

This draft plan, which is to be reviewed and approved by the Louisiana Department of Education, is based on peer-reviewed research and best practices in K-8 education.

NeST staff and an external program evaluator will support the school in monitoring success of new strategies of the School Plan (related to academic achievement, high-quality curricula and assessments, high-quality PD, and teacher retention), and continuing initiatives (individualized intervention, supplemental course offerings, etc). Structures, systems, and staff already exist to administer interim and annual assessments, gather and analyze student achievement and growth outcomes, implement the TNTP Insight Survey, and report educator retention data. Formal collaborative monitoring will occur at 6-week intervals to identify whether the intervention is improving student achievement and retention, and where adjustments are needed to boost program outcomes.

Updated for 2022-2023

In response to lost learning due to the COVID-19 pandemic and at the request of Laurel families, ReNEW has augmented summer school programming in the Summer 2021 and 2022 sessions in order to provide robust opportunities for students to recover learning hours and face to face time with their teachers and peers. Evidence indicates the programming is contributing substantially to student academic achievement: in June 2021, student Math scores for 3rd-8th grades improved an impressive 33% over the course of the summer. Preliminary data from June 2022 summer school assessments show an average growth of 29.4% in ELA benchmark scores across grades 3-8.

ReNEW has also implemented supplemental small group and individual tutoring sessions during both the school year and summer school to address learning loss. These sessions have resulted in over 1500 additional hours of student-specific, targeted academic tutoring from Spring 2021 through June, 2022.

In order to aid staff in providing for the needs of the whole student during and following the impacts of the pandemic and other challenging events, ReNEW has partnered with the Special Education Leader Fellowship to train school leaders and teachers in strategies for trauma-informed instruction from 2021-on.

ReNEW plans to continue these and other academic and behavioral support initiatives in the 2022-23 school year in order to support each student's academic and emotional recovery from the impacts of the COVID-19 pandemic.

Response to COVID-19 and the 2020-21 & 2021-22 School Years

Despite the challenge that the COVID-19 pandemic has caused for education throughout the country, the leadership of the ReNEW network and schools extensively planned to meet this challenge in the 2020-21 and 2021-22 school years. We had to ensure that the initiatives put in place in 2018-19 and 2019-20 remained consistent going forward, whether instruction was to take place virtually or in-person. To accomplish this, ReNEW ensured that each student was issued a ReNEW Chromebook or Chrome Tablet and a wireless internet device was given to every student that needed one to facilitate virtual learning and to ensure that students and

staff were able to easily pivot between virtual and in-person learning as necessary throughout the 2020-21 school year.

Although ReNEW and Laurel Elementary are on the eighth iteration of the scope and sequence for the curriculum due to the changes that have occurred throughout this school year so far, adherence to the curriculum and our core initiatives was maintained throughout the 2020-21 school year through live synchronous lessons and targeted literacy and mathematics intervention. Using the correlational study of the MAP and LEAP 2025 performed by NWEA in 2017 (Appendix 9), the Fall 2020-21 MAP reading assessment shows that 51.7% of 3rd through 8th grade students at Laurel Elementary would perform at Basic or above on LEAP, compared to 46% in Fall 2019-20. In mathematics, the Fall 2020-21 MAP assessment shows that 35.7% of 3rd through 8th grade students at Laurel Elementary would perform at Basic or above on LEAP, compared to 42% in Fall 2019-20 (Appendix 10a, 10b). Furthermore, the Fall 2020-21 Oral Reading Fluency Exam shows that 60% of students are performing in the lowest quartile and 23% of students are performing at the 50th or above percentile compared to 63% performing in the lowest quartile and 17% performing at or above the 50th percentile in Fall 2019 (Appendix 11). We expected students to see a decline in performance at the start of the 2019-20 due to the lack of instruction when school closed on March 13, 2020; so we are pleased to see that reading levels remained steady or slightly increased and we realize we have to double down on math intervention to make up for the time out of school last spring.

Rebuilding Professional Development through Targeted Instructional Coaching

In order to ensure that teachers are able to develop quickly into content experts with mastery of a wide range of pedagogical tools, Laurel Elementary has implemented a coaching system that prioritizes intensive, content-focused internalization meetings, multiple weekly real-time coaching touchpoints for all teachers, and consistent data analysis at the daily, weekly, unit and quarterly scales. See an example of a coach plan in Appendix 8.

Weekly Lesson Plan Internalization Meetings

Rather than providing lesson plan feedback by having instructional coaches mark up plans, Laurel Elementary and ReNEW have moved to a more intensive internalization protocol involving in-depth annotations by the teacher, followed by in-person feedback, planning, and practice with the instructional coach weekly, for the following week's lessons. By submitting plans a week ahead of time, spending concentrated time with instructional experts (many teachers meet with both their content coach and the network DCI), revising lessons, and doing live practice run-throughs of lesson elements, we are ensuring fidelity to Tier 1 curricula, and simultaneously building teacher skill and depth of knowledge.

Content-Specific Professional Development

In order to ensure content expertise, and to build content coherence and consistency across grade levels, Laurel Elementary moved from a planning period based on grade level, to one based on content area. Also, over 80% of our weekly school-based professional development sessions, and the vast majority of the network-led professional development time, occurs in content cohorts, led by instructional coaches and network-level Directors of Curriculum and Instruction. Furthermore, ELA and math cohorts have an

additional meeting once a week, during planning time, where their content team focuses on data that was pinpointed during the administrative team's weekly data meeting.

Real-Time Coaching

In order to maximize growth, and to significantly decrease the time for a feedback loop, Laurel Elementary teachers and coaches participate in real-time coaching, modeling and co-teaching. During these coaching sessions the instructional coach may model elements of a lesson, co-teach alongside the classroom teacher, or whisper coach and cue the teacher regarding elements that have been discussed during observation debrief or internalization meetings. Since real-time coaching and intensive practice are so consistent in our classrooms, there is a high level of comfort with the process, allowing coaching to not interrupt, but enhance, high-level instruction every day.

Support for Students with Disabilities and Struggling Learners

Co-Teaching

The most significant structural shift that was made in relation to special educators was to develop schedules and training to support a co-teaching model. By ensuring that TCMs (Teacher Case Managers/Special Education Teachers) are co-planning with core content teachers, and co-leading classroom lessons in ELA and Math, we were able to significantly increase the content expertise of our TCMs, while simultaneously ensuring that students were receiving more comprehensive support that spanned the full lesson, rather than only accounting for a small portion of a lesson. Furthermore, most TCMs have common planning with their core-content counterparts, and are assigned to one subject area, and one two-grade span, to ensure their ability to build a depth of knowledge with the content, and a strong rapport with the students on their teaching caseload.

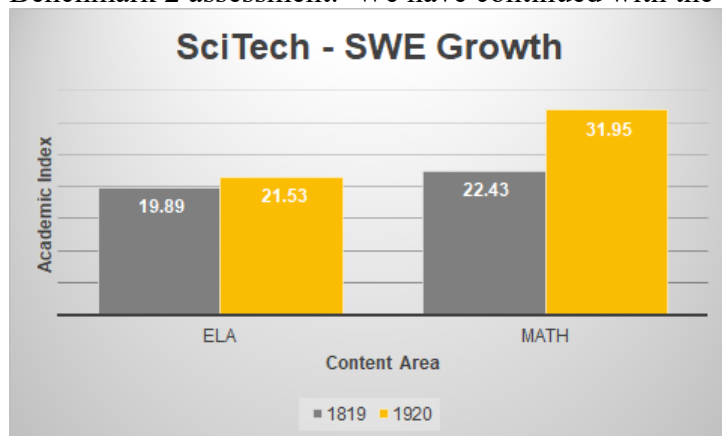
Resource Curricula

Another aspect of the special education systems that needed significant evolution in 2019-20 in order to close the gap between academic outcomes of our students with exceptionalities and our typical students was the planning depth and development of our core replacement teachers. By having the core replacement teachers attend the same rigorous content PD sessions as the core content teachers, in both the summer and throughout the year, we were able to ensure that their depth of content knowledge increased considerably. Laurel Elementary is striving to close the academic gap for students with exceptionalities by ensuring that our students with the highest need for academic support are receiving strong curricular programs, in an environment that allows for significant personalization of the instruction, feedback and intervention.

Associate Teachers

In 2018-19, we noted that a large number of students needed additional support within the classroom, in addition to special education teachers, to achieve their learning goals. In the 2019-20 school year, associate teachers were added to the Laurel Elementary staffing model to further increase the support students had in core content classes. The associate teachers provide support to students throughout the class, for the full class period, to ensure that students don't get "stuck" on a certain concept or problem.

In 2019-20, the results of the efforts described above led to notable achievement. The graph below illustrates students with disabilities achievement in Math and ELA in 2019-20, compared to 2018-19 on the LEAP 360 Benchmark 2 assessment. We have continued with the model described above in the 2020-21 school year.



System-wide Interventions

Principal Coaching

Leader preparation directly impacts teacher and student performance. 100% of ReNEW principals receive ongoing coaching. Multiple data sets from the annual TNTP Insight Survey, interim assessments, student and teacher attendance, teacher coaching cycles, and family and student surveys, all inform and customize coaching for each ReNEW leader. Leaders also share best practices with each other during full-day, monthly leader cohort PDs.

Saturday, summer and After-school Programming

Saturday school, summer school, and school-year extended-day programming provide additional learning time to improve student achievement. ELT allows at-risk students to participate in high-quality tutoring, credit recovery, remediation, and enrichment in individual and small-group formats. In high-stakes test grades, students study content they need to retake any LEAP 2025 assessments needed to pass to the next grade or to graduate. Educators who serve in ELT receive stipends for their additional preparation and teaching activities. High-quality tutoring/remediation is aligned with DSS allowable activities, and uses Tier 1 curricula and evidence based intervention programs.

Equity, diversity, and inclusion training

Overcoming Racism training is an intensive, high-quality PD for 100% of ReNEW NeST and school staff. The training exposes adults to inequities, begins difficult conversations, and helps educators better serve ReNEW's 98% of students and families of color. Overcoming Racism PDs are offered in a variety of methods (large group, follow up lunch series, surveys, etc.). The intervention will impact schoolwide behavior / culture as adults increase awareness of daily challenges facing students of color. To sustain this important work past 2018, ReNEW will hire a Diversity, Equity, and Inclusion Officer. S/he will help leaders assess their campus attitudes, policies, and activities and build equitable and inclusive practices. S/he will support the Human Capital team in attracting and hiring effective educators of color. This foundational intervention is aligned to high-quality leader PD, high-quality teacher PD, school-wide discipline/school culture, supporting diverse learners, and educator retention.

Network Support

Tier 1 curricula and assessments, professional learning packages, additional master teachers, and leadership training are among the main resources needed to implement new intervention strategies.

ReNEW's Network Support Team (NeST) will support in implementing and monitoring all School Plan initiatives and activities. Dedicated grants staff serve as points of coordination to braid initiatives and facilitate conversations among network and partner stakeholders. Grants staff spend significant time daily, providing technical assistance and support for program management, compliance, reporting, and auditing.

Human Capital (HC) staff support recruiting, screening, and managing educators, with goals of increasing educator effectiveness, diversity, and retention. HC supports school-based leaders in identifying critical workforce needs and coordinating pipeline partners to provide appropriate teacher residents. Curriculum and Instruction (C&I) oversees teacher induction and coaching, providing extra support to novice and new-to-ReNEW educators. C&I staff will continue to support collection, reporting, and analysis of student achievement data to identify trends. Operations staff provide safe, efficient facilities, allowing leader focus on academic coaching instead of management. NeST IT staff provide daily expertise to ensure continual, high levels of technology service that directly impacts implementation of Tier 1 curricula and assessments, high-quality PD, and effective, engaging classroom pedagogy.

School-based leaders and teachers are extremely invested in the intervention plan, and have been collaborating with the NeST team and Ms. Wondwossen for several months to identify needs, determine priorities, and dialogue with curriculum and PD providers to build the 3-year intervention. With support from the NeST and an external program evaluator, school-based staff will spearhead implementation of the intervention strategies with fidelity, in a systematic impactful way. Utilizing the approved plan, schools will expand PD for teachers and leaders, replace curricula and assessments with Tier 1 resources, and secure additional master teachers to support teachers and leaders.

Robust, job-embedded intervention trainings for teachers and leaders will focus on Tier 1 curricula and assessments, training in core content and strategies, and leader development. As identified in the needs assessment, content training will be provided by LDOE-approved vendors, LDOE-trained content specialists, or master teachers.

Direct Student Services

Direct Student Services at ReNEW

Direct Student Services (DSS) programs support students in gaining access to academic courses, credentials, and services that are not currently available at their schools.

DSS funds support ReNEW K-8 campuses in offering advanced courses (such as Algebra I) that are not available on campus. DSS funds may also support high-quality tutoring services. Tutors will be dedicated to helping students remediate missing skills and content, and will be trained in and utilize Tier 1 ELA and math curricula and evidence-based intervention programs. Tutoring also supports extended learning time, with services continuing where needed on Saturdays, after school, and/or during the summer.

Outreach

Each ReNEW campus engages multiple family and community outreach strategies to build positive relationships and increase parental participation and voice in educational programming. Specific campus strategies include a) monthly

parent -teacher working groups; b) annual student and family surveys with distribution and data analysis supported by School Operations Managers and ReNEW's Directors of Data; c) the Student Learner Profiles (populated by Schoolrunner) provide ongoing parental access to student data including achievement, growth, attendance, course enrollment, and credits earned; and d) parent engagement nights educate families on school programs and offerings and gather written feedback on what course and service offerings parents would like to see expanded or added. Each ReNEW campus' parent liaison seeks vital parent and family input on student success and support needs.

Public report

ReNEW campuses participate in the NOLA.com open access web portal. The portal easily allows parents to use the search feature to find a school and easily view school offerings and student achievement scores. Data is readily accessible by parents and the community within 1 week of becoming available from LDOE. Student outcomes are also reported monthly at public board meetings, however parent attendance at board meetings is low. ReNEW's dashboard initiative is directly targeted to parents and educators. ReNEW spent 2 years and significant resources to develop the student and parent learner profile portal. The portal is a secure academic dashboard, customized to each ReNEW student, that includes a wealth of real-time student outcomes data: benchmark scores, grades, GPA, credits earned, and attendance. The learner profile pulls real-time data from Schoolrunner, and allows students to set goals and monitor their ongoing progress toward each goal. Finally, ReNEW campuses holds annual recognition luncheons and evening award Ceremonies. At these events, students, families, and educators celebrate student achievement, college acceptance, dual enrollment credits earned, and IBCs earned.

Availability of seats

All ReNEW students and families must annually renew their choice to attend a ReNEW campus. There is no automatic enrollment. As Recovery School District campuses, all ReNEW schools are required to participate in the One App process. The One App allows families and students to select schools based on multiple characteristics, including SPS, letter grade, student achievement, class size, enrichment offerings, location, diversity, educator experience, etc.. Annual placement is determined by a vetted, unbiased enrollment formula, allowing families to move their children out of CIR schools to those with demonstrated success.

Monitor Direct student services

ReNEW's Network Support Team (NeST) supports school teams in selecting DSS activities, accessing qualified providers, negotiating contracts, and processing payments on DSS activities. The NeST staff, especially the Finance/Grants Team and the Curriculum & Instruction Team support school-based staff extensively in implementing and monitoring their DSS strategies as an integral part of school improvement. With support from the NeST staff and the School Redesign external program evaluator, school leaders will review intervention implementation monthly. With each semester, all stakeholders, including external partners, will review achievement benchmarks and other student outcomes to support schools in providing meaningful, high-quality, and robust DSS courses and activities.

ReNEW Laurel Elementary School Plan | 2023

Tier 1 Curriculum

Content	Year	Birth to Age 5	K-2	Grades 3-5	Grades 6-8
ELA	2022-23	Frog Street	Great Minds Wit & Wisdom	Great Minds Wit & Wisdom	Great Minds Wit & Wisdom
MATH	2022-23	Frog Street; Zearn	ZEARN	ZEARN	OPEN UP ILLUSTRATIVE MATH
SCIENCE	2022-23		Amplify	Amplify Science	IQWST Activate Learning

Tier 1 Assessments

Assessment Type	Year	Birth to Age 5	K-2	Grades 3-5	Grades 6-8
ELA Diagnostics	2022-23	Teaching Strategies GOLD	Wit & Wisdom Assessments; STEP	LEAP 360, MAP	LEAP 360, MAP
Math Diagnostics	2022-23	Teaching Strategies GOLD	ZEARN ASSESSMENTS	LEAP 360, Illustrative Math	LEAP 360, Illustrative Math

Tier 1 Teacher Professional Development

TrainingType	Year	Birth to Age 5	K-2	Grades 3-5	Grades 6-8
ELA	2022-23	Teaching Strategies	Great Minds/TNTP	Great Minds/TNTP	Great Minds/TNTP
Math	2022-23	Teaching Strategies	Zearn/Leading Educators/ Jounce	Zearn/Leading Educators/ Jounce	Kendall Hunt/Leading Educators
Science	2022-23		Amplify	Amplify	Activate Learning