Ed.	Mark McCann is a parent of a 9 th grader and an 8 th grader at the Renaissance School. He has taught at the elementary, high school and university level. Currently, he is an Instructional Leadership Specialist in English Language Arts at White Street Elementary School in Springfield.
Cheryl Ray-Bass, B.A., M.Ed., C.A.G.S.	Cheryl Ray-Bass is the mother of a 9 th grade student and one of our founding parents. She works as the adjustment counselor at the Rebecca Johnson School in Springfield and has served on the school's SCDM team.

Anne Richmond, B.A., M.S.	Anne Richmond is a parent of a 7 th grader at Renaissance and a 1 st grader at Zanetti School in Springfield. She is an anti-racism trainer and organizer and also provides organizational development assistance to non-profit groups and community organizations. She is a founder and core member of UROC (Undoing Racism Organizing Collective) of Western Mass, one of The Springfield Renaissance School's community partners.
Students	*Students represent a critical voice in the decisions and development of the school.
*Janelle Clark Class of 2011	Janelle Clark is the co-chair of the design team. A junior, she is a dedicated scholar as well as an athlete. She hopes to study child psychology and education at college.
Amonie Hill Class of 2013	Amonie Hill, is a founding student and currently in 9 th grade. She is a member of the Anti-Native American Mascot Committee and took part in the African-American History intensive.
Jesse Lederman Class of 2013	Jesse Lederman is a founding member of the class of 2013. He is a student representative to the school-centered decision making team, the Student Council, and the Anti-Native American Mascot Committee. An elected member of the McKnight Neighborhood Council, he is active in both his school and home community.
Patrick Straughter Class of 2013	Patrick Straughter is a 9 th grade student at the Springfield Renaissance School. He was one of the founding 6th graders. A participant in the African-American mini-course, he has studied many aspects of African-American history.
Steven Villanueva Class of 2010	Steven Villanueva, a founding senior at the Springfield Renaissance School, enjoys working on innovative ideas that will benefit the whole community. Steven hopes to become a successful businessman and politician.
Community Members	*Community members have been integral to our development and success.
Mary DeAngelo, B.A., M. Ed..	Mary is the parent of an 11 th grade student at the Renaissance School. A lifelong resident of the city of Springfield, she currently serves as the Interim Director of Enrollment Management at Springfield College where she has been a college admission professional for 25 years
Irma Medina, Holyoke Community College	Irma Medina is a founding parent of a 12 th grader at the Springfield Renaissance School. She grew up in Springfield and graduated from Commerce High School. She currently works at Holyoke Community College in its student support program.

5. Curriculum and Instruction

The Springfield Renaissance School will use its curricular autonomy to strengthen its commitment to the effective instructional model embodied in Expeditionary Learning. Curricular autonomy will also provide the means for evaluating and deepening current practices and developing innovative approaches to teaching and learning that effectively prepare students for success in post-secondary education. The school's curriculum values depth over breadth, interdisciplinary connections, community-based fieldwork, "real-world" relevance, content and skills, and college readiness. The school's instructional program values active, self-directed student learning, inquiry and discovery, collaboration, rigorous standards, revision as a core practice, and effective habits of work. As such, the school's curriculum will:

- Assure that all students meet the SPS course requirements for Middle and High school completion and graduation.
- Organize courses by Learning Targets drawn from the Massachusetts State Frameworks, rather than relying solely on the SPS curriculum guides. A learning target is a statement written in student-friendly language that captures what students need to know and accomplish. For example, "I can describe the history and significance of the European Renaissance." This learning target appears on a student report card, and is assessed based on two or more major assessments that test for knowledge and skills. This means that content traditionally covered in a particular grade may be addressed in another grade if that is better suited to the learning expedition/investigation model.
- Organize course sequence in a manner that best fits our commitment to learning expeditions. A learning expedition is a curriculum organizing tool that is based on compelling topics and guiding questions. It links projects done over a period of time together, and there is often a culminating product at the end that is delivered to an authentic public audience. This product-based approach turns student work into a high-stakes assessment that compels students to do their best work because their work is not being done simply for a grade. An expedition incorporates fieldwork, local expertise, and service learning.
- Organize courses and teaching and learning through recurring multi-disciplinary learning expeditions and single discipline investigations. These curriculum models are predicated on the use of community resources and providing service to the community. (experts, consultants, authentic products).
- Embedded within the curriculum, formal learning and assessment opportunities which address the 21st century skills of Rigor, Relationship, and Relevance.
- Full inclusion is the goal for delivery of Special Education and English Language Learner services and support. Substantially separate instruction is provided to all students for whom it is required.. The success rate of Special Education and ELL students within the school's expeditionary learning design is reflected within the school's high promotion rate, low transfer rate, and low drop-out rate. Data from the past two years reveals comparable rates of promotion/retention:
 - **Promotion** Whole School: 98% SpEd: 98% ELL: 96%
 - **Retention** Whole school: 2% SpEd: 2% ELL : 4%:
- Grant 1/2 credit (general/non- distribution requirement) to Crew annually, based upon its weekly meeting time of 3.5 hours. Crew is a daily class whose purpose is to support students becoming self-directed learners and to ensure that all students are known well. This includes preparation for and execution of Student Led Family Conferences and Passage Portfolios. One faculty member is assigned 12-15 students. This group meets daily to set and review academic goals, receive tailored academic support, prepare for student directed conferences and presentations with faculty and families, and build relationships through teamwork and problem-solving and celebration. As a class Crew carries specific learning

targets, assessed by the crew teacher. The Crew curriculum map is included in this proposal's index.

- Grant .25 credit (general or distribution requirement) to intensive mini-courses, which are short, intense opportunities for students to immerse themselves in a variety of learning experiences. Past intensives have included West African rhythm and dance, shadowing college students at WNEC, Springfield College and American International College, service projects with community agencies, and mural work throughout the school. Intensive mini-courses carry specific learning targets, assessed by the teacher. Mini-courses must be approved by the governing board before they can be credit bearing, and in those credit-bearing mini-courses the grades are included in the computation of the student's GPA.
- Grant .5 credit for the junior internship. The primary purpose of this field experience is to prepare students for future success in career pursuits, but the benefits extend to academic endeavors, citizenship efforts and more. The process, from securing an internship site to presenting key findings from the experience, bridges the gap between school and community, builds students' practical work skills and supports them in thinking critically about career options and their implications. The grade and credit for the internship experience is assessed and approved by the internship teacher and coordinator. The grade is included in the computation of the student's GPA.
- The instructional norm will be the workshop model: The workshop model of instruction is an organizing tool for daily lesson plans, utilized throughout our school. This framework necessitates intentional mini-lessons focused on skill development for all students. The workshop model is critical in our school-wide commitment to embedded literacy across content areas and students' development as readers, writers and speakers.
- Student collaboration is a requirement in all courses, measured by our school-wide Habits of Work and incorporated into graded collaborative assessments.
- School-wide assessments for learning are used to gauge student progress and adjust or adapt curriculum and instruction.
- Honors curriculum is available for qualified students (performance and teacher recommendation) within heterogeneous courses grades 7-10 and is coordinated through the school's 6-12 curriculum maps.
- Courses in Grades 6-10 are grouped heterogeneously. Courses in grades 11 and 12 are leveled by performance and curriculum (AP, honors, college prep).
- Acceleration and Intervention courses are available for qualified/recommended students in lieu of grade electives and/or in extended hours (after school or Saturday School).
- Advanced Placement, on-line, and college courses are available to all high school students based upon student/family/staff consultation.

3. Student Assessment and Graduation Requirements

Setting graduation requirements that support the vision and mission of the Springfield Renaissance School is an important aspect of pilot autonomy. In addition to the SPS graduation requirements, Springfield Renaissance graduates will be required to meet learning targets grounded in the Massachusetts Curriculum Frameworks and to present a portfolio of work that demonstrates competence in the Characteristics and Qualities of Renaissance Graduates. Learning target mastery will be assessed through performance assessments and traditional assessments that demonstrate the ability to apply skills and knowledge to authentic challenges.

With the support of their crew and crew teacher, all students will organize portfolios according to the Characteristics and Qualities of Renaissance Learners (see below) and craft presentations (Passage Portfolios, Senior Exhibitions and Senior Talk) that explain how their portfolios provide evidence of accomplishment with regard to the school's Characteristics and Qualities of Renaissance Learners. Students will be required to use this format in student led family conferences throughout high school, during the sophomore passage presentation, and during the senior year. Successful completion of the student led family conferences, the passage portfolios, and the senior performances are required components for promotion and graduation.

Springfield Renaissance students must meet the SPS graduation requirements in terms of minimum credits (24.5) and the required course distribution as outlined in the SPS Pupil Progression Policy. They must also complete the state MCAS graduation requirements. In addition, they must successfully complete their Sophomore Passage Portfolio, a Junior Internship, and a Senior Performance.

Characteristics and Qualities of Learners

Our Qualities of Learners were informed by the 21st Century Skills identified by Tony Wagner and the Partnership for 21st Century Skills (www.21stcenturyskills.org). Students practice and reflect on these skills in their courses throughout grades 6-12. They share evidence of these qualities and reflect on their progress toward them in Student Led Family Conferences each trimester. Each year, they add to a portfolio of evidence toward these targets. Additionally, at the end of their eighth, tenth, and twelfth grades, they make a formal presentation (Passage Portfolio or Senior Exhibition) in which they compile, reflect on and share their evidence. These presentations are a requirement for successful completion of these grade levels and promotion and/or graduation. (Students who enter the school after 10th grade must complete a passage portfolio based upon the sophomore model before they graduate.)

Inquiry and Investigation

- I use questions to help me shape my research.
- I actively seek out, synthesize and apply new information.
- I investigate a topic through a variety of sources, ideas and viewpoints.

Critical Thinking and Analysis

- I extract ideas from a variety of learning experiences (reading, group work, lecture, discussion, hands-on activities) and synthesize them into a new understanding of a topic.
- I independently understand, assess, synthesize and use information from different sources.
- I develop a comprehensive understanding of a text, an experiment, a concept or idea by looking at its parts or components

Creative Thinking and Expression

- I learn and apply a variety of means of creative expression to share ideas and information.
- I use expressive, creative and focused language in my communication that engages a specific audience.

Problem Solving and Invention

- I design and test solutions to problems.
- I find multiple ways to solve a problem and can share the strengths and weaknesses of different solutions.

Communication

- I organize and share my knowledge and ideas on a topic through speaking, writing or other means of communication.
- I demonstrate my understanding of things I learn, using appropriate tools, materials or language.
- I craft well-organized, articulate, compelling, and focused writing appropriate for a defined purpose and audience.

Craftsmanship and Quality

- I craft, refine and polish a piece of work until it is of meeting quality.
- I complete work with consistent care for organization, detail, and accuracy.

Graduation Requirements

The school's graduation requirements are designed to prepare all students to be successful upon graduation and throughout their college or university career. For this reason students must not only meet traditional credit and distribution requirements, but they must also demonstrate success as self-directed, college-bound students who can connect what they learn in school to the greater world around them (consistent with the school's mission and vision).

- Meet SPS graduation requirements
- Meet learning targets grounded in the Massachusetts Curriculum Frameworks
- Successfully present an 8th (for promotion to 9th grade) and 10th grade Passage Portfolio (see appendix)
- Lead 3 Student Led Family Conferences each year (see appendix)
- Successfully complete the Junior Internship
- Complete a senior performance (Senior Talk, Senior Portfolio, or Senior Expedition) that demonstrates competence in the Qualities of Learners.
- Pass four years of Crew
- Write and submit at least one 4 year college application

Student Assessment

Course Level (core classes, crew, intensives/mini-courses, electives)

- Assessed using standards based grading
- Assessed on learning targets that are based on state standards
- Formative assessments (assessments FOR learning) are integral to daily lessons and provide both teachers and students with feedback about their progress toward learning targets. This data informs instruction and helps students to track their progress.
- Summative assessments (assessments OF learning), both traditional and performance based, allow students to demonstrate their mastery of each learning target.
 - A scale of 1 to 4 is used to assess student mastery of each long-term target. Each number reflects the student's level of mastery according to the following rubric:
 - 4 means "exemplary work for the target"
 - 3 means "meets target"
 - 2 means "approaching target"
 - 1 means "does not meet target"

In the Springfield system, these numeric “scores” are then averaged and translated into a traditional letter grade and GPA in the following fashion (the traditional 0-100 numeric range is provided in parentheses for reference):

Learning Target Avg (1-4)	Letter Grade	GPA(CP)	
3.75-4.00 (97-100)	A+	4.33	Successful completion of an Advanced Placement course results in a .67 point increase to the course gpa.
3.50-3.74 (93-96)	A	4.0	
3.34-3.49 (90-92)	A-	3.67	
3.17-3.33 (87-89)	B+	3.33	Successful completion of a course within the TSRS Honors program results in a .33 point increase to the course gpa.
3.00-3.16 (84-86)	B	3.0	
2.84-2.99 (80-83)	B-	2.67	
2.67-2.83 (77-79)	C+	2.33	
2.50-2.66 (74-76)	C	2.0	
2.40-2.49 (70-73)	C-	1.67	
2.30-2.39 (67-69)	D+	1.33	
2.20-2.29 (64-66)	D	1.00	
2.10-2.19 (60-63)	D-	.67	
1.0-2.09 (0-59)	F	0	

- Revision is a core assessment practice. In some cases, it is required, and in other cases it is optional.
- Students whose learning target average fails to earn course credit must successfully complete those learning targets through the school’s standards based summer school.
- Final Exams—All students are required to take final exams in all courses based upon and developed to assess learning targets for that specific course. If learning targets are well assessed by district finals, they may be used; however, in many cases, the district finals may not correspond exactly with course learning targets, particularly because depth of knowledge and skills are emphasized in our curriculum design. In these cases, course finals will be designed by teachers and departments.

School Wide

- Formative Assessments of Literacy and Math Skills—At the start of the year, all academic classroom teachers will administer at the start of the year a common grade level assessment designed to establish a performance benchmark for each student. Then, in science, social studies and ELA classes, regular formative assessments will be given to assess these literacy skills. Bi-weekly formative assessments in math will be given to assess the designated skills. Teachers will work in collaboration with instructional leaders to use the data collected to inform instruction.
- Student Led Family Conferences
- Passage Portfolios
- Senior Performance Assessments
- DFA’s (continue to use so we have a benchmark of how we are doing compared to other schools in the district)
- Stanford Reading (not math because of DFA’s and not content because it is not useful data)
- MCAS

7. Professional Development and Support

Overview

All staff members at the Springfield Renaissance School are engaged in continual professional growth. On-going professional reflection, conversation, and assessment are core values of the school's professional learning community. Each year professional development (PD) priorities will be determined and set by the Governance Board based on student performance and other data, staff evaluations, and school goals, and in consultation with teacher leaders, administration, and school academic coaches. All professional staff will be expected to complete a minimum amount of professional development connected to Expeditionary Learning's Design Principles and Core Practice Benchmarks (20 hours each year), in addition to the weekly professional development called for in the SEA agreement.

School-wide PD priorities will be identified by the school's Leadership Team after looking at student performance data and other assessments in the context of the school's goals and mission; PD needs will also be solicited from classroom teachers and staff through annual surveys and the evaluation and coaching/mentoring process. Classroom teachers are responsible for identifying areas of potential professional development that can improve the effectiveness of their classroom practice and for requesting support from the school's instructional leaders. In turn, instructional leaders are responsible for clearly communicating with classroom teachers about PD services and for providing critiques, as well as resources and support to direct professional development planning.

As one of the original EL schools supported by the Bill and Melinda Gates Foundation, the Springfield Renaissance School has a unique relationship with Expeditionary Learning Schools. In fact, the school is recognized by EL staff as one of its flagship campuses. All staff members are expected to be familiar with the Expeditionary Learning Schools model as articulated in the Core Practice Benchmarks document. Orientation and training of all classroom teachers will be aligned with these benchmarks, as well as the school's vision and mission.

Resources for Professional Development

TSRS will continue to use a wide range of resources in developing effective PD resources for its staff that are aligned with the school's mission, pedagogy and goals. These will include resources offered by Expeditionary Learning Schools, collaboration within the national EL schools network, the continuing presence within the school of an Expeditionary Learning Schools school designer, collaboration with state and regional networks such as the Center for Collaborative Education (CCE), and the Springfield Public School District, as well as onsite peer-led professional development.

Structuring time for professional development

The school will use its pilot autonomies to structure time for PD through either early release or late start days. The school will use the School Calendar autonomy to structure time for a weekly 2-hour PD session with late start days. Students would have the option of attending acceleration and remediation programs led by Renaissance support staff, community partners, or contracted vendors.

Capacity building and leadership development

The school is committed to strengthening internal leadership and developing the coaching and mentoring capacity of its staff through professional development. The school has flourished with

the support of external design coaches during its initial three years. As grant funding for this ends, The school will shift its focus to internal capacity building, so that existing instructional leaders, with some support from external experts, can take on this critical and highly effective on-going mentoring and leadership role.

The school will continue to develop partnerships with Western Massachusetts teacher training programs and universities to become a training site for new teachers interested in learning the EL methodology. (Currently the school hosts teaching and counseling interns from Smith College and Springfield College, as well as the University of Massachusetts.) Additionally, our hope is that over the years, talented graduates of the school will return to train and eventually teach at our school and at other EL schools in Springfield, providing a powerful role model for future students and the community. We envision this track bringing talented and motivated teachers of color into our school to serve as role models and leaders for our student body. The passion and energy of student teachers, both former students and others from area colleges and universities, will also enhance the school greatly and allow experienced teachers to coach and mentor others, as time permits.

Components of Professional Development

Orientation and training for new teachers (both new to teaching and new to the school)

All new teachers will be required to attend a 2-week EL Institute the summer before they are hired. This Expeditionary Learning training focuses on practices at the heart of the school's program such as crew, how to design a learning expedition, standards-based grading, differentiated instruction, ensuring equity in instruction and the classroom, and active pedagogy. New staff training will continue with a 3-5 day school-based workshop that focuses on school structures and consistencies and helps teachers develop learning gained at the EL Institute. New staff will also be matched with an experienced staff mentor who will meet with them regularly throughout the year. New staff will also be a priority for the assignment of coaching and mentoring resources.

On-site Coaching

School administrators, instructional supervisors, Expeditionary Learning Schools School Designers, teacher leaders (ILS's, department chairs, team leaders, and mentor teachers) are responsible for providing professional development support to staff and classroom teachers through on-site coaching. This coaching may include (but is not limited to):

- Observations and feedback
- Co-planning
- Co-teaching
- Demonstration lessons
- Individual or small group meetings
- Resource gathering

Teachers and on-site coaching partners will utilize teachers' planning periods, before or after school time, and/or release time to support these efforts, and are encouraged to prioritize replicable structures for their work. Coaches will utilize protocols for "looking at student work" or critique/revision and will support common planning formats such as "assessment planners" to sustain school-wide documentation practices. The focus of coaching and mentoring will be on key components of the EL Benchmarks, such as active pedagogy, standards-based grading, ensuring equity and high expectations, differentiated learning, and implementing learning expeditions.

SRS will use pilot autonomies to structure and increase the amount of time that instructional leaders and highly effective staff have for coaching and mentoring other staff; the role of external coaches will shift to strengthening this capacity through leadership development.

Professional Learning Communities

SRS will continue to utilize Active Pedagogy Groups and build other faculty learning communities around core EL benchmark areas, core texts regarding urban schools and communities, and looking at student work/data analysis.

EL Institutes

Expeditionary Learning Schools is recognized as one of the premier professional development and school coaching organizations in the country. School staff would continue to avail themselves of local, regional, and national EL institutes, and they would continue to serve as workshop and institute presenters and staff.

Weekly Faculty Meetings

Three weeks of the month will be whole staff sessions and one week each month will be department meetings. Work session priorities include: preparation for and focus on school wide consistencies via instruction and assessment structures, data analysis and crafting timely responses to that analysis, and teacher training and support for key school structures like Crew, student led family conferences, passage portfolios, etc..

Utilization of Team Meetings to Develop Teachers' Instructional Practice

School leaders will work with teams to develop a focus on instructional practice during team meeting time. In addition to the interdisciplinary planning and problem solving that regularly happens at these meetings, time would be spent regularly reading and discussing common texts, looking at student work as evidence of student progress and instructional success, and using student work and data to develop intervention plans, enrichment for students demonstrating mastery, and improving instructional strategies and skills.

Curriculum/Program development

The school's autonomous use of professional development funds will support job-embedded curriculum development by teams of teachers and staff. This work will be guided by clear expectations for finished work products (curriculum map revisions, performance assessment designs, etc.).

Off-site Workshops and Conferences

School staff members will be provided with opportunities to attend off-site workshops and conferences offered by Expeditionary Learning Schools, CCE, Springfield Public Schools, and other third-party agencies. Attendance at these events is coordinated through school administration and, where relevant, Expeditionary Learning Schools School Designers.

Priority is given for off-site professional development opportunities that align to the yearly school goals and can be attended without great harm to concurrent school programs. In order to ensure an equitable development of skills and support, school administrators maintain records of past off-site professional development attendance, and determine future attendance based on a balance of:

- department and grade level attendance to build capacity toward school goals

- priority given to core classroom teachers
- new staff attending introductory Professional Development
- returning staff attending non-introductory Professional Development
- development of instructional leaders

For all off-site opportunities, teachers will document their learning in a common reflection journal to record goals, focus note-taking, and document reflection. Participating teachers will be expected to submit a report on their professional development experience to the person acting as director of professional development. This director would then meet with the teacher(s) to discuss how to best use their learning to support other faculty members.

Staff Evaluation and Support

School staff will be evaluated annually based on their ability to effectively implement EL core benchmarks, along with a review of student performance data and observation by administrators. The school will use its autonomies in this area to develop a teacher evaluation tool specific to EL benchmarks and the school's vision, mission and goals. We will utilize the expertise of the EL network of schools and CCE in developing this tool. Until the tool is developed and approved by the faculty, the school's STEDS process will serve as the supervision and evaluation tool.

Staff evaluation will include the opportunity for staff to complete a self assessment tied to student performance and EL benchmarks, identifying strengths, areas for improvement and professional development priorities. Through an annual review process, administrators will work with staff to develop a professional development plan aligned with the school's vision, mission, and goals, consistent with EL Core Benchmarks.

Best Practices

SRS will work with other pilot schools, both regionally and nationally, to develop a network in which to share best practices. These best practices can, in turn, be shared with other schools in Springfield to strengthen the entire district.

8. **Student Support** At the heart of the school's structures is the commitment to supporting students in their efforts to meet rigorous performance assessments within a standards-based curriculum. The school's intentionally small size, its Crew course, and its mission and community commitment are all focused upon developing and sustaining powerful relationships between teachers and students. These relationships support the skills and habits necessary for academic success- self-discipline, perseverance, confidence, and initiative. The school's instructional and assessment system uses revision as a core practice. Teacher support during Saturday School is available for all students. With pilot autonomy the school plans to create a summer program open to all students in an attempt to close the "summer gap" that weakens the progress so many urban students make during the school year. Special Education students are given the full support called for in their IEPs and ELL students are afforded support within their core classes and in directed tutorials.

The school's focus upon authentic assessment, collaboration, and revision has been credited with its success rates on standardized exams, which have consistently outperformed the district's average

scores on an aggregate level, for students with disabilities, ELL students, and across several ethnic subgroups. The following programs would be supported by the school's pilot autonomies:

- a. Crew (bi-weekly progress reports for all students, SLFCs, Passage Portfolios, College Applications)
- b. Counseling Support: Adjustment counselor, family liaison, college bound counselors, counseling interns
- c. Standards Based Summer School
- d. Optional summer program for student acceleration and remediation
- e. Co-taught special education inclusion classes
- f. Saturday school mini-courses (4-6 weeks, skill-based, i.e. vocabulary, test prep) with a "drop-in" study hall option. Targeted students sign contract
- g. Saturday credit recovery courses (PE, Technology...)
- h. Targeted student interventions (GEAR UP staff, AmeriCorps members, Counseling interns, Pre-Practicum students, teaching interns)
- i. Academic Support Intensives/Mini-Courses
- j. On-line, public access (view only) grade books
- k. Standardized honors program for qualified students
- l. Academic intervention course in lieu of electives for students in need
- m. New Student and Family Orientation Program
- n. Mandatory Student-Led Family Conference for continued enrollment

9. Family and Community Engagement

Strong family and community involvement is integral to our School's mission. Pilot School autonomy will allow us to utilize our resources for enhancement of involvement

Family Engagement

Already, family involvement is required with attendance at three student-led family conferences during the year, and at student's passage portfolios (8th and 10th graders) and senior exhibition (12th graders). In addition, students must include community members in their passage portfolio process. SRS regularly hosts whole school events to encourage families to be active in their children's learning, such as Open House in the fall, Exhibition night and passage portfolio celebration in June, and the silent auction and student/faculty basketball game in the spring. Honors recognition ceremonies (based on student's scoring well on Habits of Work) also occur each trimester, and family members are encouraged to attend.

We will use pilot autonomies to allocate resources to transition our Parent Liaison from a part-time to full-time position in order to strengthen our ability to communicate effectively with families and involve them in the education of their children. We plan to implement a series of meetings and discussions with parents throughout the year around substantive issues of concern that are core to the school's mission and Expeditionary Learning pedagogy, to hear families' concerns and to help them understand why the school does things the way it does (which is often different from their own school experiences). Topics might include: Crew, Learning Expeditions, character commitments, grading, counseling and discipline. In addition, a New Student Orientation Program for 6th graders, to be held in August, will include team building activities and crew meetings with parents which are key components of expeditionary learning. This ensures that parents will know at least one teacher at the school and have met other parents prior to the school's start.

TSRS also organizes a cookout in August for the entire school community, staffed by parents and staff and coordinated by the Student Council. Team building activities will be built into this event to break down some of the barriers between parents and staff.

We also plan to enhance our School's website and newsletter to allow for information to be shared with families in a more timely and efficient manner, resulting in greater parental/guardian involvement in the students' education. We currently send out newsletters to families each month. We plan to supplement this form of communication with teacher websites that include: assessment standards and assignment rubrics and deadlines so that parents/guardians can more effectively ensure their children are completing assignments on time and at the highest level possible; and on-line access (secure and view only) to teacher grade books so families always have the most up-to-date information about student progress.

Community Engagement

Pilot School autonomy will also allow us to allocate additional resources to our Learning Expeditions, Intensives and Internships. All three programs depend upon successful collaboration with community partners. We enjoy many strong relationships with community agencies, higher education institutions and businesses (a listing of these will be included with the final draft). The addition of others will allow us to offer more students the opportunity to connect with community partners who will serve as role models and mentors for our developing global citizens.

The school's design and programs will involve the community in the following ways

- Community members serve on the panels of 8th and 10th grade passage portfolios
- Experts who meet with students both in the classroom and in the field (fieldwork) help students understand either academic concepts and content or a skill or craft.
- Intensives which bring in community members (both volunteer and paid) to lead mini courses in the arts, athletics, music, etc.
- Partnerships with higher education institutions through intensives, college visits, college student mentors and tutors, teacher and counseling interns, and academic collaborations between our teachers and college professors.
- Local businesses which serve as internship sites. Our 11th graders have interned with local doctors, police officers, social workers, zookeepers, veterinarians, photographers, and financial institutions.
- Doing authentic work for community organizations as part of learning expedition. In the past we have done so in the following ways:
 - Testing the water at Loon Pond in Springfield to determine if it could be opened for swimming in conjunction with the City of Springfield
 - Educating school communities and government leaders to end the use of Indian mascots
 - Selling fresh vegetables from a local farm to school and community families
 - Hosting a community symposium about local food
 - Analyzing and recommending energy efficiency strategies for schools with the City of Springfield
 - Creating a website for the Vietnamese American Civic Association and tutoring students at their after-school program
 - Documenting the immigrant experience in Springfield for refugees from southern Africa
- Community Service - Each year every crew completes at least one discrete community service project. Past projects have included food and clothing drives, renovating community agency facilities, teaching middle and elementary students, and participating in the city's many walkathons and relays.

Family and Community Involvement in School Decision-Making

Parents and Community Partners will serve on the School's Governing Board and will represent the racial and class diversity of our student body.

10. Administrator and Staffing Plan

Based upon the 2009-10 SPS staffing allocation formula the school would anticipate continuing its current staffing plan with the additions of:

Expanded hours for the school's Family Liaison

A part-time grant writer

11. Budget

BUDGET The Springfield Renaissance School's budget will be premised upon the average teacher and staff salary for each of its allocated Springfield Public School's staffing allocations. Based upon its teacher/staffing data of the past three years, the school would be in receipt of surplus funds due to its lower teacher/staff salary average. A preliminary and conservative analysis of the difference between the school and the SPS average Unit A salary reveals an approximate "surplus" of \$261,000 for the 2009-2010 school year. The budget outlined below is based upon a recommended percentage of this anticipated surplus of 80%, or \$208,000. At this point, the design team has only discussed financial autonomy via professional and support staff salaries. The team is interested in exploring this aspect of fiscal autonomy relative to traditional in-district services (i.e. professional development), but the budget plan submitted here is based entirely on anticipated Unit A salaries.

Recognizing that both the district's and the school's averages are subject to change, and anticipating a trend toward a higher school average, the pilot design team's initial plans for this money are both conservative and entrepreneurial. The budget outline below is based upon using the recommended 80% of this projected surplus \$208,200 for the 2009-2010 school year as the anticipated surplus for 2010-2011. The team's highest priorities for the surplus funds are as follows:

- Community and private educational vendors to support student academic programs for weekly late-start school days \$30,000
- Transportation resources to support student fieldwork \$21,000
- A voluntary summer enrichment and remediation program for students who do not require credit recovery summer school (4 weeks, 5 days/wk, 5 hrs/day, 16 teachers at \$3,000/teacher) \$48,000
- A credit-recovery, standards-based summer school (funded in part through fees and state grants) \$48,000
- Expanded hours for the school's family liaison \$4,000
- Expanded, site-based, professional development offerings for teachers and staff. \$20,000
- An Expeditionary Learning Schools contract \$20,000
- IT consultant services \$7,000
- A .5 grant writer \$10,000

The pilot proposal is predicated upon incurring no additional costs to the Springfield Public Schools beyond the staffing and funding formulas used by the district for every other school. It will be the responsibility of the Governing Board to identify the school's program and staffing priorities, and to manage whatever surplus funds it has so that the school can sustain whatever initiatives it begins.

12. Pilot School Governance Structure

The Springfield Renaissance School's governance plan will draw upon the following in its work, communication, and decision-making:

- Inclusivity
- Focus on Student Performance
- Transparency
- Expeditionary Learning Design Principles and Core Practices

Governance Board The Governance Board will be a representative group of all stakeholders in the school community. The Board will consist of the following members:

- Four representatives from different families, elected to staggered two-year terms (in our first year one pair would serve for one year and the other for two)
- two students, elected for one year terms
- five teachers, elected to staggered two-year terms (in our first year one pair would serve for one year and the other for two)
- two community partners elected to one year terms, and
- the school principal.

Governance Board members may run for re-election, but can only serve two consecutive terms. Governance Board meetings are open meetings and their agenda is posted at least one week in advance of the meeting.

All decisions made by the Governance Board will be based on bi-annual student performance data presented by the leadership team and upon request by the Governance Board. The Governance Board will meet once every six weeks and will be co-chaired by the principal and one other board member.

Responsibilities:

- Strategic Planning, informed by careful use of school and student performance data
- Oversees hiring, supervision and evaluation of the principal (superintendent having final sign-off)
- Approval of the annual budget
- Setting of school policies and programs, e.g. professional development focus, school calendar, school handbook, and promotion and graduation requirements.
- Assisting with school community outreach and communication

13. Election-to-Work Agreement

The Springfield Renaissance School

WORK ELECTION AGREEMENT 2010-2011

Preamble

The Springfield Renaissance School is a Commonwealth Pilot School within the Springfield Public Schools that by union contract has been granted full autonomy and flexibility to be a laboratory of educational innovation. This includes the right to set the “school day” and “school year” for both faculty and students and to make other alterations in the traditional teaching and learning conditions. As a Pilot School, The Springfield Renaissance School’s primary decision-making body will be its Governing Board, replacing the role of the School Centered Decision-Making Team (SCDM). The Governing Board will consist of non-paid members that include administrators, teachers, parents, students, and community members who will approve the annual work election agreement (WEA), budget, policies, and vision of the school. The Springfield Renaissance School Governing Board will be handling many of the functions previously assumed by the SCDM Team. Teachers at the Springfield Renaissance School undertake a number of special responsibilities. Teachers at the Springfield Renaissance School will subscribe to a particular school model, most notably the Expeditionary Learning Model, and the development of a collaborative, professional community.

Per the Request for Proposals Springfield Voluntary Pilot Schools, all provisions from the Springfield Education Association contract are in effect unless specifically identified in The Springfield Renaissance School’s Work Election Agreement. The Work Election Agreement will be reviewed and, if deemed necessary, revised annually by The Springfield Renaissance School Governing Board no later than February 15 of the previous year. Upon the approval of the governing board, affected SEA bargaining unit staff must accept changes by a simple majority vote prior to the Work Election Agreement taking effect.

As part of The Springfield Renaissance School collaborative, professional community, all teachers, in addition to their teaching responsibilities, will:

- Participate in the Peer Observation process as part of the collaborative, professional culture;
- Implement the school’s standards-based assessment system
- Teach a crew class every day
- Teach an intensive mini-course twice each year
- Complete Expeditionary Learning professional development courses/workshops/institutes every year
- Work on a variety of teams to support the mission of the school (e.g. intensives, summer school, department, interdisciplinary curriculum, etc.), and
- Create lesson plans using the Springfield Renaissance School Standards-Based lesson plan format. Lesson Plans will be used as a basis for discussion and planning during common planning time.

- New teachers must complete the EL New Teacher Institutes

a. The School Day:

For the 2010-2011 school year, the school day for students is from 8:05 a.m. until 2:50 p.m. Monday – Friday. The school day for teachers will follow the Springfield Education Association’s contractual standards. The school will structure 2 hour blocks of professional development during the school day once per week in addition to the weekly after-school professional development called for in the SEA contract. Educators will participate in one after school block for direct student support weekly. Teacher office hours can be held on Monday, Wednesday, and Thursday afternoons.

b. The School Year:

The school year for students will consist of 180 days of instruction. Professional Status teachers will work 185 days according to the following schedule:

- The first day of school for students will be the same day as the first day of school at other high schools in the Springfield Public School District.
- All teachers will work four Site-Based Professional Development Days prior to Convocation for the Springfield Public School District.
- All teachers will meet at The Springfield Renaissance School on the day that Convocation is scheduled for the Springfield Public School District.
- All teachers will participate in Student Led Family Conferences three times a year, Passage Portfolio Presentations for the 8th and 10th grade students, open house, and exhibition night.

c. Salary, Benefits, Seniority, and Membership in Bargaining Unit:

The Springfield Renaissance School teachers will continue to accrue seniority within the district as they would if working elsewhere in the Springfield Public Schools (“SPS”). Anyone hired as a teacher at the Springfield Renaissance School will receive the wages and benefits established in the SEA-SPS Teachers’ Contract. Teachers will also be bound by the terms outlined in the Springfield Renaissance School Work Election Agreement. Teachers will continue to be members of the Springfield Education Association bargaining unit.

d. Compensation for Additional Hours:

In compliance with the contractual agreement between SEA and Springfield Public Schools regarding pilot schools, The Springfield Renaissance School teachers will receive compensation for additional hours of work above and beyond all required hours in the SEA contract (See attachment 1). The additional compensation will be paid in each pay period and the compensation will be identified on the pay stub by a specific code.

e. Excessing Procedures:

Voluntary Excessing:

The district transfer process will be in place for teachers who want to transfer out of the Springfield Renaissance School. You may unilaterally excess yourself from the Springfield Renaissance School at the end of the work year. When voluntarily placing yourself in the district transfer process, you must inform the principal verbally by the end of March and in writing by April 15.

f. Dismissal:

You will be subject to dismissal from SPS in accordance with existing laws and regulations. Additionally, the contract for provisional teachers applies only to the specified year.

g. Responsibilities:

- Your job-specific responsibilities are detailed in the attached job description.

h. Substitute Coverage:

In the spirit of a collaborative professional community, all teachers may be asked to cover classes for their colleagues. Teachers will be compensated for coverage at the SEA contractual allotment.

i. Dispute Resolution:

In lieu of the Dispute Resolution Process in the SEA Contract, the dispute resolution process for the Springfield Renaissance School faculty will operate with the following guidelines, with the understanding that a SEA representative will be present at each step of the process for support and advice:

1. The teacher should meet with the grade level administrator to address concerns about the school's work rules and attempt to reach a solution. All meetings regarding disputes should be kept confidential by the administrator.
2. If a meeting with the administrator does not result in a satisfactory resolution the teacher may choose to present the concern or complaint to the Principal of The Springfield Renaissance School.
3. If step #2 does not result in a satisfactory resolution, the teacher may choose to present the concern or complaint to the Co-Chair of The Springfield Renaissance School Governing Board. The teacher's complaint will then be directed to and heard by a subcommittee of the Governing Board. The decision of the Governing Board in relation to the concern or complaint will be final unless appealed through Step 4 below.
4. If Step #3 does not result in a satisfactory resolution, the teacher may choose to go to mediation. The teacher and administrator will work with the Center for Collaborative Education to identify a mediator who is acceptable to both parties. The mediator will not be a decision maker; rather, the goal will be to reach a satisfactory resolution that is mutual to both parties.
5. If the teacher is still not satisfied, he/she may file a grievance at step 3 of Article 32, Grievance Procedure. If not resolved at step 3, the Association may bring the grievance to arbitration.

j. Performance Evaluation:

The Springfield Renaissance School will continue to observe the SPS STEDS evaluation process which is currently in place.

The Springfield Renaissance School will use its Pilot autonomy to add required supports to the evaluation process and professional development of all teachers including peer observations, instructional coaching, and quarterly curriculum review conferences.

BY SIGNING THIS DOCUMENT, I ACKNOWLEDGE THAT I HAVE READ ALL THE PROVISIONS OF THIS ELECTION AGREEMENT AND THAT I AGREE TO ALL ITS TERMS.

Dated _____

Signature: _____

Name (Print): _____

Address: _____

14. Evidence of Success

The school will use multiple sources and indicators of student performance in order to analyze its programs, drive its decisions, and evaluate the school’s overall success. The following chart presents an abbreviated description of what benchmarks/data will be considered, who collects that data, and how the school intends to respond to the analysis of that data.

Evidence of success	Evidence of success	Evidence of success
A set of clear benchmarks have been set to assess the school’s progress in improving student outcomes and instructional practice	A clear process is described for: regularly assessing progress against the benchmarks	A clear process is described for: using data to improve instructional practice and student outcomes
BENCHMARK	GATHERING	RESPONDING
Learning expeditions 2 per student per year	Curriculum Maps/ELS Implementation Review	Prioritize grade level support

Workshop model	Teacher Observations/ELS Implementation Review	Identify professional development needs and instructional support
Fieldwork experiences	ELS Implementation Review	Prioritize grade level support, community contacts, and resource allocation
% successfully completed SLFCs	Crew→Guidance→Whole School	Identify students/families in need of support and/or crews in need of support and/or staff in need of support
% successfully completed Passage Portfolios	Crew→Guidance→Whole School	Identify students/families in need of support and/or crews in need of support and/or staff in need of support
Expeditions Rubric scores	Team→Instructional Leadership→Whole School	Targeted staff support and professional development
% Retentions	Student Information System/Counseling	Intervention system designed to meet identified student needs Identified students in need of intervention

% Failures	Student Information Systems/Counseling	Intervention system designed to meet identified student needs Identified students in need of intervention
Discipline #s	Student Information Systems/Counseling	Intervention system designed to meet identified student needs Identified students in need of intervention
Attendance #s	Student Information Systems/Counseling	Intervention system designed to meet identified student needs Identified students in need of intervention

Dropout #s	Student Information Systems/Counseling	Intervention system designed to meet identified student needs Identified students in need of intervention
% Graduate on time (starting in 6 th gr and/or starting in 9 th gr)	Student Information Systems/Counseling	Intervention system designed to meet identified student needs Identified students in need of intervention
% graduates who go to college/university immediately	Crew→Counseling→Whole school	Intervention system designed to meet identified student needs Identified students in need of intervention
% graduates still enrolled after 1-4 years and/or graduated from college/university	Interviews/Surveys/Post-grad counselor	Recommendations for discrete and/or whole school changes and improvements, coordinated by school leaders (dept chairs, team leaders, administration)

Qualitative assessments of: Student writing Products Collaboration Character Traits Public Speaking Hallways/Cafeteria/Bathrooms	Annual 3-5 day school evaluation visit by “critical friends”	Recommendations for discrete and/or whole school changes and improvements, coordinated by school leaders (dept chairs, team leaders, administration)
Teacher Retention rates	Administration	Teacher Orientation and mentor programs
Teacher Evaluation “scores”	Administration	Targeted professional development
MCAS scores	Test Reports, DESE	Curriculum and Instructional adjustments as needed
PSAT/SAT scores	Test Reports, College Board	Curriculum and Instructional adjustments as needed
AP scores	Test Reports, College Board	Curriculum and Instructional

		adjustments as needed
Best Practice Targets		Curriculum and Instructional adjustments as needed Targeted Professional Development
a. % and/or # of peer observations	Instructional leadership	Same
b. video study of lessons	Instructional leadership	Same
c. student course evaluations	Instructional leadership	Same
d. school wide formative assessments in literacy and numeracy	Instructional leadership	Same
e. % and/or # of LASW (Looking at Student Work) sessions	Instructional leadership	Same

On-line access to curriculum, learning targets, and grade books	Administration	Expanded family support for student success
Data Walls by class, grade and school	Instructional leadership /Administration	Gallery walks and facilitated discussions (students, staff, families, community)
# and Currency of displayed student work	Instructional leadership /Administration	Targeted professional development
Anchor Papers/Exemplars for common/repeating assessments	Instructional leadership	Curriculum and Instructional adjustments as needed
Attendance rates	Administration	Attendance Interventions
Attendance trends		
Failure rate/retention rate	Administration/Counseling	Academic Interventions
Grade Trends gr 6-12		
Recidivism rate	Administration	Discipline Interventions
Discipline trends gr 6-12		