

Renaissance Academy CS

**Charter School Plan**

07/01/2016 - 06/30/2019

# Charter School Profile

## Demographics

413 Fairview Street  
Phoenixville, PA 19460  
(610)983-4080

AYP Status:	None
CEO:	Gina Guarino-Buli
Date of Local Chartering School Board/PDE Approval:	9/13/1999
Length of Charter:	5 year increments (current charter: 2015-2020)
Opening Date:	8/30/2000
Grade Level:	k-12
Hours of Operation:	8:00am - 3:30pm
Percentage of Certified Staff:	Not Provided
Total Instructional Staff:	84
Student/Teacher Ratio:	26:1
Student Waiting List:	262
Attendance Rate/Percentage:	97.00 %
Enrollment:	1023
Per Pupil Subsidy:	varies by district
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	17.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	156

## Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	56.00
Black (Non-Hispanic)	174.00
Hispanic	54.00
White (Non-Hispanic)	54.00
Multicultural	99.00

## Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	184.00	184.00	184.00	184.00

Instructional Hours	0.00	0.00	6.00	6.00	6.60	6.60
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## Planning Process

Renaissance Academy Charter School Operates on a Cyclical Continuous Improvement Plan which focus on four key Priorities for Improvement. Those are: Assessment and Achievement, Teaching and Learning, Leadership Capacity and Unique Experiences.

Throughout the school year all staff are involved in evaluating and making judgements on the school's performance in these areas. This is done through observation of activity (Teaching Lessons, Professional Development Performance), Survey of stakeholder (Student Voices, Staff input to activity, Parent groups etc.), Review of academic data (State assessments, local assessments, daily formative assessments etc.)

Each Trimester the focus shifts onto one of the four priorities, while all are reviewed in an ongoing fashion during House Team meetings, Admin Check-ins etc.. At each review the Middle Leaders along with their teaching teams make judgements on the particular area of focus, while the administration provides feedback and guidance. Each area is then reported upon by a member of the Administration Team, to the Board of Trustees at a public board meeting. This information is provided to the whole school community who attends such meetings or reviews publically available minutes. The report is also shared back to the Leadership Team and House Teams.

The priorities for improvement which come out of the above judgement drive the goals and new priorities for the coming year. These are then translated into school, team and teacher goals which create an individualized plan for each staff member, while tying into the greater goal of the school. This plan is reviewed by members of the Leadership Team who are responsible for sharing updates, adjustments and achievements with their house teams; which include all members of the school staff.

These goals are the impetus for the school's 7-year Strategic Plan.

## Mission Statement

The mission of the Renaissance Academy is to prepare a diverse cross-section of children for success as students, workers, and citizens by providing them with a high-quality liberal arts, college preparatory education through creation of a school in which high standards, creativity, technological sophistication, high motivation, and accountability are the norm. The school aims to achieve lasting gains in students' academic performance while serving the diverse needs of all students.

## Vision Statement

The Renaissance Academy Charter School student makes an active decision to be educated at our school because the student and his or her family desire a world-class liberal arts education in a safe, respectful, rigorous and goal-oriented environment that is driven by the expectation that all students are college-bound.

## Shared Values

The Core Values embraced by Renaissance Academy are Hope, Respect, Responsibility, Courage, Justice, Compassion, Integrity, and Wisdom.

The staff and community of the Renaissance Academy pride themselves on a culture of caring and high achievement. Adults take intentional steps to ensure that all students are supported both academically and socially for their success. The environment at the Renaissance Academy creates a supportive, nurturing network for the student and their family.

## Educational Community

The RA Community comes from over 22 School Districts In PA. Students are K-12 and total 1060. The Charter School has just begun its third renewal timeline with the Phoenixville Area SD. We are ranked as a top Charter in PA with an SSP Score of 92.2% (Data Current 2014-2015 SY) Our finances are strong with a BBB S&P Bond Rating.

There are many community efforts which allow our families to access school support. These include:

- Disaster relief – home fire, etc
- Major family illness – take meals and/or provide financial support
- At home instruction
- Families in need can receive the following: Thanksgiving meals, winter holiday gifts, payment assistance for field trips, uniforms, and school supplies.
- FSO- Family and School Organization
- Connect-Ed / Blackboard Connect - all school email communication
- SLC- Student Learning Conferences (Parent Conferences)
- Family Fitness
- Everyday Math Family Night (Curriculum Understanding)
- Title One Reading Night (Curriculum)

- Engaging Parents Night (Lower School K-6)
- Academy Night
- Financial Aid Night
- Bring your Parent to School (Spanish, Art, Science)
- Parent Volunteer for Major School Events
- Career Week/Day

The parent communication and involvement at Renaissance Academy is of high priority. Parents are informed regularly of upcoming events, best practices, and new policies. Parents are also given the opportunity to become more involved in their child's education through curriculum seminars, healthy living suggestions, conferences, and college readiness meetings. The school also provides lower income families, as well as families who are currently suffering, with financial interventions and at home instruction. The parents and families also have many opportunities to give back and get involved at Renaissance Academy including volunteer work and the Family and School Organization.

### Board of Trustees

Name	Office	Address	Phone	Email
Anthony Bragoli	Secretary	413 Fairview Street Phoenixville, PA 19460	619834080	board@rak12.org
Kathleen Drennan	Member	413 Fairview Street Phoenixville, PA 19460	610 983 4080	board@rak12.org
Michael Gahr	Member	413 Fairview Street Phoenixville, PA 19460	6109834080	board@rak12.org
Margaret LaGarde	Member	413 Fairview Street Phoenixville, PA 19460	6109834080	board@rak12.org
Daniel Rufo	Member	413 Fairview Street Phoenixville, PA 19460	610 983 4080	board@rak12.org
Kent Smith	President	413 Fairview	610 983 4080	board@rak12.org

		Street Phoenixville, PA 19460		
Martha Stephens	Member	413 Fairview Street Phoenixville, PA 19460	6109834080	board@rak12.org
Eva Swmyler	Vice President	413 Fairview Street, Phoenixville PA 19473	6109834080	board@rak12.org
Kent Wenger	Treasurer	413 Fairview Street Phoenixville, PA 19460	6109834080	board@rak12.org

## Board of Trustees Professional Development

Board of Trustee Members are given multiple opportunities to develop professionally throughout the school year. These include:

Charter School Coalition Training and Conferences

Travel with members of the school for UK Partnerships

National Charter School Conference Attendance

Email / web updates and webinars as made available by PDE

## Governance and Management

The Board of Trustees coordinates the governance and management of the school in the following ways:

Regular and systematic communication with CEO and School Administration

Attendance and participation at Board Committee Meetings

Routine attendance and participation in required school professional planning or development (i.e. child abuse training / mandated reporting)

The Board of Trustees maintain a relationship with the Chartering District through communication and meetings as needed. Primary communication is maintained through the Charter Designee, CEO, Gina Guarino Buli and the District Liaison, Joseph Antonio. The most recent Charter Renewal was a collaborative and successfully critical review of the school systems and policies.

## Student Enrollment

Student recruitment takes place throughout the year. Renaissance Academy is active in attending various local community events and visiting daycare facilities and businesses to distribute information about enrollment at the school. The school hosts an Open House event three times a year. Advertisements are placed in local newspapers, magazines, billboards, and on the school's publically accessible website. The application is publicized to parents, students, and the community on our public website: [www.rak12.org](http://www.rak12.org) under our enrollment tab.

The application is also made available at scheduled open house events, community events, delivered to local daycare centers, mailed out to those who make a request, and is available upon request in both offices at the school.

The application can be submitted in various ways including: E-mailed to [enrollment@rak12.org](mailto:enrollment@rak12.org), mailed via USPS, brought into the school by hand, and faxed.

Once an application is received a courtesy postcard is mailed out to confirm the application has been received and notes of any missing items are updated.

The application and supporting materials are available in English and Spanish.

The Lottery process:

Parents and students are notified of lottery results by US mail. Each letter is hand typed to reflect the students' placement on the waiting list. Letters are mailed USPS to the primary address listed on the application. Once a space becomes available for a student on the waitlist an Enrollment Acceptance Letter along with an Enrollment Confirmation Form is mailed to the same address. The family is given a deadline by which they need to accept or decline the space that has been offered to their child.

If the family declines the next student on the waitlist is given the opportunity and the above sequence of events repeats until the space is filled.

Per Charter regulations admissions preference is given to those in the Phoenixville Area School District and siblings of currently enrolled Renaissance Academy students.

Once the acceptance has been confirmed by a parent/guardian in writing the formal enrollment process begins.

- o Charter School Enrollment Notification form is sent, via fax, to the students sending district and transportation department along with the proof of residency and copy of the birth certificate
- o The student is entered into the Renaissance Student Information System
- o Record request form is faxed or mailed to the student's current or past school district
- o Student is placed in a home base and a schedule is created

The official 'Waiting List' is maintained all year to fill openings if any student should transfer out of the Academy. The waitlist is maintained by current year grade level. At the end of each school year the applications on the waitlist are shredded and the new applicant files are generated. Potential students must reapply each year.

Dates for the 2015-16 Student Admission Process, including scheduled dates for the application and lottery.

Scheduled Dates for the lottery:

Kindergarten: January 2015

1st through 6th Grade: February 2015

7th -12th Grade: March 2015

Scheduled Dates for notification letters to go out:

Kindergarten-February 2015

1st – through 6th Grade: March 2015

7th through 12th Grade: April 2015

Late Applicants- as received

2015/2016 applications are made publically available: October 1 of each school year.

Deadlines to be entered into the lottery: Kindergarten 12/20/2014 11:59PM, First-Sixth-12/20/2014 by 11:59PM, Seventh-12th-January 31, 2015 by 11:59PM.

### **Parent Communication**

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

#### **Files uploaded:**

- Admissions Board Policy\_2015\_Approved.pdf
- Health Information Form 2015-16.pdf
- Student App 2015-2016 - rev 12-1-14 - Online.pdf

### **Registration Policy**

Registration Policy

*PDF file uploaded.*

### **Intent to Enroll Form**

Intent to Enroll Form (English and all other languages)



PDF file uploaded.

## Student Enrollment History

### Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
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### Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
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## Planning Committee

Name	Role
Tracey Behrens O'Brien	High School Teacher - Regular Education
Tracey Behrens O'Brien	High School Teacher - Regular Education
Michelle Boyd	Administrator
Faye Conquest	Ed Specialist - School Counselor
David Cosme	Administrator
Charles Crabb	Board Member
Peter Eschler	Business Representative
Jennett Fasnacht	Instructional Coach/Mentor Librarian
Julie Fetters	Elementary School Teacher - Special Education
Gina Guarino Buli	Administrator
Kristie Hawk	Administrator
Eileen Keller	Elementary School Teacher - Regular Education
Todd Krock	Instructional Technology Director/Specialist
Peggy Lagarde	Board Member
Melissa Laurento	Ed Specialist - School Counselor
Kimberly Lutschaunig	Community Representative
Jordan McCain	High School Teacher - Regular Education
Kathleen Peszka Peszka	Ed Specialist - School Nurse

Heather Rinker	High School Teacher - Regular Education
Daniel Rufo	Elementary School Teacher - Regular Education
Gretchen Seward	Parent
Naomi Siedlecki	Parent
Rachael Stevenson	Business Representative
Karen Swan	High School Teacher - Regular Education
Eva Swymelar	Board Member
Marilyn Thomas	Middle School Teacher - Regular Education
Jonathan Walter	Special Education Director/Specialist
Julie Welin	Middle School Teacher - Regular Education
Delores Winston	Community Representative
Kevin Zvorsky	Ed Specialist - Other

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family and Consumer Science is not offered as part of the Charter School Approved Curriculum

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Not answered
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family and Consumer Science is not offered as part of the Charter School Approved Curriculum

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family and Consumer Science is not offered as part of the Charter School Approved Curriculum

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family and Consumer Science is not offered as part of the Charter School Approved Curriculum

### *Adaptations*

#### Elementary Education-Primary Level

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### **Elementary Education-Intermediate Level**

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### **Middle Level**

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### **High School Level**

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

*This narrative is empty.*

## **Curriculum**

## *Planned Instruction*

### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum Leaders work closely with teaching staff and coaches to ensure course content is delivered with fidelity. Prepared mapping of curriculum is reviewed periodically and alignment with the SAS and PA Core Standards is ongoing. The Board Curriculum and Achievement Committee is updated on course needs or adaptations and staff is involved in action research to evaluate and determine the needs for new resources, teaching strategies or training to enhance the curriculum. Curriculum Meetings are held regularly (monthly min.) to share best practices, ensure course planning and common assessment tools.

Feedback from Teaching & Learning as well as lesson observations (LET TRACKER) are used in conjunction with Student Voice Survey's to evaluate best practices and recognize Start Teachers who then can work with and mentor other staff on accomplishing the achievement goals in the classroom.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### **Elementary Education-Intermediate Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum Leaders work closely with teaching staff and coaches to ensure course content is delivered with fidelity. Prepared mapping of curriculum is reviewed periodically and alignment with the SAS and PA Core Standards is ongoing. The Board Curriculum and Achievement Committee is updated on course needs or adaptations and staff is involved in action research to evaluate and determine the needs for new resources, teaching strategies or training to enhance the curriculum. Curriculum Meetings are held regularly (monthly min.) to share best practices, ensure course planning and common assessment tools.

Feedback from Teaching & Learning as well as lesson observations (LET TRACKER) are used in conjunction with Student Voice Survey's to evaluate best practices and recognize Start Teachers who then can work with and mentor other staff on accomplishing the achievement goals in the classroom.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### **Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum Leaders work closely with teaching staff and coaches to ensure course content is delivered with fidelity. Prepared mapping of curriculum is reviewed periodically and alignment with the SAS and PA Core Standards is ongoing. The Board Curriculum and Achievement Committee is updated on course needs or adaptations and staff is involved in action research to evaluate and determine the needs for new resources, teaching strategies or training to enhance the curriculum. Curriculum Meetings are held regularly (monthly min.) to share best practices, ensure course planning and common assessment tools.

Feedback from Teaching & Learning as well as lesson observations (LET TRACKER) are used in conjunction with Student Voice Survey's to evaluate best practices and recognize Start Teachers who then can work with and mentor other staff on accomplishing the achievement goals in the classroom.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A



## High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum Leaders work closely with teaching staff and coaches to ensure course content is delivered with fidelity. Prepared mapping of curriculum is reviewed periodically and alignment with the SAS and PA Core Standards is ongoing. The Board Curriculum and Achievement Committee is updated on course needs or adaptations and staff is involved in action research to evaluate and determine the needs for new resources, teaching strategies or training to enhance the curriculum. Curriculum Meetings are held regularly (monthly min.) to share best practices, ensure course planning and common assessment tools.

Feedback from Teaching & Learning as well as lesson observations (LET TRACKER) are used in conjunction with Student Voice Survey's to evaluate best practices and recognize Start Teachers who then can work with and mentor other staff on accomplishing the achievement goals in the classroom.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

## *Modification and Accommodations*

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

*This narrative is empty.*

## Instruction

### *Instructional Strategies*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

- Peer evaluation/coaching
- Instructional Coaching

#### **Regular Lesson Plan Review**

- Department Supervisors
- Instructional Coaches

Provide brief explanation of LEA's process for incorporating selected strategies.

Formal classroom observations are conducted by Principals, Lead Teachers and Curriculum Leaders multiple times each year. All data from observations is placed in a common tracking tool (LET Tracker) where Leaders and Administrators can review for school-wide strengths and weaknesses. Walkthroughs are conducted more frequently and by coaches as well. Coaches are used as needed based on the above evaluations for improvement and guidance; as well as enhancement of teaching. Teaching and Learning staff are used as instructional coaches for all staff members. They support in the classroom as well as provide PD. Annually evaluations are conducted on all staff members and teachers. This includes self-reflection, evaluative feedback and peer feedback for a well-rounded determination of strengths and next steps for goal setting. Peer coaching is conducted within departments for the highest level of support in the curriculum areas.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

There is not a role fitting 'Building Supervisor' at the Charter School.

### ***Responsiveness to Student Needs***

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

n/a

#### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was n/a)

### **Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was n/a)

### **High School Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was n/a)

### ***Recruitment***

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Staff placement is reviewed regularly to ensure the most successful outcomes. As staff continue their own professional growth and development they are looked at as valuable resources which must be properly utilized for the success of all students. The co-teaching model further supports students whose academic needs are greater and may need additional support to achieve the state standards based outcome goals.

## Assessments

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 16/17</b>	<b>SY 17/18</b>	<b>SY 18/19</b>
Total Courses			
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	1.00	1.00	1.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X				
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				
Economics		X				

Environment and Ecology		X				
Family and Consumer Sciences						X
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
Alternate Academic Content Standards for Math		X				
Alternate Academic Content Standards for Reading		X				
World Language		X		X		

### *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA, KEYSTONE		X	X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
MAP	X	X	X	X

### Formative Assessments

*No methods or measures have been identified for Formative Assessments*

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
MAP, CDT	X	X	X	X

### *Validation of Implemented Assessments*

Validation Methods	EEP	EEI	ML	HS
External Review	X	X	X	X
Intermediate Unit Review				
LEA Administration Review	X	X	X	
Building Supervisor Review				
Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Work is scrutinized and is reviewed yearly as part of the continuous improvement process. This is done at the team / teacher level, as well as the department level. Administration then reports findings to the board of trustees.

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

*This narrative is empty.*

### *Collection and Dissemination*

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The school administration typically receives state data prior to the dissemination. As soon as the data is available the Director of Student Achievement will distribute. Reports are emailed or saved in shared drives for easy access.

House Team Leads schedule time during R&D PD Days to discuss, review and analyze data. MAP Level testing is available to teachers by logging into their own account. They are able to review student data as needed within their teaching load.

School Board members receive data through Curriculum & Achievement Committee Meetings for Board Achievement Reports.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Every teacher produces a class, group or student specific action plan based on the achievement data they receive. These plans include classroom instruction, adaptations and interventions. These assessments also drive grouping for typical instruction as well as tutoring or other intervention plans that would be warranted.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

This process is embedded in the school wide improvement planning. Staff have daily opportunities to meet and plan collaboratively to ensure support of all students in teaching Specific PA assessment anchors, eligible content or standards-aligned learning objectives.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings				
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website				
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

*This narrative is empty.*

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

*This narrative is empty.*

## Safe and Supportive Schools

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X		
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X



Explanation of strategies not selected and how the LEA plans to address their incorporation:

School Resource Officers are not currently placed in the Charter School

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X		X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X

Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies				
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				

Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Health and Safety*

<b>Health and Safety</b>	<b>Answer</b>
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch	Yes

programs submitted as required?	
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### Description of the responsibilities of the Charter School nurse(s)

The Certified School Nurse (CSN) is responsible for coordinating, collaborating, planning for, and, in most cases, providing direct services to ensure that the school district's health program, as defined by the Pennsylvania School Code, School District Policies, and the PA Dept. of Health Division of School Health Regulations is carried out according to the specifics in the Law. The goals of the CSN position are to maintain and/or improve the health status of students, thus enabling them to profit fully from their educational experiences; and, to promote optimum health status and lifestyles for all students through the joint efforts of the home, school and community. Standard

#### Duties for Position:

Outstanding personal/interpersonal communication skills; openness towards parent conferences.

Excellent organizational and neatness skills; ability to keep concise records. 8. Sensitivity to the developmental stages and well being of children.

Willingness to be flexible in terms of assignment. Essential Functions and Responsibilities of Position:

Develops and maintains a comprehensive school health services program for students, following the guidelines of the PA School Code, PA DOH Regulations, the Division of School Health guidelines, PA DOE Regulations, and school district policies.

Provides up-to-date information for use of school personnel on such subjects as the growth and development pattern of children, first aid practice, accident prevention, communicable disease regulations.

Uses data collected to help plan and evaluate the school health program.

Ensures that reports required by the school district; PA Dept. of Health, Div. Of School Health; and PA Dept. of Education are properly prepared and forwarded.

Provides direct services to students, using the nursing process to provide care to the school community in accordance with current medical practice and nursing standards, relevant statutes, and regulations.

Performs and/or oversees mandated screenings and completes referrals and follow-up where applicable.

Manages and controls acute and chronic disease. Carries out policies and procedures for the control of communicable diseases, in collaboration with the PA Department of Health.

Provides first aid for illness or injury to students and documents nursing assessment, diagnosis and treatment.

May establish health care plans for students with special health care needs and update them as needed. Where applicable, participates in IEP meetings and directs 504 Service Agreement development.

Reviews and monitors student immunization status. Makes appropriate referrals to update immunizations when indicated.

Maintains comprehensive health records on each child and records of school nursing services.

Administers medications and performs procedures according to physician orders and school district policies and procedures. Ensures physician orders for individual student medications and/or treatments comply with requirements for administration.

Informs teachers of health conditions of students which may affect behavior, appearance or scholastic performance.

Collaborates with agencies within and outside of the school community to insure continuity of service and care of students, including working with private physicians and dentists to coordinate private medical and dental examinations with the school program.

May actively participate in programs or activities related to suicide prevention, drug and alcohol abuse prevention and smoking cessation.

Promotes a safe and healthy school environment.

Serves as resource person to facilitate learning of positive health and wellness behaviors for students and staff.

### *Food Service Program*

Describe unique features of the Charter School meal program

#### LUNCH PROGRAM PROCEDURES

##### PIN

All Renaissance Academy students are issued a 4 digit Personal Identification Number (PIN). This PIN will be used to purchase school lunches as well as check out library books and log into the SENTEO hand-held answer devices periodically used in classrooms. Student PINs are for the exclusive use of the student to whom they are issued. Use of another student's PIN will result in a disciplinary referral.

##### Lunch

All lunches must be prepaid. Payments for lunch may be made via the Parent Portal, cash, check, or money order, payable to "The Renaissance Academy." For your own protection we discourage sending a student to school with cash. The Renaissance Academy is not responsible for lost cash. Returned checks will be charged a \$15 fee per check and checks will not be accepted until the returned check matter is resolved. Students should hand their lunch payments directly to their lunch coordinator.

It is the responsibility of the parent or guardian to check the parent portal for their students current lunch balance to ensure that lunch is prepaid. Log-ins and passwords for parents/guardians are available by contacting Janet Tuckett.

Free and reduced lunch applications are available on-line through COMPASS, Pennsylvania Online Services at:

<https://www.compass.state.pa.us/compass.web/CMHOM.aspx>

All free and reduced applications must be resubmitted within the first 30 days of the new school year.

Click "Apply Now" then select "Free or Reduced Price School Meals". Applications completed on-line are sent directly to the Pennsylvania State Department of Education for approval.

Renaissance Academy will then be notified of the status of all applications submitted. Once information is received from the State, the Coordinator of the Lunch Program will notify all families of their status. All free and reduced lunch information is kept strictly confidential. Paper applications are included in the first day packet and available in the school office.

No refunds will be given for the unused portion of your student's lunch balance. Balances will be carried over for the following year. If your student does not return to the Renaissance Academy, the money will be forfeited, so please plan accordingly when making payments.

##### Student Responsibility at Lunch

Students purchasing a base lunch must punch in their PIN at the check-in station after receiving their tray. At printing base lunches cost \$3.50. If a student violates this rule, disciplinary action

will be taken. The badges will register the price of one "base" lunch only.

Students may not leave the line with food items for any reason and return to pay for the item, such actions will be deemed as theft and students will receive a discipline referral.

#### Upper School Lunch Details:

Upper School students eat their lunch in the RA Cafeteria, located in the Lower School building. Any student wishing to meet with a teacher or stay behind to work must have his or her agenda signed before lunch time. Students are required to receive prior written permission in their agenda to leave the cafeteria early or to stay behind with a teacher and must present it to a staff member to leave the cafeteria early or arrive late. Core Values and polite behavior is required of our students. The dress code will be loosely enforced while in the cafeteria, bags may not be carried to lunch, baseball hats may not be worn to or from the cafeteria, and wool hats will be permitted during inclement weather but must be removed when entering the building. Respectful behavior is expected; courteous and polite language, such as "please" and "thank you" should be used when ordering and interacting with all lunch staff.

Students are required to clean their eating area, have their chairs pushed in, and all trash or belongings removed before leaving the cafeteria. Community service consequences may be issued to students who are disrespectful to the cafeteria staff or mistreat the facility.

Collegiate Academy students (grades 11 and 12) currently holding Senior Privileges are allowed to leave the campus for lunch. (See "HS Privilege System" for more information) Any Middle School student placed on BP will be automatically assigned to lunch clean-up duty during that student's duration on BP. (See "BP Rules" for more information).

#### Lunch Detentions

Students receiving a lunch detention will serve the detention with the assigning teacher in his or her room. Students who have a lunch detention are to report to their teacher's room at the start of the lunch period and will stay for entire period. Students are encouraged to pack their lunch on days in which they are assigned lunch detention. Teachers will remain with their students during the entire lunch detention period and discuss the student's actions that caused the detention. Students should be working on class work, filling out a "Think it Through" sheet, or some other activity to make use of this time. Teachers may elect to write a discipline referral for repeated offenses and a more severe consequence if the misbehavior continues. Students who do not report to lunch detention within 5 minutes of the start of the period will be assigned an after school detention. Teachers are not required to call home when assigning a lunch detention; however, calls are required to be made if the misbehavior continues.

#### Parent Responsibility

Parents need to ensure that there is enough money in their student's account to cover the cost of meals.

### **Lunch Account Payment**

#### **Student Lunch Accounts**

can be paid via check (payable to Renaissance Academy) or online.(see below for instructions).

#### **ONLINE LUNCH & FEE PAYMENT ON THE PORTAL**

- Parents can make lunch payments as well as tuition and various fee payments online using the parent portal\*. A few reasons to begin using online payments are:

- Safety - This system eliminates the need for your child to carry lunch money to school.

- Convenience - Payments may be made when it's convenient for you, from the comfort of your own home, 24 hours a day and 7 days a week.
- Efficiency - Payments may be made for all of your children in one easy step and will be posted to their accounts immediately.

*Transaction Fee: Businesses that accept credit cards must forfeit a percentage of the sale to the credit card company, as well as pay a transaction fee. In order to help defray the costs to the school, a \$1.00 transaction fee will be added to your credit card payment.*

*Minimum Payment: \$5.00 per credit card payment*

#### **Online Lunch Account Payment Instructions:**

1. Log into [Infinite Campus Parent Portal](#)
2. Click on the Payments link in the left-hand pane
3. Fill in the amounts you would like to pay
4. Click on the Continue
5. Fill in your payment information
6. Click on the Save button
7. Click on the Save button
8. Click on the Back to Payments button (*DO NOT RE-CLICK THE PAYMENTS LINK*)
9. Click on the Continue button - Your payment method should now be listed on the screen
10. Click on the Continue button
11. Click on the Make Payment button
12. Print out your confirmation – This is your receipt

If you experience any problems with the online payment system please contact Janet Tuckett, School Information Manager at [janet.tuckett@rak12.org](mailto:janet.tuckett@rak12.org) or 610-983-4080 ext. 234.

### ***Safety and Security***

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

Renaissance Academy has a MOU with local law enforcement and fire personnel. There is yearly consultation on emergency response, safety and evacuation procedures.

Fire Drills are conducted monthly throughout the school year.

Evacuation routes are posted in all rooms and offices.

All exterior entrances are to remain locked during the school day. There are three points of entry that visitors must to be allowed into the building. Members of the administration team

walk the entire premises on a hourly basis to look for any unusual activity or concerns.

#### VISITORS

Renaissance Academy has an OPEN DOOR Policy to all visitors

? All visitors must check in at the Upper School or Lower School office, where they will be asked to show a government photo ID. This will be scanned by the 'Raptor' system

? Any parent wishing to visit their students' class should call ahead to make arrangements with the classroom teacher or administrator.

? A visitor ID must be worn at all times.

? Renaissance Academy encourages parents to be active in the learning process but also realizes excessive parent traffic at school can be disruptive to the learning environment. The school tries to strike a balance between an open door policy and maintaining an optimum learning environment. Please assist us in this.

### *Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students*

#### **Wellness Policy**

The school wellness policy

*DOC file uploaded.*

#### **Health Reimbursement Policy**

The school policy regarding Health Reimbursement

*No file has been uploaded.*

### *Current School Insurance Coverage Policies and Programs*

#### **Current Insurance Accord**

The school's current Insurance Accord

*XLSX file uploaded.*

#### **Certificate of Liability**

The school's Certificate of Liability

*XLSX file uploaded.*

#### **Insurance Coverage Details**

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

#### **Files uploaded:**

- FRANK1199996.pdf
- 15-16 Renaissance Academy Summary of Insurance.xlsx

### *Transportation*



Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Transportation to the Charter School is owned by the sending school district if the student's home district is within 10 miles of the Charter School.

If transportation to an APS or specific SPED program is warranted the expense of this is covered by the Charter School.

ESY transportation is the responsibility of the Charter School.

#### **Free Transportation Eligibility Requirements**

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

*No file has been uploaded.*

#### **Student Conduct**

<b>Charter School's Code of Student Conduct</b>	<b>Answer</b>
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a	Yes

parent, teacher, counselor, director or staff member?	
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

#### LEARNING ENVIRONMENT

Renaissance Academy is committed to creating and maintaining a positive learning environment that encourages cooperation, fosters creativity, and nurtures students in taking the risks involved in learning. The learning environment is developed and adjusted over time with focus on providing all students with access to a world-class education. Parents/Guardians and community members play an important role in supporting the learning environment through using common, respectful language that encourages and inspires students, by setting limits. Our school has a Code of Conduct and we encourage you to discuss it with your children and model it for them.

#### CODE OF CONDUCT

The Code of Conduct is a succinct expression of the core values and mission of the school. The Code of Conduct governs and guides every student's actions in school and is recited by every student, every morning.

The Code of Conduct states:

I AM HERE TO LEARN

Therefore I will:

- Respect myself, others, and the environment.
- Cooperate with all school personnel.
- Do nothing to keep the teacher from teaching, or keep anyone, including myself, from learning.

#### CORE VALUES

The Renaissance Academy philosophy is centered upon eight values, which we believe are essential to educating the WHOLE student. These are: Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity.

#### COLOR RULES

#### Code of Student Conduct

The school's Code of Student Conduct

*DOCX file uploaded.*

### *Frequency of Communication*

#### Elementary Education - Primary Level

- More than once a month

### **Elementary Education - Intermediate Level**

- More than once a month

### **Middle Level**

- More than once a month

### **High School Level**

- More than once a month

## ***Collaboration for Interventions***

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

### **AIC**

Students who fail to complete an acceptable amount of homework or maintain grades of 70% or higher, will be placed in our Academic Intervention Club. Students will be required to stay back from the café and will be assigned to teachers' classrooms to complete work and/or receive extra support during lunch time. Students will be permitted to buy a lunch from the café or they may pack a lunch. Students are assigned to AIC each week, so they have the opportunity to exit if the required work is completed and overall grade is improved.

### **HIGH SCHOOL FLEX PERIOD**

FLEX period is a unique offering developed by Renaissance Academy to provide support and remediation to students who would benefit from the help, as well as provide learning extension opportunities for those students who can fit it into their schedule. FLEX periods will occur every day, but will "float" throughout the schedule each day and will be loosely paired with a class period. Please refer to page 10 to review the daily schedule. This pairing of periods is important to understand, as students who take science, ELA and/or AP classes will stay with their class on days that FLEX meets during that period. This will allow time for students to complete longer labs in their science class, writing workshops or literature circles in ELA, as well as for AP students to have designated review times leading up to the exam.

Students who are placed in tutoring support classes will meet with their teachers to establish areas of improvement. Individual goals will be created with the students that will designate an exit point so that they may be dismissed from tutoring and select a FLEX section of their choice instead. Goals may consist of MAP scores, SRI scores, Study Island success, PSSA progress, or other academic data points. Math and reading tutoring will have a focus on literacy and numeracy skills and will not necessarily directly address learning objectives or activities that the students are learning in their current ELA or math class.

Additionally, there are several other "automatic" placements that occur during certain periods. Students who take band or chorus will meet with their full ensemble once or twice a 6-day cycle.

Students involved in Academy Council or Academic Decathlon will also meet once or twice during cycle if their schedule allows for it.

While great effort will be put into trying to match students up in classes of their choosing, secondary and tertiary requests may need to be utilized to accommodate placements.

Additionally a sequence of priority has been established to help guide the scheduling of students into appropriate FLEX sections. Please note the priority for assignments:

- Science, ELA, and AP Class placements
- Tutoring Placements
- Academy Council and other clubs
- Student Choice

Additionally, students may select to take a study hall during FLEX. Students who are in a Study Hall must always show up to the study hall with work to complete and intend to stay in the classroom the entire period. Effort will be made to provide computer access to students who require it, but at no time may games, web surfing, or other non-academic usage of the computers take place. If students have completed all homework assignments and completed any necessary studying, students are expected to read quietly during this period.

#### **Response to Instruction & Intervention (RtII)**

The focus of RtII is to develop and select successful interventions for a student who is not meeting standards and/or expectations academically or behaviorally. A student entered into the program will have his/her teachers assess needs in order to design and implement an individualized intervention plan that will help increase achievement and success. The interventions are more successful with support of the student and his/her family. Teachers, administrators, staff members, or parents/guardians can refer students for the RtII process. RtII consists of three tiers:

- Tier 1 includes all students
- Tier 2 for students in need of low level interventions (i.e. tutoring, in class accommodations, behavior contracts) and
- Tier 3 for students in need of intense intervention (i.e. remedial reading instruction, small group instruction, etc.).

For more information please contact your student's homebase teacher, lead teacher, or school counselor.

### *Community and Parent Engagement*

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

*This narrative is empty.*

### ***Community Coordination***

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The YMCA offers a before and after school care program at Renaissance Academy for those families needing extended supervision beyond the normal school day for a fee. Information regarding the after-care program is available in the Lower School office.

After School Club Renaissance will be instituted, on full days of school only, for students in grades K-6 whom need to remain at school beyond the 3:50 PM pick up time. Parents/guardians can enroll their child(ren) in this program for a nominal fee.. During this time, students will be directly supervised by Renaissance Academy staff members from 3:50 PM until 6:00 PM (M-TH) and until 5:00 PM (F) and will be provided with guidance to complete their homework. Club Renaissance will not act as an after school tutoring program. If students require supervision beyond 6:00 PM (M-TH) or 5:00 PM (F), parents/guardians will be required to make alternate arrangements for supervision; K-6 students are not permitted to be unsupervised in the school lobby while waiting for a ride. If you are interested in enrolling your child in Club Renaissance, please email [clubrenaissance@rak12.org](mailto:clubrenaissance@rak12.org)

### ***Preschool Agency Coordination***

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The LEA works collaboratively with the MCIU and the CCIU to develop school aged IEPs for students whom have been enrolled in the Charter School with previously exercised EI IEPs. The LEA does not operate any pre-k programs.

The LEA provides a smooth transition from the home setting and early childhood care settings by planning pre-enrollment activity such as: Kindergarten Express, Open Houses and Screening. Once the school year begins the transitions are further enhanced with an incorporation of a 'Getting to Know you / Getting Along' curriculum during which students learn about their new school, their community and their classrooms. These are based on standards from the PA Social Science Curriculum.

## Materials and Resources

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### **Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### **High School Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

## *SAS Incorporation*

### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms



American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Family and Consumer Science is not part of the Charter's Curriculum

### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation

Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Family and Consumer Science is not part of the Charter's Curriculum

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation

Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

Family and Consumer Science is not part of the Charter's Curriculum

### High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full

	Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

Family and Consumer Science is not part of the Charter's Curriculum

### ***Fiscal Solvency Policies***

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

Allowances for non-anticipated expenses of events are incorporated within the local budget at the time of development.

The school's budget, which is adopted in accordance with the Commonwealth's prescribed timeline, serves as the guidance for financial decision making throughout the year. Budget is submitted to PDE by June 30th of each year.

The Business Manager and CEO carefully monitor expenditures and revenues to ensure they remain within the budget. The Board of Trustees is updated on a minimally monthly basis and the School Board Finance Committee actively reviews expenses and income.

A locked drive is located with access only granted to the Business Manager and CEO. This allows for confidential review of financial documents. The CEO reviews hard copies of all bank statements presided over by the Business Manager.

The School Board of Trustee Treasurer reviews all payable, payrolls and expenses prior to

transfer of funds.

## *Accounting Systems*

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

Renaissance Academy uses the Sage (previously named PeachTree) for Non Profits accounting system. The Peach Tree chart of accounts was set up based on the PA state chart of Accounts. We have reviewed the PA State Chart of Accounts and conclude that our Chart of Accounts contains sufficient detail to meet state requirements.

## **Professional Education**

### *Characteristics*

<b>Charter School's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>Charter School's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan	X	X	X	X

strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

- Teachers have time built into their schedule each day to meet as teams for professional development – Admin/Middle Leaders
- The team leader is responsible for setting the agenda for the teams' staff development. – Team Lead
- There are general school-wide areas of focus for these team meetings: technology, student achievement, curriculum, special education, and RTII, and any other topic as needed based on team development. – Admin/Team Lead/CLs
- Opportunities are provided for cross-curricular development as staff assist in training other teams and individual teachers in their personal areas of expertise. – Team Lead/CLs/Teaching and Learning
- Periodically, in-service days are provided for staff development. – Admin/Central Office
- Opportunities are provided for staff to attend outside webinars and training sessions for professional development. Those requests are submitted and approved by the principal and CEO.
- The school's management company/consultants/publisher representatives provide support and training on topics identified by staff, administration, the school improvement plan, or the companies themselves identified as an area of need during their site visits. – Admin/Central Office/CLs
- Staff members are strategically chosen as a member of the Teaching and Learning Group to coach, mentor, and support staff development. The support can take the form of observations, presentations, and coaching sessions for staff. – Admin/Central Office/Team Leads
- An induction program is provided for new staff which includes veteran and mentor teachers in their area of expertise. The program is led by a member of the administration/Central Office

- Teachers create Professional Growth Goals in the beginning of the year and a portfolio at the end of the year showing evidence as to how they have achieved or grown with those goals.- All staff
- Teachers are reimbursed to \$500 per class or up to \$1500 per year for earning a B or higher in approved graduate classes by the CEO – Admin/Central Office/Business Office.
- A core group of staff are assigne Teaching & Learning (T&L) Coaching and PD Responsibilities - This group of staff work with teachers to ensure best practices, coaching and support are in place.
- T&L members are actively involveed in researching, planning and presenting professional development opportunities based on the identified Priorities for Improvement through the schoolwide Continuous Improvement Plan
- Key staff (T&L Lead, Achievement Director and Admin) check in on a routine basis to develop plans and next steps for staff based on current needs.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The Charter School does not service Gifted IEPs but does program and account for the More Able students through challenging curriculum, placement and advanced options where applicable. The Teaching and Learning professionals at our school are currently doing research to plan for more reaching these students more successfully.

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/14/2014 All Staff hired and present for the 2014-2015 School Year
1/29/2015 Follow-up for new hires during the 2014-2015 School Year
The LEA plans to conduct the required training on approximately:
8/24/2015 New hires for the 2015-2016 School Year

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
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The LEA plans to conduct the training on approximately:
1/1/2016 Counseling Resources in planning phase / CCIU Support
8/30/2016 Counseling Resources in planning phase / CCIU Support

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
1/1/2016 Counseling Resources in planning phase
8/1/2016 Counseling Resources in planning phase

### *Strategies Ensuring Fidelity*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Through the Charter School's Continuous Improvement and Strategic Planning the priority of Teaching and Learning is looked at with a highly critical eye. This is done at the teacher, team, Middle Leader and Admin Level. These findings are reported to the Board of Trustee's annually and the needs of staff and students are used to drive the upcoming goals and Professional Development needs of the school. Student data as well as teacher evaluative data is used. T&L Staff do extensive research on topics identified as needs and prepare PD for staff both in R&D Team Times as well as on staff development days. Sessions are also conducted for Middle Leaders and Administrators.

Following most sessions a review of information and feedback tool is used to assess the value of



the PD as perceived by staff and next steps. As the areas for improvement are continually measured these data points are used to determine growth or continued need in a particular area.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

A system is not in place currently to validate all presenter quality. This is an area to be further explored and planned for in the T&L Focus.

### *Induction Program*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will know, understand how parents are involved in the school and how to foster home/school relationships.
- Inductees will learn how to run effective trimester student/parent/teacher learning conferences.
- Inductees will know, understand how to assemble an effective portfolio that is focused on the school-wide and individual goals and is utilized in their end of year evaluation of professional progress.

Provide brief explanation of your process for ensuring these selected characteristics.

Induction Program is built into New Staff Training beginning with their first day on staff. A staff member on the school administration team has dedicated time and resources to ensure that this program is implemented and delivered on a regular basis during the staff member's first year of employment at the Charter School.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

As the aforementioned strategies are not current part of our Induction Program they are covered during Team Professional Development throughout the school year. This is done through daily meetings with the staff members on a particular house team. These opportunities also will be given during school wide Professional Development and Planning days with Curriculum Leaders.

### *Needs of Inductees*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

The structure of the Teaching Team at Renaissance allows for support of all staff and especially the newest members: the inductees.

When hired the Inductee is entered into the Induction Program. Through that program the above strategies are implemented by key staff. One staff member oversees the program while other staff with specific expertise are called upon to deliver specific Professional Development. The House Team ensures the Inductee is supported further. The Observation Plan ensures that the Inductee is given ample professional observation, coaching and mentoring by Lead Teachers, Curriculum Leads and Teaching and Learning Coaches. Daily PD at the house level allows time for curriculum planning, PSSA review and planning development and common lesson planning as appropriate. This time also allows for data review of school-wide, grade level and classroom data for proper planning and induction level.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

At this juncture there is not an induction survey in place. This will be incorporated into goals and development of the program per this Comp Planning.

### *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors are selected among staff that have 3+ years of experience, knowledge of the LEA and a desire to coach or mentor new staff. The Teaching and Learning Group is often part of this equation. The charter school also employs Lead Teachers who are in position to guide and mentor new hires when appropriate.

Peer Coaching at Upper Level grades provides additional support in the content areas.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

N/A

### *Induction Program Timeline*

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X					
Best Instructional Practices	X	X	X			
Safe and Supportive Schools	X					
Standards	X					
Curriculum	X					
Instruction	X	X	X			
Accommodations and Adaptations for diverse learners			X			
Data informed decision making		X		X		X
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring Evaluating and Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The inductees will be given a pre and post first year survey to determine the level of support, value and perceived success of the program.

Yearly the Induction Coordinator will review the program and resources for updates or changes that will be needed.

### ***Recording Process***

- Identify the recording process for inductee participation and program completion.  
(Check all that apply) School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

# Assurances

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## Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-17232-A (a))

## Cyber Charter Schools

The cyber charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))
- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the

development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))

- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Discounts or payments waived are not extended to any school district for any student (in compliance with §17-1743-A (a))
- Funds are not provided to a school entity except as compensation for the provision of specific services (in compliance with §17-1743-A (a))
- The following will be made available upon request to each student's school district of residence: copy of the charter, copy of the cyber charter application, copy of all annual reports prepared by the cyber charter school, and a list of students enrolled in the cyber charter school from that school district (in compliance with §17-1743-A (c))



- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: brief description of each of the student's courses of instruction, description of the lessons and activities offered on and offline, the manner in which attendance will be reported and work authenticated, and a list of all standardized tests the student will be required to take and the place where the tests will be administered (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school's address and contact information for the CEO and other school personnel including the student's teachers, meetings to be held between parents and professional staff members, the manner in which parents will be notified of meetings, and a list of any extracurricular activities provided by the school (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: a list of all student services to be provided and copies of policies related to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school calendar, including but not limited to the time frame that will constitute a school year and a school week, holidays, and term breaks (in compliance with §17-1743-A (d))
- Each student will be provided with all instructional materials, all equipment including a computer, monitor, and printer, and will be provided with or reimbursed for all technology and services necessary for the on-line delivery of the curriculum and instruction (in compliance with §17-1743-A (e))
- Ongoing access to all records and facilities will be provided to PDE that the Department deems necessary (in compliance with §17-1743-A (g))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1749-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1749-A (a))

## Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))

- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

# Needs Assessment

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## Charter School Accomplishments

### Accomplishment #1:

2015 PSSA Scores for all tested grades and all tested subjects surpass the PA State Average

### Accomplishment #2:

Economically Disadvantaged Subgroup - Gap closure in reading progress accomplished

### Accomplishment #3:

Keystone Test Improvement:

Literature 18% improvement in 3 years

Math : 22% Improvement in 3 years

Science : 10% Improvement in 3 years

### Accomplishment #4:

Increased number of students taking AP Courses and exams over 10 years of running program: 20 in 2005 / 173 total in 2015

### Accomplishment #5:

SPP Score in the Distinguished range for most recent public score: 92.3

## Charter School Concerns

### Concern #1:

Under Priority One: Capacity and Leadership the following concern was identified:

Leadership Training opportunities need to be incorporated and systematized for Middle Leaders. This involves a review of current Professional Development Practice Per the school Strategic Plan.

### Concern #2:

Under Priority One: Capacity and Leadership the following concern was identified:

Intentional Succession Planning for future of the school needs to be integrated into the school planning. This relates to Upper Level Leadership, Middle Level Leaders and Board of Trustees.

#### Concern #3:

Under Priority One: Capacity and Leadership the following concern was identified:

Tuition Reimbursement Policy needs to be reviewed tri-annually to support needs of teachers, leaders and staff at all levels. Staff understanding of availability needs to be increased.

#### Concern #4:

Under Priority Two, Teaching and Learning, the following concern or Priority for Improvement was identified:

**Investigate which teachers or teams are doing a great job with Next Steps and Learning Objectives, and incorporate methods from them of reaching this element consistently in lessons.**

#### Concern #5:

Under Priority Two, Teaching and Learning, the following concern or Priority for Improvement was identified:

**Differentiated instruction for the more able students – utilize teaching & learning members to prepare a PD to teachers providing them with ideas and strategies to implement in class to provide students with a challenge when in need. Grade level lesson planning, will focus on how they can challenge their students more.**

#### Concern #6:

Under Priority Two, Teaching and Learning, the following concern or Priority for Improvement was identified:

**Completion of the K-6 literacy plan to ensure that all ELA teachers are instructing and assessing the PA Core Standards at the appropriate grade level of expected mastery. The writing and reading curriculum leaders, along with house team leads, are working with the US ELA curriculum lead to have this completed by the end of the current school year**

#### Concern #7:

Under Priority Two, Teaching and Learning, the following concern or Priority for Improvement was identified:

Completion of the K-6 literacy plan to ensure that all ELA teachers are instructing and assessing the PA Core Standards at the appropriate grade level of expected mastery. The writing and reading curriculum leaders, along with house team leads, are working with the US ELA curriculum lead to have this completed by the end of the current school year

#### Concern #8:

Under Priority Three, Attainment and Growth, the following concern/ priority for improvements were identified:

Improved outcomes for subgroups:

- Curriculum Leads and Teaching and Learning team to provide research
- Target focus of Special Education Teachers on deficit skills
- Reallocate co-teaching responsibilities according to need
- Improve communication between tutors, Curriculum Leads and SPED teachers (Sped Teachers attend department meetings)
- Improve outcomes on reading assessments through continuation of vertical planning
- Stimulate additional interest in science for girls through engaging lessons and STEM opportunities

#### Concern #9:

Under Priority Three, Attainment and Growth, the following concern/ priority for improvements were identified:

Continued realignment of standards to PA Core

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

Under Priority Three, Attainment and Growth, the following concern/ priority for improvements were identified:

Improved outcomes for subgroups:

- Curriculum Leads and Teaching and Learning team to provide research
- Target focus of Special Education Teachers on deficit skills
- Reallocate co-teaching responsibilities according to need
- Improve communication between tutors, Curriculum Leads and SPED teachers (Sped Teachers attend department meetings)
- Improve outcomes on reading assessments through continuation of vertical planning
- Stimulate additional interest in science for girls through engaging lessons and STEM opportunities

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Under Priority Two, Teaching and Learning, the following concern or Priority for Improvement was identified:

**Differentiated instruction for the more able students – utilize teaching & learning members to prepare a PD to teachers providing them with ideas and strategies to implement in class to provide students with a challenge when in need. Grade level lesson planning, will focus on how they can challenge their students more.**

**Systemic Challenge #2** (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Aligned Concerns:**

Under Priority One: Capacity and Leadership the following concern was identified:

Tuition Reimbursement Policy needs to be reviewed tri-annually to support needs of teachers, leaders and staff at all levels. Staff understanding of availability needs to be increased.

**Systemic Challenge #3** (*Guiding Question #0*) Technology usage, understanding and literacy is not consistently applied throughout all classrooms for all students.

# Charter School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### Indicators of Effectiveness:

Type: Annual

Data Source: Bi-annual and annual survey of staff

Team Meeting discussions

Staff meeting updates

Specific Targets: Staff know and use plan to inform decisions in their classrooms

Staff understand role of upper level admin in implanting plan

Staff are able to tie school goals to the Four Priorities for Improvement

Type: Annual

Data Source: Parent survey

Parent discussions

Customer Service Survey

Specific Targets: Stakeholders will have access to Strategic Plan- annually (as a web document)

Stakeholders will be updated on Planning goals bi-annually

Survey of stakeholders to determine understanding

### ***Strategies:***

#### ***Principal as Instructional Leader***

##### **Description:**

The principal guides the House Team Leads and Curriculum Leads through a systematic review of data on:

- Teaching and Learning
- Student Voices
- Critical Feedback

Through these tri-annual reviews and an annual deep dive into data and outcomes the team develops priorities for improvement. These are communicated to the Board of Trustees and public via meetings, reports and posting on our public web site.

**SAS Alignment:** Standards, Assessment

### ***Implementation Steps:***

#### ***Coaching for Teachers***

##### **Description:**

T&L Focus will bring coaching training to all staff for peer as well as evaluative purposes.

New staff will be given opportunity through Induction Program to ensure understanding and use of data to inform instruction.

**Start Date:** 11/2/2015     **End Date:** 6/1/2017

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:** None selected

#### ***Principal as Instructional Leader***



**Description:**

Through ML Check-ins and systematic review of P1 Data Principal and Achievement Director will guide staff to data driven decision making

**Start Date:** 11/2/2015      **End Date:** 6/1/2017

**Program Area(s):** Special Education, Student Services

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	#1 Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.						
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Start	End	Title			Description			
11/2/2015	6/1/2017	Coaching for Teachers			T&L Focus will bring coaching training to all staff for peer as well as evaluative purposes.			
					New staff will be given opportunity through Induction Program to ensure understanding and use of data to inform instruction.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Principal	0.5	3	35	T&L Staff	Individual	Yes

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<b>Knowledge</b>	Coaching Practices for Teachers, Peers and Administrators
<b>Supportive Research</b>	ASCD Review and Conference Attendance
	T&L Member research

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

**Training Format**

Series of Workshops  
 School Whole Group Presentation  
 Department Focused Presentation

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers		Student PSSA data Standardized student assessment

Peer-to-peer lesson  
discussion

data other than the PSSA  
Participant survey

# Charter School Level Affirmations

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We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

**Affirmed by Kent Smith on 7/21/2015**

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*President, Board of Trustees*

**Affirmed by Gina Guarino Buli on 5/18/2015**

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*Superintendent/Chief Executive Officer*

## **Affirmation for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Renaissance Academy CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at: <http://www.ethics.state.pa.us/>

*No signature has been provided*

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*President, Board of Trustees*

**Affirmed by Gina Guarino Buli on 5/18/2015**

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*Superintendent/Chief Executive Officer*