

Paris Elementary School
Innovation Plan Presentation
DRAFT



What is Innovation Status?

As part of the first APS ACTION Zone, Paris ES is pursuing Innovation Status.

State innovation status allows a school to remain in the district while giving the community added flexibilities to redesign itself. Innovation status allows a school to develop a customized and unique plan of structures, programs and governance models that will best serve the students at the school. It requires the entire school community to work together to implement innovative approaches to promote student achievement that could affect people, time, programs or money. In return, the school may be exempt from certain state laws or school district policies to implement the innovation plan.

What Was Our Design Process

The Paris school design team embarked upon a design process that began with applying for a Tiered Improvement Grant that we received this school year. In writing the Tiered Improvement Grant, we gathered input from staff and our parent community in the 2014-15 school year and this year our Design Team deepened understanding of school needs, gathered additional inspiration and input from staff, families, and community members to propose models to best serve our students.

Paris Design Needs: Our Priority Performance Areas

Academic Achievement

- Significant drop in the percentage of students scoring proficient and advanced in Reading, Writing, and Math.
- Proficiency rates are well below State and District averages.

Academic Growth

- The Growth Gap between the Median Growth Percentile and Median Adequate Growth has widened in all subject areas but especially in math.
- The median growth percentile has declined, especially in math for the last 3 years.

Academic Growth Gaps

- Our priority challenge around growth gaps is in reading, writing, and math specifically for students with disabilities.
- Students with disabilities are the only subgroup in which we do not meet standards.

Our Root Causes

Consistency of Implementation: There is a lack of consistency in implementation of first best instruction and culturally responsive instructional practices, formative assessments, and monitoring of goals.

Systems and structures: There is a lack of clear systems and structures to support academic and social/emotional needs of our student.

Rigor and Engagement: There is a lack of student engagement and rigor across all grade levels.

Differentiation for staff: There are inconsistent systems and structures to support the differentiated needs of staff which affects staff mobility and the sustainability of structures that support student achievement and growth.

Differentiation: Differentiation is not consistent in all classrooms for all students.

English Language Learners: Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English Language Learners.

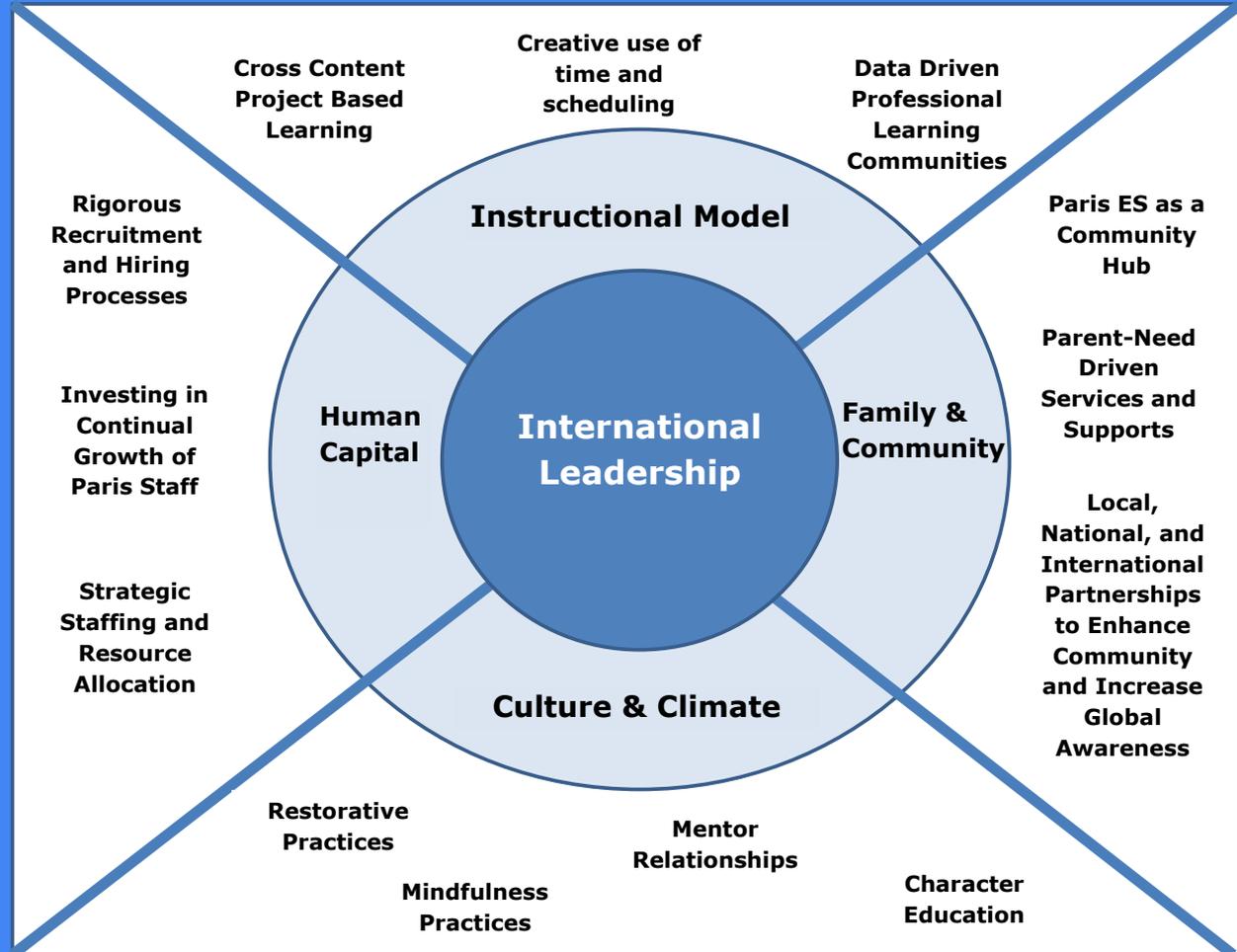
Consistent implementation for groups: There is not consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.

Our Design Overview

To ensure our design addressed our root causes we developed models across 4 core areas:

- *Instructional Model*
- *Culture and Climate*
- *Family and Community*
- *Human Capital*

These 4 areas are interconnected by our *International Leadership* theme.



Instructional Model

Strategy Statement: Instructional Model

At Paris, in order to maximize student learning, we will create systems and structures that allow us to:

- Implement a cross-content project-based learning teaching model to meet the needs of the whole child
- Collaboratively plan using data as a professional learning community
- Restructure our school day to maximize planning time for teachers and learning time for students
- Adjust our school calendar to maximize instructional time

Integrated Instruction: The WHAT

THE WHAT: We will have a a cross-content, project-based teaching model that integrates literacy. Science and Social Studies will be taught through literacy, supported by lab and field experiences. In order to support a variety of students learning styles, we will provide learning experiences that incorporate language and culture. Teachers will teach through a culturally responsive lens.

Objectives for your Big Idea:

- Integrated units at every grade level in all content areas, including art, music, physical education and media
- Rigorous, engaging learning experiences using CRE strategies, and language supports
- All teachers consider themselves teachers of literacy first
- Full inclusion of special education services
- Promote global and local leadership skills in our students and staff

Integrated Instruction: The WHY

Why has your school decided upon this model to include in the redesign? What data and research supports your case to include this in the redesign?

- Encourages students to see interconnectedness and interrelationships among disciplines, students are motivated as they see these connections.” “There is a small body of research related to the impact of an integrated curriculum on student attitudes. Maclver (1990) found that integrated program students developed team spirit and improved their attitudes and work habits.” (<http://educationnorthwest.org/sites/default/files/integrated-curriculum.pdf>)
- The more regions of a brain that store information, the easier it will be for a student to recall information ([http://www.ascd.org/publications/books/107006/chapters/Memory, Learning, and Test-Taking Success.aspx](http://www.ascd.org/publications/books/107006/chapters/Memory,_Learning,_and_Test-Taking_Success.aspx))
- Helps students make sense of the multitude of life’s experiences, see meaningful connections between the subject matter and Material then serves as a vehicle for learning (http://www.users.miamioh.edu/shermalw/edp603_group3-f00.html)

Integrated Instruction: The WHEN

When will implementation take place? What is the year by year roll-out timeline to reach the year 3 vision?

Year 1: During Quarters 1 and 2, teachers along with ISSN Coach plan integrated units for Quarter 3 and 4. By 3rd Quarter, begin to implement integration of Literacy with Science and Social Studies along with building resources to support the units. During Quarters 3 and 4, teachers will plan Quarters 1 and 2 for Year 2 of implementation. 50% of staff has participated in CRE instructional rounds by end of year. CRE will be embedded in professional learning opportunities.

Year 2: Full implementation of Literacy with Science and Social Studies for all four quarters, in addition to implementation of integration of literacy and content for the arts, physical education and media. Units taught in Quarters 3 and 4 will include student directed project-based learning with a international and local leadership theme. 100% of staff has participated in CRE instructional rounds by end of year and a clear on-boarding process for new staff. CRE will be embedded in professional learning opportunities.

Year 3: Full integration of all new teaching model practices. We will continue to monitor and adjust Literacy integration as needed.

Integrated Instruction: The HOW

**For this model to be successful, how will conditions need to change?
In order to achieve our long term outcome of cross-content and project-based teaching model, the conditions needed are:**

- Ample common planning time for all teachers
- Block and flexible schedule based on experiential learning needs and adequate resources (time, supplies and human capital) for field experiences
- Continuous and on-going literacy, ELA strategies, and project-based learning, along with culturally responsive professional learning for all teachers (could be Passageworks for Dr. Stembridge), with support from the ISSN coaches, utilizing the ISSN resources
- 21st Century technological resources along with time to teach students how to use them independently

Integrated Instruction: The WHO

Students will benefit from an integrated and project-based teaching model by:

- More engaged and more motivated to learn
- Growth in all academic areas with increased confidence
- Developing their leadership skills will prepare them for PWR and 21st Century skills (Curiosity, Creativity, Initiative, Multi-Disciplinary Thinking, Empathy)

Adults will benefit from an integrated and project-based teaching model by:

- Participating in a collaborative community of learners and supportive culture
- Creating a culture of academic and professional success
- Teacher retention will improve and encourage highly qualified and effective teachers to join the Paris Team

Collaborative Planning/PLCs: The WHAT

THE WHAT: We will use our extended planning time to participate in professional learning communities and collaboratively plan horizontally and vertically.

Objectives for your Big Idea:

- All staff will be trained in the PLC model by Rich Smith using current student data and targeted planning models
- Specials, ESS, and Intervention teachers, along with support, staff will support the PLC process
- It will be an expectation that we use the PLC model in Literacy and Math
- Along with weekly grade level planning, we will meet once a month for vertical team planning
- CRE themes and ELA strategies will be embedded in all collaborative planning times

Collaborative Planning/PLCs: The WHY

Why has your school decided upon this model to include in the redesign? What data and research supports your case to include this in the redesign?

- One hallmark of many high-performing schools is the success its teachers have had in creating what is known as a professional learning community. http://www.education.com/reference/article/Ref_Maximizing_Impact/
- “Strong professional learning communities produce schools that are engines of hope and achievement for students. . . . There is nothing more important for education in the decades ahead than educating and supporting leaders in the commitments, understandings, and skills necessary to grow such schools where a focus on effort-based ability is the norm” (Saphier, 2005, p. 111).
- “Participation in learning communities impacts teaching practice as teachers become more student centered. In addition, teaching culture is improved because the learning communities increase collaboration, a focus on student learning, teacher authority or empowerment, and continuous learning; . . . (Vescio, Ross, & Adams, 2008, pp. 87–88). <http://www.allthingsplc.info/files/uploads/AdvocatesforPLCs-Updated11-9-15.pdf>

Collaborative Planning/PLCs: The WHEN

When will implementation take place?

What is the year by year roll-out timeline to reach the year 3 vision?

Year 1: All staff participates in PLC 101/102 and receive Adaptive Schools support and all teams focus on literacy in weekly PLCs

Year 2: Teams add Math to the PLC cycle. Specials, ESS and Intervention teachers along with support staff will support the PLC process in year two

Year 3: Focus for PLCs is on our integrated units

Collaborative Planning/PLCs: The HOW

For this model to be successful, how will conditions need to change?

In order to achieve our long term outcome of cross-content and culturally responsive teaching model, the conditions needed are:

- Daily collaborative and common planning time for grade level teams
- Extended planning time supported by new school calendar and restructured school day
- Special education, intervention/support staff schedule allows for collaboration with grade level teams
- Specials teachers participate in vertical planning
- Coaches support collaborative planning and PLCs with content and pedagogy

Collaborative Planning/PLCs: The WHO

How will it affect students in the short term? Long term?

- Student engagement will increase due to targeted learning instruction
- Reteaching time will be provided during the school day to catch kids up

How will it affect teachers in the short term? Long term?

- Extended planning blocks to support deeper understandings and more effective lesson/project planning
- Time for collaboration will support sense of efficacy due to stronger teacher understandings and more intentional planning for instruction

Restructured School Day: The WHAT

THE WHAT: We will restructure our school day to allow for ample planning time for teachers and maximize instructional time for students.

Objectives for your Big Idea:

- Extending learning time by 45 minutes for our students
- Enrichment and leadership opportunities for students before, after, and during the academic day
- Daily collaborative and common planning time for grade level teams
- Longer Literacy Block, Intervention Block and flexible block scheduling as needed

Restructured School Day: The WHY

Why has your school decided upon this model to include in the redesign? What data and research supports your case to include this in the redesign?

- With more hours to plan, teachers can more thoughtfully adapt their lessons and units to the students in front of them. They can more carefully reflect on the teacher moves they use for individuals and classes. They can have longer, more meaningful conversations with colleagues and administrators. In this case, as in many cases, less is more.
<http://www.edutopia.org/blog/value-of-a-teachers-time-jose-vilson>
- One hallmark of many high-performing schools is the success its teachers have had in creating what is known as a professional learning community. Richard DuFour (2004) characterizes professional learning communities as groups of educators who “work together to analyze and improve their classroom practice...engaging in an ongoing cycle of questions that promote deep team learning” (p. 9) http://www.education.com/reference/article/Ref_Maximizing_Impact/
- Most important, Smith has realized a substantial return on investment. "We've seen an improvement in proficiency in reading, language arts, math, and science," she says, and adds that the performance of Plus One students on the Florida Comprehensive Assessment Test has improved at twice the rate of peers at Volusia's other elementary schools <http://www.scholastic.com/browse/article.jsp?id=3755837>

Restructured School Day: The WHEN

Year 1: Extending learning time with students by 45 minutes, extended planning time for teachers, longer literacy block, continue current after and during school enrichment opportunities and plan for additional enrichment opportunities based on student need and community interest, plan for intervention block

Year 2: Implement additional after school and during school enrichment opportunities, implement intervention block

Year 3: Full implementation of all aspects of our restructured school day along with review and growth of current practices

Restructured School Day: The HOW

**For this model to be successful, how will conditions need to change?
In order to achieve our long term outcome of restructuring our school day to meet the needs of our students and teachers, the conditions needed are:**

- Waiver for instructional day, planning time, and student contact time from the master agreement
- Parent support for extended day
- Longer literacy block for all grade levels
- Interventionists for the intervention block
- Partner with community for enrichment opportunities
- Creative scheduling for auxiliary staff to support after school activities

Restructured School Day: The WHO

How will it affect students in the short term? Long term?

- Students will have 45 more minutes of learning time
- Fewer transitions will increase engaged learning time
- Enrichment opportunities after or before school will allow students to apply their learning in a variety of contexts
- More students will be performing on grade level in all content areas and boost their confidence and interest in school

How will it affect teachers in the short term? Long term?

- Extended planning blocks to support deeper understandings and more effective lesson/project planning
- Time for collaboration will support targeted planning (using data) to meet student needs in order to close achievement and opportunity gaps.

Calendar: The WHAT

THE WHAT: We will have more intentional and efficient scheduling for planning and assessment days before and during/throughout the school year.

Objectives for your Big Idea:

- More time for planning before school starts to support on-going professional development from year to year along with supporting our new onboarding process for new teachers
- Assessment days are strategically scheduled to plan for instruction based on the strengths and needs of individual students
- Data days are scheduled to support ongoing planning for differentiated instruction
- Our calendar is coordinated with the other action zone schools to support inter-school learning and families' child care needs

Calendar: The WHY

Why has your school decided upon this model to include in the redesign? What data and research supports your case to include this in the redesign?

- Students would have more consistent learning time.
- Teachers and staff would have more intentional planning time.
- Decrease student time with substitute teachers previously needed to cover planning/data time.

Calendar: The WHEN

Year 1: Utilize shared zone design calendar. Spring semester begin reflecting and planning for the 2016-17 school calendar in collaboration with the other zone schools.

Year 2: Review and adjust, based on feedback and evidence

Year 3: Review and adjust, based on feedback and evidence

Calendar: The HOW

In order to achieve our long term outcome of restructuring our school calendar to meet the needs of our students and teachers, the conditions needed are:

- Waiver from district calendar and district PD requirements
- Collaborate with other action zone schools on a yearly basis to construct calendar
- Community/family support

Calendar: The WHO

How will it affect students in the short term? Long term?

- Students will increase their achievement as a result of intentional planning and strong relationships with teachers
- Students will have better learning experiences as a result of more intentional teacher planning and assessment schedules
- Students will perform better on formative and summative assessments

How will it affect teachers in the short term? Long term?

- Teachers will be able to assess students more efficiently and effectively, getting more reliable data, in order to plan more efficiently and effectively
- Teachers will have more time to learn and internalize new learning in order to put it into practice to impact student learning.

Human Capital

Strategy Statement: Human Capital

At Paris, if we implement a strong human capital system that aligns with our mission, then we will recruit and retain high quality staff through creative use of resources in order to accelerate learning for our future international leaders. We will do this by:

- Developing a rigorous recruitment and hiring process that includes setting forth clear expectations, challenges and successes at Paris
- Establishing a process for the continual growth of our staff as a whole and as individuals
- Aligning our budget annually in order to flexibly staff and allocate resources based on needs

Recruitment & Hiring: The WHAT

Description of the Big Idea including what this will look like at the end of year 3:

By the end of year 3, Paris will use a recruitment and hiring process that allows us to pull from the deepest pool of candidates who embody our values and beliefs about students and the way our staff works to accelerate learning. Having the highest calibre staff builds a positive and desirable culture where team members choose to stay.

Paris will be able to:

- Recruit staff members who are representative of the community we serve
- Build relationships with organizations that develop culturally responsive individuals who represent our students
- Attend job fairs in organizations that are developing educators to work in urban settings
- Salary portability for experienced and highly effective teachers from other states or districts
- Create a hiring process that reflects the needs of our students and staff that will include tools for hiring and retaining staff in high poverty schools as well as transparency of our expectations, challenges, and successes

Recruitment & Hiring: The WHAT

We propose a multi-step hiring process that reflects the needs of our students and staff that will include tools for hiring and retaining staff in high poverty schools as well as transparency of our expectations, challenges, and successes

Interview includes:

- Inform potential candidates of expectations, challenges, and successes
- Paper screen using rubric
- Initial screening interview with administration using the Haberman screening tool or other tool for high poverty schools
- Interview with team using question bank developed from the evaluation system
- Performance-based aspect that includes demonstration of effective student interaction and culturally responsive practices

Recruitment & Hiring: The WHAT

Sample: Interview Questions based on evaluation system

- 3rd grade team determined these are their areas of need:
 - QS1 Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.
 - QS2 Element a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.
- Based on these needs, the interview will include the following questions:
 - How do you incorporate your students' backgrounds into lessons?
 - Give examples of how you would create an environment that values diverse perspectives?

Recruitment & Hiring: The WHY

We want to develop a rigorous recruitment and hiring process in order to address one of our root causes from our UIP by reducing our high turnover rate. We want to recruit and retain the highest quality staff that fit the needs of our students. Using a rubric for the paper screening portion allows teachers and other staff to participate at an early stage with a consistent way of scoring. Additionally, in the past two years, our turnover has decreased, and one of the contributing factors is that we have started to use the Haberman. Research done by the Haberman Educational Foundation shows that schools where all teachers were hired using this interview “achievement levels have moved from unacceptable levels to among the highest in the district,” (pg. 32). By creating a question bank based on the evaluation system, we can choose interview questions that address specific gaps or areas of need. Our staff would like to have the evaluation system integrated into our daily practices. We will have a performance based portion of the interview in order to view CRE themes in an authentic setting.

Recruitment & Hiring: The WHEN

When will implementation take place? What is the year by year roll-out timeline to reach the year 3 vision?

Year 1:

- Write the expectations, challenges, needs as a part of the interview process and in the job posting as needed
- Develop and use a rubric for the paper screening
- Current administrator will become recertified and assistant principal will be trained in Haberman screening
- Develop question bank for use in Year 2
- Attend local job fairs at the invitation of our Human Resources

Year 2:

- Build relationships with organizations that develop culturally responsive individuals who represent our students
- Attend job fairs in organizations that are developing educators to work in urban settings
- Use the question bank

Year 3:

- Engage in partnerships with organizations

Recruitment & Hiring: The HOW

For this model to be successful, how will conditions need to change?

- Flexibility to depart from current district salary schedules and compensation structure- Salary portability (For example with the current policies: A teacher working at neighboring district, with 20 years of experience and a Master's degree would have been making \$70,000 but would only make \$61,000 and have 10 years if they moved to Paris.)
- An additional step for being hired and staying at Paris and getting an effective rating
- Priority hiring- Paris will collaborate with other ACTION Zone schools to create a pool of candidate for prioritized hiring that deviates from current local practices and timelines
- No automatic overages/ placements- they have to go through the same interview process as other candidates

Recruitment & Hiring: The WHO

Students: How does this affect students in the short-term? Long-term?

In the short term, students will not be affected. In the long-term, students will have highly qualified staff that remains at the school. This will allow students to build, sustain, and deepen relationships with adults in the building.

Adults: How does this affect adults in the short-term? Long-term?

Initially, the staff will need to spend time outside the contract day to develop the paper screening rubric and the question bank. The long-term benefits will be the ability to retain teachers and staff through stronger relationships and shared understandings which will lead to deeper levels of collaboration around the Teaching/Learning Cycle.

Professional Growth: The WHAT

By the end of year 3, Paris will establish a process for the continual growth of our staff as a whole and as individuals by using a body of evidence.

Objectives for your Big Idea

- Develop an onboarding process for new hires so all teachers are fully prepared to accelerate learning for our students and are ready to engage as an integral part of our professional learning community.
- Implement differentiated professional development and coaching based on individual teacher needs and data in order to build on strengths and target specific areas for improvement.
- Engage in whole group professional development to strengthen our vertical and horizontal relationships through professional discourse and learning that will allow us to meet our students' needs.
- Reduce formals to one observation and develop minimum number of informal observations as a staff in order to increase teacher effectiveness and implementation of learning from professional development.
- Prioritize evaluation standards based on mutual observations and conversations between teacher and administrator in order to ensure a strong foundation in first best practices
- Train additional observers to do informal observations in order for staff to receive more frequent feedback from a variety of sources.

Professional Growth: The WHAT

We propose onboarding for new hires so that all staff have common understandings prior to starting in their positions. This will include:

- A process for new hires at the beginning of the school year that includes professional development in the ISSN model, restorative practices, and a general orientation to the culture of Paris prior to the start of returning teachers.
- A process for new hires who start after the beginning of the year that includes two days to do the things listed above while a substitute remains with the class, as well as a paid 8 hours of planning with the team outside of the contract day.

Professional Growth: The WHAT

Sample: One portion of our Onboarding Checklist of what needs to be done, who is responsible, and timeline for new hires after the start of the school year

Need	Who Responsible	Timeline
Assessment schedule	Coach	Within 2 weeks
PALS Training	READ Plan consultant	Within 2 weeks
BAS Training	Coach	Within 2 weeks
ACCESS Training	ELA Teacher Leader	asap
RANDA Training	Evaluator	with 2 weeks

Professional Growth: The WHY

In our experience, the on-boarding process is vital to the success of teachers and staff who join us each year as well as those who join us throughout the year. Without dedicated time for learning around the culture of Paris, setting up their classrooms, and planning alongside their teams, we set teachers and staff up to fail.

Teachers come to Paris with varying levels of experience and understanding of teaching students in poverty; therefore, our professional development and coaching needs to be differentiated to include team learning, whole group learning, and individual coaching on a more frequent and regular basis.

Focus on informal observations, from a variety of sources, for a more authentic gauge of teacher performance and effectiveness on a daily basis. Having additional trained observers allows teachers to receive more frequent and consistent feedback throughout the year. In addition, conversations, between teachers and administration, to determine the focus of evaluation will allow us to accelerate teacher learning and growth.

The use a combination of protocols for observations and feedback allows us to differentiate for teacher's needs depending on experience and previous performance.

Professional Growth: The WHEN

When will implementation take place? What is the year by year roll-out timeline to reach the year 3 vision?

Year 1: Full implementation of new onboarding process, Differentiated PD and Coaching based on individual teacher needs and data, as well as Whole group PD. During year 1, Administration will conduct 1 formal observation, and help to determine evaluation focus with the teacher. Additional personnel will become trained and begin practicing alongside administrators.

Year 2: Administration and trained observers will conduct observations as additional personnel become trained and begin practicing alongside trained observers. .

Year 3: Full implementation of administration and other trained observers

Professional Growth: The HOW

For this model to be successful, how will conditions need to change?

- Additional days before the school year for staff
- All new teachers will attend training at Paris prior to their start date and district funds currently allocated for New Teacher University will be allocated to Paris based on the number of new hires, regardless of the time of year
- Late hires need immediate access to District and site resources such as email, Infinite Campus and data systems upon accepting the position rather than the current practice of waiting for Board Approval
- Compensating for teacher to come in and set up their classroom
- Ability to use RANDA differently- Other trained observers allowed to enter observations; only 1 formal observation, minimum number of informals determined by staff
- After two years of an ineffective rating, teachers will be exited and no longer be able to teach in the ACTION zone.
- Teachers required to give minimum of 4 weeks notice before resigning or they forfeit pay
- Teachers hired after first day of teacher contract will be on an automatic 1 year only contract

Professional Growth: The WHO

Students: How does this affect students in the short-term? Long-term?

In the short and long term students benefit because they get staff who is ready and well prepared to work with them. In the long-term, teachers will be more effective because the longer we retain teachers, the more they will improve on their skills. Effective teaching will increase student achievement and growth.

Adults: How does this affect adults in the short-term? Long-term?

In the short term, teachers will have more time to plan with new hires, and more time to plan for students because they are doing less paperwork for the evaluations. Within the first three years additional observers will spend time being trained in the evaluation system and informal observations, as well as calibrating among our staff. Long-term all staff will be able to receive more frequent feedback from a variety of sources and will be able to improve on their practice. Over-time, we will retain more effective teachers due to meeting their needs through differentiated PD and coaching.

Budget Alignment: The WHAT

Description of your Big Idea including what this will look like at the end of year 3

By the end of year 3, we will have flexibility in staffing to support our international leadership focus which requires in depth understanding and implementation of project based, experiential learning and an inclusion model as well as to work with students to support them in completing their unfinished learning through small group instruction interventions.

Objectives for your Big Idea

Align our budget to meet the needs of our staff and instructional model.

Budget Alignment: The WHAT

Budget Alignment Process:

- Get prioritized input from the staff on professional development and instructional model needs
- Principal will share all funding sources with Equity Leadership Team
- Equity Leadership Team will draft scenarios that meet the prioritized needs and present them to staff in order to make recommendations to the principal

For example, on a year where Paris is expecting a large amount of new hires, or new teachers, Paris staff might recommend that Paris hire an additional coach for the year. Other years we may use funds to hire additional staff to support project-based learning or small group interventions.

Budget Alignment: The WHY

Why has your school decided upon this model to include in the redesign? What data and research supports your case to include this in the redesign?

In order to meet the needs of our staff and instructional model, we recognize the need for transparency and flexibility within our budget in order to provide necessary staffing, materials, and time for professional learning. Due to the changing needs and budget, we will develop an annual process to meet the needs of our students.

Budget Alignment: The WHEN

When will implementation take place? What is the year by year roll-out timeline to reach the year 3 vision?

Year 1: Complete budget alignment process

Year 2: Continue budget alignment

Year 3: Continue budget alignment

Budget Alignment: The HOW

For this model to be successful, how will conditions need to change?

- Zero-based budgeting structure with review annually along with finance department to optimize resources
- Title I funds to be allocated in dollars in order to optimize the ability to supplement our school plan

Budget Alignment: The WHO

Students: How does this affect students in the short-term? Long-term?

In the short-term and long-term, zero-based budgeting annually allows students to have staff members and resources that address their needs.

Adults: How does this affect adults in the short-term? Long-term?

In the short and long term, the entire staff will share a common vision and have a voice in the budget alignment process. The process of zero-based budgeting, with such a new-to-teaching staff, allows for more flexibility in resources for both teachers and students.

Culture and Climate Model

Strategy Statement: Culture and Climate

At Paris, in order to establish a successful cohesive community, we will build a positive equitable culture and climate that includes

- Restorative and mindfulness practices
- Character education embedded into our international curriculum & policies/procedures/expectations
- Mentor relationships that are reflective of the whole community

Restorative and Mindfulness Practices: The What

The What: Paris is committed to establishing a community that cultivates emotional intelligence, fosters empathy and builds communication skills to ensure well-being of students and adults.

To establish these skills within our community we will:

- Develop a common understanding of mindfulness practices for students and adults
- Increase understanding of Restorative Practices by engaging in ongoing professional development that provides the language, tools and strategies necessary for effective implementation
- Foster student leadership skills in utilizing restorative practices to solve problems

Restorative and Mindfulness Practices: The WHEN

Year 1: All returning staff should be proficient with conducting restorative agreement conversations and connection circles with students (from on-going training from _____) and should be able to mentor new staff. Begin to effectively communicate restorative practices strategies to families. Define goals for mindfulness practices for Paris community. Identify resources and offer voluntary training for a core group of staff members.

Year 2: Beginning implementation of student-led restorative agreement and connection circles. Beginning implementation of family opportunities to practice restorative justice strategies. Embed mindfulness practices into professional learning and continue to offer voluntary training for staff members.

Year 3: Full implementation of student-led restorative practices. Parent or community mentors to lead and support restorative justice practices with students and families. Staff who have been trained on mindfulness practices become mentors for new staff members.

Character Education: The What

The What: Paris is committed to developing students who exemplify global leadership through communication, collaboration, critical thinking and curiosity.

To establish these skills within our community we will

- Define expectations and common language for communication, collaboration, critical thinking and curiosity at Paris.
- Identify policies and procedures to ensure that students are successful in meeting expectations.
- Develop and/or access curricular resources for character education across grade levels.

Character Education: The WHEN

Year 1: Identify expected key character traits and implement education around what these traits look and sound like within our International Studies Schools Network community. Incorporate key character traits into the Paris Handbook.

Year 2: Evaluate year one implementation of character education and begin to develop and/or build in resources to further increase character education.

Year 3: Full implementation and progress monitoring of character education in every aspect of the Paris community.

Mentor Program: The WHY

Sample mentor program at Paris includes:

- Embracing the specific cultures within our Paris Community
- Building a pool of mentors that reflects our diversity and community needs
- Developing effective ongoing training opportunities for our mentor partners
- Establishing consistent two way communication within the school and neighborhood communities
- Creating a progress monitoring system for the mentorship program

Mentor Programs: The WHEN

Year 1: Become familiar with our community cultures and their strengths, needs and resources and ensure alignment with Internationals Studies School Network philosophy. Beginning to develop a pool of mentors, provide initial training and connection opportunities.

Year 2: Implement the mentorship program, including matching students with mentors and create quality collaboration opportunities, (Implement a % of the mentorship program in year 2)

Year 3: (Implement another % of the mentorship program) Evaluate the effectiveness of the mentor program and make necessary adjustments.

Character Education: The WHAT

The What: Paris is committed to developing students who exemplify global leadership through communication, collaboration, critical thinking and curiosity.

To establish these skills within our community we will

- Define expectations and common language for communication, collaboration, critical thinking and curiosity at Paris.
- Identify policies and procedures to ensure that students are successful in meeting expectations.
- Develop and/or access curricular resources for character education across grade levels.

Character Education: The WHAT

Sample Character education at Paris includes:

- Identified model characteristics or competencies that align to the International Studies Schools Network philosophy and curriculum posted throughout the building.
- All adults and students using the same language in regard to the ways in which we handle ourselves, communicate and treat others.
- Students and staff holding each other accountable for character expectations.
- Identified character expectations in the Paris Handbook.
- Parents familiar with character expectations, using the language, and practicing within the building.

Character Education: The Why

Research indicates that schools with effective character education programs have these results (Charactered.org)

- Bullying is rare
- Cheating and discipline issues decline
- Test scores, grades and homework completion goes up
- Attendance rates are high
- Teacher retention and satisfaction rates are high
- Parent satisfaction and engagement rates are high
- Student engagement and participation is high

Character Education: The WHEN

Year 1: Identify expected key character traits and implement education around what these traits look and sound like within our International Studies Schools Network community. Incorporate key character traits into the Paris Handbook.

Year 2: Evaluate year one implementation of character education and begin to develop and/or build in resources to further increase character education.

Year 3: Full implementation and progress monitoring of character education in every aspect of the Paris community.

Character Education: The HOW

For this model to be successful:

- PBIS, Culture and Climate and Equity Leadership teams will collaborate to ensure that entire community is speaking the same language and upholding the same expectations for all.
- Review and revise current policies and procedures so that they can align to new expectations.
- Review current district and school curricular resources for alignment to character education expectations and request flexibility to decide on effective resources for our school.
- Examine other potential resources that align with character education goals and expectations. Delete this bullet????
- Analyze how International Studies Schools Network, literacy curriculum and other new innovations align with character education resources and expectations.

Character Education: The WHO

Students: How does this affect students in the short-term? Long-term?

Short Term: Students will understand themselves in terms of their character. They will see something inside themselves that makes them worthy. Adults also begin to recognize students as worthy and give resources and feedback that support character development.

Long Term: Students will begin to internalize the expectations of character education and will transfer the learning into leadership behavior in school and in the greater community. Adults empower students to become leaders through ongoing character development.

Mentors: The WHAT

The What: Paris is committed to establishing a quality mentorship program that provides strong role models who reflect the cultural diversity within our community.

To establish this mentorship program with our community we will

- Establish and develop relationships with business and community partners
- Offer relationship building experiences such as; community dinners, cultural sharing, participation in our RISE (PBIS) assemblies
- Engage partners in enrichment opportunities that tap into the strengths and cultural identities of students, parents, staff and community

Mentors: The WHAT

Sample mentor program at Paris includes:

- Embracing the specific cultures within our Paris Community
- Building a pool of mentors that reflects our diversity and community needs
- Developing effective ongoing training opportunities for our mentor partners
- Establishing consistent two way communication within the school and neighborhood communities
- Creating a progress monitoring system for the mentorship program

Prototype 3: Why

- Research supports that mentorships support increases in attendance and more positive attitudes toward school (Mentor, The National Mentoring Partnership)
- District Classifications of Attendance Sever Chronic, Moderate Chronic, At Risk, Satisfactory
- Paris Attendance SATISFACTORY % per grade level as of Jan 31st 2016
K= 48% 1st = 50% 2nd = 56% 3rd = 60% 4th 51% 5th = 57%
- An effectively diverse mentorship program will provide our students with the opportunity to develop a global perspective that fosters leadership within the school and greater community.
- Through our mentorship program, we will nurture positive leadership opportunities for our students and an effective partnership with parents and the community.

Mentors: The WHEN

Year 1: Become familiar with our community cultures and their strengths, needs and resources and ensure alignment with Internationals Studies School Network philosophy. Beginning to develop a pool of mentors, provide initial training and connection opportunities.

Year 2: Implement the mentorship program, including matching students with mentors and create quality collaboration opportunities, (Implement a % of the mentorship program in year 2)

Year 3: (Implement another % of the mentorship program) Evaluate the effectiveness of the mentor program and make necessary adjustments.

Mentors: The HOW

For this model to be successful:

- Equity Leadership Team establishes the Roles and Responsibilities
- Culture and Climate committee collaborates with our Community Coordinator and Community Corps Liaisons to implement the facilitation of the mentorship program
- Culture and Climate Committee will gather data on the effectiveness of the mentorship program
- Community Coordinator will develop a communication system including reaching out to stakeholders and providing them an avenue for feedback and support
- Feedback: Culture and Climate should be primarily responsibility

Mentors: The WHO

Students: How does this affect students in the short-term? Long-term?

Short Term: Paris students and staff will begin developing the initial communications/relationships with positive role models and cultural representatives

Long Term: Students can practice leadership roles within the school and greater community. Students and adults can develop and practice their own strengths. Students and adults build strong and lasting relationships that foster success in school and community.

Family and Community Partnerships

Strategy Statement: Family and Community Partnerships

At Paris we will create strong, valued, parent and community partnerships that will promote international appreciation which includes:

- Offer services at our school to make it the hub of our community.
- Every year we will survey parents on what their needs are. Some of the needs might include: classes around Adult ESL, nutrition and exercise, GED classes, extra curricular classes and programs for students.
- Partner and utilize local, national and international resources to enhance our communities resources and global awareness

Community Hub: The WHAT

Offer services at our school to make it the hub of our community

We will create a Paris Welcome Center that serves: newcomers, parents and community. Some services that we will offer are health information and classes, legal resources, tutoring, interpreters, community resource booklet, availability of the use of building after hours, provide adult ESL classes, parenting classes, leadership and life skill classes, and computers available for research.

Community Hub: The WHAT

The goal of the Paris Welcome Center is to build value and ownership for our school and community.

Community Hub: The WHEN

Year 1: Research funding for programs and personnel. Brainstorm and make decisions around the space(s) for the Welcome Center. Make decisions about “what” we want to offer based on input from the surrounding community. Start developing relationships with people, businesses, and resources. Implement Adult ESL classes and have computers available. Collect input from the surrounding community through community meetings, Paris website, and school messenger.

Year 2: Choose who will have key roles within the center (on boarding), implement various parenting classes, have the resource book available, continue working on funding, spaces, and promoting the Community Center.

Year 3: Start creating a core group of members to take ownership of key roles within the center. On-going evaluation of structures and programs within the center. Implement programs based on interest and need.

Community Hub: The WHY

Multiple surveys from parents in our community have expressed the need for more varied services and supports to be successful. Direct requests by family members. According to the NEA, research shows that parent and community involvement in students' education improves student grades, they attend school regularly, have better social skills, adapt well to school, graduate and go on to postsecondary education. Our student data indicates that they would benefit from having a center.

Community Hub: The HOW

- Allocate budget for interpreters in order to solve the lack of communication due to language barriers
- Create and strengthen relationships and partnerships with our families and community members
- Increase the knowledge about cultural awareness with our staff
- Allocate budget to hire personnel to implement, manage, and monitor the effectiveness of the services provided

Community Hub: The WHO

Short: Parent engagement, improved student-family relationship, safety

Long: improved student achievement, basic student needs are fulfilled, improved self advocacy skills of students

Short: Feel welcome and supported, improved life skills, improved student-family relationship

Long: Parents will be better able to access resources to fulfill their basic needs, improved self advocacy skills of parents, increased parenting skills

Family Support: The WHAT

- Specific needs based classes during various times and dates
 - Families will be engaged in our school and community
 - Families and our community will have access to classes that will support their communication and cultural basic needs

Family Support: The WHAT

Adult ESL classes:

- Families and community members will have access to ESL classes which will build the capacity to support their students' academic achievement
- This will help to bridge family, community and school communication

Family Support: The WHY

According to our past family surveys we need to provide classes that enhance our family engagement opportunities and strengthen partnerships with our families and the community. Through strengthened partnerships, our students and families will feel more connection between their child's school experience and home lives. This will foster a positive attitude towards academic beliefs and activities.

Family Support: The WHEN

Year 1: Research, write a grant/grants to fund our classes, find and designate spaces, get input from family surveys and make decisions about classes/interests/needs.

Year 2: Implement needs based enrichment classes, family field trips and activities to promote family/school engagement. Begin implementing student sports. Continue partnering with community members to meet on-going needs assessments and surveys

Year 3: Possible enrichment programs might include: outdoor lab education, garden programs. We will continue to monitor and evaluate the effectiveness and needs of the programs offered

Family Support: The HOW

- More flexibility in the budget to provide for the needs of our students and families
- A need for increased budget for translation and interpretation services
- Budget allocation to hire personnel to implement, manage, and monitor the effectiveness of these services

Family Support: The WHO

Better connections between students, families, and school staff. Develop more positive attitudes and beliefs around learning, while helping parents feel accepted, valued and appreciated for their ideas.

Community Partnerships: The WHAT

People from around our community are being utilized to provide expertise in supporting our students' learning. People within our community share their expertise with each other and provide a means to solve problems together.

- Build on our cultural awareness
- Become a part of international problem solving
- Merge the assets of our school, local, and international communities

Community Partnerships: The WHAT

- Merge our assets:
 - When we get a family from Malaysia, we would have access to family support resources (family pairings, language class resources, basic needs resources)
- Monthly Cultural RISE Assemblies:
 - A student or family volunteer would provide a presentation about their culture, country, and language

Community Partnerships: The WHY

Our local relationships need awareness of what is happening around their business community. The community needs to understand how our students learn, grow and be aware of the various cultures represented . We serve a global community and it is up to us to build citizenship skills and cultural awareness for our community to successfully interact together. Our school is comprised of a diverse and international community. Our student population is comprised of: 72% Hispanic, 3 ½% Asian, 17% Black or African American, 1% Native Hawaiian or Pacific Islander, 2 ½ % White, 3% more than one race indicated. At our school, 70% of our students are second language learners.

Community Partnerships: The WHEN

Year 1: In depth research and surveys about who is in our community, where they are from and the needs of our families. Research available community resources

Year 2: Explore relationships locally and internationally using ISSN

Year 3: Maintain our relationships with those local and international resources

Community Partnerships: The HOW

- Allocate funds to get staff, interpreters to get this goal is achieved and funds for supplies.
- Community Coordinator will meet with every new family that enters our school
- Flexibility in choice around translation services to meet the needs of our families

Community Partnerships: The WHO

Making connections between students' local and international community will enhance students' problem solving and citizenship skills by accepting diversity and becoming more globally aware.