

Renaissance Academy CS

Charter School Plan

07/01/2020 - 06/30/2023

Charter School Profile

Demographics

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

Federal Accountability Designation:	none
Schoolwide Status:	No
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:	99.00 %
Total Instructional Staff:	84
Student/Teacher Ratio:	26:1
Student Waiting List:	350
Attendance Rate/Percentage:	97.00 %
Enrollment:	1060
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

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 Student Community draws from over 22 School Districts In PA. Students are K-12 and total 1060. The Charter School has just begun its fourth renewal timeline with the Phoenixville Area SD. We are ranked as a top Charter in PA with consistent above average results compared to state and national performance metrics. Our finances are strong with a BBB S&P Bond Rating of BB-.

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

Disaster relief – home fire, etc

Major family illness/event – donations may include meals, gift cards, connection to resources.

At home instruction

Families in need can receive the following: Thanksgiving meals, winter holiday gifts, payment assistance for field trips, uniforms, and school supplies.

Backpack program-K-12 students that are free-reduced lunch list have the opportunity to bring home food weekly (Sponsored by Chester County Food Banks)

Coat Drive (free coats donated from local YMCA/ CarsCares)

Starting 2019 school year -School supply closet (started by a local girl scout group) -school supplies for students in need

FSO- Family and School Organization

Third Party Communication System directly linked to SIS all school email communication

SLC- Student Learning Conferences (Student /parents/guardians Conferences)

Family Fitness Night

Title One Reading/Math/ESL Game Night (Curriculum)

Engaging parents/guardians in Love and Logic Sessions
Academy Nights
Financial Aid Night
parents/guardians Volunteer for Major School Events
Career Week/Day
Watch Dog Program- Men volunteer during the school day
Dogwood Scholarship Program
Community Mental Health Event
Girls Mentoring Program (Destined for Greatness)
Drawing club (Young Rembrandts)
Club RA
Chess Club
Girl Scouts
Intramurals
Science Explorers
Youth and Philanthropy
Karate
Destination Imagination
Robotics Club
Aevidum
Nutcracker (Dance Program)
Aerial Gymnastics
Bible Club
Summer Knights Camp
Knights at Play Camp
Science Fair
Coexist Club
Choir/Band
Athletics
Drama Department
National Honor Society
Key Club
Mathcounts Club
Reading Olympics
Safe to Say Something
Box Tops
Academy Council
Teacher Academy
Minority Student Union
RA AcaDecs
Career Connection Academy
Business Technology for Girls
Big Brother/Big Sister
FCA

Squires-Peer Mentoring
 Boys' Club - Afterschool programming for young men
 Athletic Programs
 Intramural Programs
 Summer months - Free lunch program
 Playground Nights
 Free events for community building (Carnival Night etc)
 Senior Service Day to promote community development and support

The parents/guardians communication and involvement at Renaissance Academy is of high priority. Parents/guardians are informed regularly of upcoming events, best practices, and new policies. Parents/guardians 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/guardians 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	Member	413 Fairview Street Phoenixville, PA 19460	619834080	board@rak12.org
Elizabeth Falcone	Member	413 Fairview St	6109834080	board@rak12.org
Shawn Glick	Treasurer	413 Fairview Street Phoenixville, PA 19460	610 983 4080	board@rak12.org
Mark Grenier	Member	413 Fairview Street Phoenixville, PA 19460	6109834080	board@rak12.org
Sujaya Narahari	Member	413 Fairview Street Phoenixville, PA 19460	6109834080	board@rak12.org
Monica Reynolds	Secretary	413 Fairview St	6109834080	board@rak12.org
Daniel Rufo	President	413 Fairview Street Phoenixville, PA 19460	610 983 4080	board@rak12.org

Gregory Scott	Member	413 Fairview Street, Phoenixville PA 19473	6109834080	board@rak12.org
Martha Stephens	Member	413 Fairview Street Phoenixville, PA 19460	6109834080	board@rak12.org
Kent Wenger	Member	413 Fairview Street Phoenixville, PA 19460	6109834080	board@rak12.org
Janel Work	Vice President	413 Fairview St	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 Professional Development

National Charter School Conference Attendance

Email / web updates and webinars as made available by PDE

Retreats and Planning Sessions with school leadership

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 Authorizer 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 is ongoing throughout the school year. Renaissance Academy is active in attending local community events and visiting daycare facilities and businesses to distribute information. This outreach occurs primarily in Montgomery and Chester Counties. The school hosts an Open House event three times per year. One Open House is held for those families interested in Kindergarten enrollment, while the others are open to all grade levels.

Advertisements are periodically placed in local newspapers, magazines, billboards, and on the school's publicly accessible ADA website. Information is shared with current families through school-wide communication. Social Media is also utilized via the school's Facebook page and Twitter account.

The application request is publicized to parents, students, and the community on our publicly ADA accessible website: www.rak12.org under the enrollment tab. The application can be mailed out to those who make a request and is available in both Upper and Lower School offices upon request. The application is available in English and Spanish. Other languages can be provided as needed.

The application can be submitted in various ways, including electronic submission via RightSignature, emailed to enrollment@rak12.org, via the website, or hand-delivered for families who may not have access to e-tools.

The enrollment coordinator meets with all families to review the application. This ensures a clear understanding of the lottery-based enrollment process. This step enables the enrollment coordinator to answer any questions a family may have regarding enrollment.

The Lottery process

Parents and students are notified of lottery results by email. Each personal letter is created via mail merge to reflect the students' placement on the waiting list. Letters are emailed to the primary email address listed on the application. Once space becomes available for a student on the waitlist, an Enrollment Acceptance Letter or email and an Enrollment Confirmation Form are emailed to the same address. The family is given a deadline to accept or decline the space that has been offered to their child.

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

Per Charter regulations, admissions preference is given to those who reside in the Phoenixville Area School District and siblings of currently enrolled Renaissance Academy students. Per Charter Law, and as stated in the Renaissance Academy School Board Enrollment Policy, final preference is given to those who are 'responsible for the development of the charter school.'

Once an offered spot has been accepted in writing, the formal enrollment process begins.

- Charter School Enrollment Notification form is sent via email to the student's sending district and transportation department along with the proof of residency and copy of the birth certificate
- The student is entered into the Renaissance Student Information System
- The record request form is emailed or mailed to the student's last school of record
- The student is placed in a home base and an academic schedule is created

Waiting List

The official 'Waiting List' is maintained all year to fill openings if any student should transfer out of the Academy. The waitlist is maintained for the current year in each grade level. At the end of each school year, applications of those on the waitlist are shredded. Potential students must reapply for admittance each year.

Time Lines

The Online Enrollment Application must be submitted by 11:59 pm EST November 29, 2019, or it can not be considered for a meeting for the 2020-2021 lottery.

Once the Online Enrollment Application form is received, the family is contacted by the Enrollment Coordinator to schedule a time to come into school and complete the final steps of the enrollment application process.

A meeting with the Enrollment Coordinator, along with all paperwork requested, must be completed and submitted in person by the end of business on Friday, December 20, 2019, in order to be entered into the lottery. (Any paperwork that comes in after this date will be considered late and will not be placed in the lottery, but will still be eligible for future enrollment.)

In alignment with our Board Policy, any applications that come in after the lottery deadline (including those that are considered to be a "preference") will be placed at the end of the waitlist for the applicable grade level. No exceptions can be made.

The Enrollment Lottery for the Renaissance Academy 2020-2021 school year will be performed on Tuesday, January 28th, 2020 at 9:00 am EST. There will be a member of the Board of Trustees as well as the school administration to witness the lottery.

Lottery result notifications will be emailed (to the primary email address provided by the applicant) by Friday, February 7th, 2020. The letter /email will include notification of acceptance OR the number that a child was placed on the waitlist. If the child is wait-listed, they will stay active on the 2020-2021 waitlist until the end of the 2020-2021 school year. The family will need to re-apply to enter the lottery for the 2021-2022 school year.

Parent Communication

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

Files uploaded:

- Admissions.pdf
- Admission of Beginners.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
2014	1023	949	1		5
2015	1081	1056	4		4
2016	1035	1041	0		3
2017	1058	1059	0		1
2018	1048	1045	1		6

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
2014	78	78	104	78	77	84	83	80	75	78	71	65	76
2015	81	80	81	107	82	83	83	79	82	82	83	77	63
2016	79	78	81	82	100	85	81	80	77	80	74	73	73
2017	80	81	81	80	82	104	85	83	82	82	81	71	74
2018	81	82	81	81	82	84	91	82	81	81	76	78	68

Stakeholder Involvement

Name	Role
Tracey Behrens O'Brien	Ed Specialist - School Counselor
Michelle Boyd	Administrator
Michelle Boyd	Building Principal
Jessica Capistrat	Community Representative
Rachael Cornelius	Middle School Teacher - Regular Education
David Cosme	Administrator
Peter Eschler	Business Representative
Jennett Fasnacht	Instructional Coach/Mentor Librarian
Christopher Gebert	Middle School Teacher - Regular Education
Gina Guarino Buli	Administrator
Kim Henken	Parent
Christine Herman	Building Principal
Amy James	Elementary School Teacher - Regular Education
Eileen Keller	Elementary School Teacher - Regular Education
Todd Krock	Instructional Technology Director/Specialist
Peggy Lagarde	Community Representative
Melissa Laurento	Ed Specialist - School Counselor
Koretta McGee	Parent
Gregory Queen	Parent
Heather Rinker	Instructional Coach/Mentor Librarian
Naomi Siedlecki	Parent
Karen Swan	High School Teacher - Regular Education
Kimberly Wheelles	Elementary School Teacher - Regular Education
Christopher White	Business Representative
Delores Winston	Community Representative
Kevin Zvorsky	Ed Specialist - Other

Core Foundations

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→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

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	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

Checked answers

- 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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- 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

Unchecked answers

None.

Middle Level

Checked answers

- 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

Unchecked answers

None.

High School Level

Checked answers

- 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

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary 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.	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 the 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 to ensure consistent mastery of the standards.

Feedback from Middle Leaders, instructional coach, as well as lesson observations (LET TRACKER), are used in conjunction with Student Voice Surveys and Work Scrutiny evaluations to evaluate best practices and recognize distinguished 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

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 the 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 to ensure consistent mastery of the standards.

Feedback from Middle Leaders, instructional coach, as well as lesson observations (LET TRACKER), are used in conjunction with Student Voice Surveys and Work Scrutiny evaluations to evaluate best practices and recognize distinguished 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

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 the 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 to ensure consistent mastery of the standards.

Feedback from Middle Leaders, instructional coach, as well as lesson observations (LET TRACKER), are used in conjunction with Student Voice Surveys and Work Scrutiny evaluations to evaluate best practices and recognize distinguished 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 the 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 to ensure consistent mastery of the standards.

Feedback from Middle Leaders, instructional coach, as well as lesson observations (LET TRACKER), are used in conjunction with Student Voice Surveys and Work Scrutiny evaluations to evaluate best practices and recognize distinguished 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.

Modifications and accommodations are made on an individual basis in order to meet the needs of students with 504 plans and IEPs.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Building Supervisors
- Not Reviewed

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 and informal observations are conducted more frequently by all Middle Leaders and Administrators.

Coaches are used as needed based on the above evaluations for improvement and guidance; as well as enhancement of teaching. The Instructional Coach and the Teaching and Learning staff are used as instructional coaches for all staff members. Teachers are then supported in the classroom as well as provided with 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.

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

Instructional Practices	Status
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

Elementary Education-Intermediate Level

Instructional Practices	Status
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

Instructional Practices	Status
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

Instructional Practices	Status
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 for students. As staff continues 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 state standards-based outcome goals.

In an effort to meet the needs of students who are below proficiency or are at risk of not graduating staff with specific are placed with high needs groups. This may include reading specialists and special education teachers. Staff caseloads and class sizes are also evaluated to ensure the greatest leverage of time on task for these at-risk students.

Staff responsible for recruitment and screening are given clear guidelines in regard to credentials, reference checks, and background checks in order to hire and with integrity.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	26.00	26.00	26.00
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	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	0.00	0.00	0.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
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: *Checked answers*

- 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.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA, KEYSTONE		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
MAP	X	X	X	X
CPAA	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Designed Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
MAP, CDT, CPAA	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	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 cycle of improvement. 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

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	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

Distribution Methods	EEP	EEI	ML	HS
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	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The schedule of the assessments is included on the school calendar and website in addition to newsletters and emails to the school community. Results of the assessments are reported at public board meetings.

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

Programs, Strategies and Actions	EEP	EEI	ML	HS
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	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				
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

The school does not have a trained SAP Team in the school at this time. Several staff members have been trained under other positions at other places of employment. An internal program of student support does exist and is monitored by the administration.

In order to meet the needs of the students at the Renaissance Academy, a multi-tiered system of intervention is used. This involves regular meetings and intervention at the teacher level as well as at the administration level. Leaders in the school, including a Behavioral Specialist, administrators and Special Education Supervisors team to provide support and outreach to community resources.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
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	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	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.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Charter Schools are not required to program for gifted IEPs and Renaissance does not run a gifted program.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

This narrative is empty.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

This narrative is empty.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
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

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
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	X	X	X	X
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

Communication of Educational Opportunities	EEP	EEI	ML	HS
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	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
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

Health and Safety	Answer
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 programs submitted as required?	Yes

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. 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 a 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

Food Service Program

Our program is focused on high-quality food, progressive nutrition education programs, and excellent service. Key program features:

- We emphasize wholesome, natural ingredients, whole grains, fresh fruits and vegetables, lean proteins and healthy snacks.
- We offer a variety of allergen-free foods to accommodate students with allergies.
- Our menus comply with the Healthy Hunger-Free Kids Act and state and local wellness guidelines.
- Menus are changed monthly to introduce new seasonal specials, incorporating community feedback and the latest menu trends.

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.

Lunch

All lunches must be prepaid. Payments for lunch may be made via Skyward Family Access, cash, check, or money order payable to "The Renaissance Academy." It is the

responsibility of the parent or guardian to check Skyward Family Access for their student's current lunch balance to ensure that lunch is prepaid. This system eliminates the need for a child to carry lunch money to school. Payments may be made when it's convenient for the family, from the comfort of their own home, 24 hours a day and 7 days a week. Payments may be made for all children in the family in one easy step and will be posted to their accounts immediately.

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

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 an e-hall pass before lunchtime.

Students are required to clean their eating area, have their chairs pushed in, and all trash or belongings removed before leaving the cafeteria.

Collegiate Academy students (grades 11 and 12) currently holding Senior Privileges are allowed to leave the campus for lunch.

Parent Responsibility

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

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 use to be allowed into the building. Members of the administration team walk the entire premise on an hourly basis to look for any unusual activity or concerns. Key staff have been trained to complete a national level safety and security climate assessment. An update to the assessment will be done every 3-5 years. Core admin and some adjunct admin are provided with two-way radios to expedite communication for emergent needs. Students in grades 5-12 participated in a training to know when to use the state mandated Safe2Say Something anonymous tip platform. A review of this program will be conducted annually.

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 parents 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 works to strike a balance between an open door policy and maintaining an optimum learning environment.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- Workers Comp Multi Peril General Umbrella.pdf

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.

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 the responsibility of 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.

If a student is McKinney Vento eligible the Charter School shares the cost of transportation with the last district of residence.

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

Charter School's Code of Student Conduct	Answer
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 parent, teacher, counselor, director or staff member?	Yes
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

All Lower School classrooms, including Fine Arts, implement five color rules to guide and manage student behavior. They are: ? Red Rule: Keep hands, feet and objects to yourself ? Blue Rule: Use active listening ? Green Rule: Use kind words ? Purple Rule: Keep it clean and organized ? Brown Rule: Be safe.

RA's Crest of Values

The values of Cooperation, Respect, and Safety are encouraged and maintained throughout the entire school day for students. These values should be upheld in all of the following locations: classrooms, hallways, bus, cafeteria, bathrooms, playground, and while using technology.

Positive Reward System

Renaissance Academy strongly believes that the key to a successful school environment is praising and rewarding students for their hard work, effort, and success both behaviorally and academically. Each teacher and staff member is trained, encouraged, and reminded to constantly identify students behaving according to the Code of Conduct and working toward their potential. The following are some of the ways the teachers and staff reward students.

Students are rewarded for maintaining positive behavior choices throughout the school year with trips, celebrations, and other special activities determined by the house team.

Code of Student Conduct

The school's Code of Student Conduct

PDF 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 or stay in at recess and will be assigned to teachers' classrooms to complete work and/or receive extra support during lunch/recess time. Students will be permitted to buy 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. 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 seminar 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, Study Island success, Keystone Exam 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.

Middle School Seminar Courses (Math & ELA)

Students who are placed in seminar 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 seminar and select a fine art of their choice instead. Goals may consist of MAP 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

Multi-Tiered System of Support (MTSS)

MTSS is a three tiered pyramid which monitors the success of all students holistically. The focus of MTSS is to develop and select successful interventions for a student who is not meeting standards and/or expectations academically or behaviorally. The majority of these interventions happen at the Tier 1 level and would be considered organic best teaching practices. If the student is not responding to this Tier 1 intervention after a specified period of time, more intensive interventions will be identified by his/her teachers, who will assess needs in order to design and implement an individualized intervention plan that will help increase achievement and overall success. These interventions will be monitored over a specified length of time, no less than one trimester. The interventions are more successful with the support of the student and his/her family. Teachers, administrators, staff members, and/or parents/guardians all contribute to this tiered support system.

MTSS consists of three tiers:

- Tier 1 includes all students
- Tier 2 for students in need of low to mid-level interventions (i.e. tutoring, in-class accommodations, behavior contracts)

- Tier 3 for students in need of intense intervention (i.e. remedial reading instruction, small group instruction, etc.).

Community and Parent Engagement

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

The Board of Trustees at the Renaissance Academy is comprised of parents, public figures, and former employees and students. While it is, in its, existence, the prime example of an opportunity for engagement for stakeholders, the group encourages the school to consistently think out ways to include every stakeholder grouping in various school activities. The Board also encourages its members to attend and promote the activities that the school has planned and garnish support for the needs of the school. Through a committee structure, the Board encourages individuals who are interested in the various operations of the school to join the work being done. On a more operational level, monthly board meetings host reports from the school individuals about past and future happenings at the school and reports are included in the public minutes. To summarize, the Board of Trustees of the Renaissance Academy serves as the driving force and encouraging body of parent and community engagement throughout the school activities.

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

We have community liaisons with Communities that Care, Phoenixville Area Non-profit Roundtable, Activate Phoenixville and the local Chambers of Commerce. These connections allow us to share resources and provide families with information regarding not yet school-aged children.

Our partnership with Future Leaders of Today, QVC Mentoring etc. allow us to expand students' awareness of the workforce opportunities and mentoring roles in the community. CCEDC has begun to partner through Career Connections to provide programming for at-risk youth.

Academic Decathlon: Grades 7th - 12th

Academy Council: Grades 1st-12th

Athletics

Band: Grades 4th-12th

Board Game Club: Grade K-12th

Choir: Grades 3-6, Grades 7-12 Choir

Coexist Club

Dance

Drama

ESports Gaming Club

Key Club

LOL Comedy Troop

National Honor Society: Grades 5th-12th

Photography Club: Grades 9th-12th

MathCounts Club

Math Competition Team

RA Squires: Students mentoring students

Reading Olympics: Grades 4th-12th

Robotics Club: Grades 7th-12th

Safety Patrol (6th Grade)

Yearbook Club

Youth & Philanthropy Group

Aerials Gymnastics

Bricks 4 Kidz

Chess Club - Shining Knights

Destination Imagination

Fellowship of Christian Athletes (FCA)

Girls On The Run

Karate(Pinnacle Martial Arts)

Science Explorers

STRIDE

Summer Knights Academic Camp

Young Rembrandts

Science Fair

Triple E Program

Costa Rica Service Trip

RA's Summer Camps - Summer Knights & Knights at Play

Destined for Greatness

Etc.

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 CCIU and MCIU to identify students with early intervention services. Once identified the LEA sends out a permission to reevaluate these students. This reevaluation will determine eligibility for school age special education services. To help in this transition a meeting is set up with the IU representative, the parents, and our special education administrative team.

- For students coming from private pre-k settings or non-EI settings, the school seeks input from parents as well as educators in the preschool programs. This is done via a survey.

- 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 a pre-enrollment activity such as Kindergarten Express, Open Houses and Screenings. Once the school year begins, the transitions are further enhanced with the incorporation of the Getting Along curriculum; from the Success For All Foundation. We also utilize Camp Timer, a video series that teaches our core values through engaging video lessons, role playing activities and songs. The Getting Along and Camp Timer curriculum is revisited throughout the year. We also utilize a kindergarten library full of core value books. One book is read to the class weekly, along with a classroom discussion. The topic of the core value changes depending upon the needs of the classroom.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
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

Material and Resources Characteristics	Status
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

Material and Resources Characteristics	Status
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

Material and Resources Characteristics	Status
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	Full Implementation
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→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

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
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

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
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	Full Implementation
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, payroll 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 discontinued the use of Sage for Nonprofits as our accounting system and began using Skyward for Business beginning July 1, 2017. Skywards' chart of accounts were 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

Charter's Professional Education Characteristics	EEP	EEI	ML	HS
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

Charter's Professional Education Characteristics	EEP	EEI	ML	HS
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 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.	X	X	X	X

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 assigned 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 involved in researching, planning and presenting professional development opportunities based on the identified Priorities for Improvement through the school wide 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.
- Master Teacher Program allows for self-directed professional development based on staff goals and school-wide targets.
- Budget is developed yearly with specific funds for Professional Development travel and resources.
- The Charter School is a PDE Approved provider of Act 48 Credits and awards these directly to the staff for learning credits accrued as part of the professional development calendar.
- Professional Development days are developed with staff input and recognition of training and peer development that the Administration as allowed and encouraged staff to participate in throughout the year.
- The yearly budget allows for a Teacher/Leader coach to work with developing and struggling staff members with specific areas of growth desired.

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.

Professional Development

Renaissance Academy CS Professional Development

Title:	Annual Start of School In-Service								
Description	Mandated Reporting								
	Epi Pen/ Health Standards								
	Child Abuse / Warning Signs								
	Technology Update								
	Ethics in the Workplace								
	Data and Assessment Planning								
	Alice / REMS / Emergency Planning								
	Suicide Awareness / Student Crises								
	First Aid / CPR / AED								
	Curriculum Traning								
Person Responsible	Principals								
Start Date:	11/1/2019								
End Date:	8/31/2025								
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2020</td><td>2025</td><td>40000.00</td><td>208 - Staff And Program Development</td></tr></table>	Start Year	End Year	Cost	Funding Source	2020	2025	40000.00	208 - Staff And Program Development
Start Year	End Year	Cost	Funding Source						
2020	2025	40000.00	208 - Staff And Program Development						
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology								
Hours Per Session	8								
# of Sessions:	4								
# of Participants Per Session:	150								
Provider:	School entity is Act 48 Approved								
Provider Type:	School with incorporation of outside trainers								
PDE Approved:	Yes								
Knowledge Gain:	Mandated Reporting - State and Federal Guidlines in tandem with school policy								
	Epi Pen/ Health Standards - School expectations / 504 Implentation for allergey action plans								
	Child Abuse / Warning Signs - Federal and state requirments / school								

	<p>action</p> <p>Technology Update - Best practices / updated resources / new integration training</p> <p>Ethics in the Workplace - Safe Schools Platform</p> <p>Data and Assessment Planning - School Report Card / data planning</p> <p>Alice / REMS / Emergency Planning - Federal and state requirements / school action</p> <p>Suicide Awareness / Student Crises - Federal and state requirements / school action</p> <p>First Aid / CPR / AED - American Red Cross</p> <p>Curriculum Training - New platforms / alignment / best practices</p>
Research & Best Practices Base:	<p>PA Core centered curriculum and interventions</p> <p>Safe Schools Mandated Topics / training</p> <p>IDEA / 504 Compliance</p> <p>Commonwealth mandated initiatives</p> <p>Charter Agreement</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • 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. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically,

roles:	<p>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.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	

	<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussion• Lesson modeling with mentoring• Joint planning period activities• Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans• Review of written reports summarizing instructional activity• Portfolio

Renaissance Academy CS Professional Development

Title:	Daily Team Meeting								
Description	MTSS SPED Research and Development Culture Planning Technology								
Person Responsible	Team Leader								
Start Date:	11/1/2019								
End Date:	8/31/2025								
Proposed Cost/Funding:	<table border="1"> <thead> <tr> <th>Start Year</th> <th>End Year</th> <th>Cost</th> <th>Funding Source</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>2025</td> <td>10000.00</td> <td>020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2019	2025	10000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Start Year	End Year	Cost	Funding Source						
2019	2025	10000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES						
Program Area(s):	Professional Education, Special Education, Student Services, Educational Technology								
Hours Per Session	1								
# of Sessions:	100								
# of Participants Per Session:	150								
Provider:	School Entity								
Provider Type:	School Entity								
PDE Approved:	Yes								
Knowledge Gain:	Ongoing training and development around the Four Priorities in the following areas: MTSS SPED Research and Development								

	Culture Planning
	Technology
Research & Best Practices Base:	Charter Agreement drives and supports the above areas for staff development
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • 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. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • Department Focused Presentation • Online-Synchronous • Online-Asynchronous • Professional Learning Communities
Participant Roles:	

	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

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:
8/15/2019 All staff hired and present for the start of 2019-2020 School Year
The LEA plans to conduct the required training on approximately:
8/15/2020 Completed annually
8/15/2021 Completed annually

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
The LEA has conducted the training on:
1/20/2016 All staff hired and present for the 2016-2017 School Year
The LEA plans to conduct the training on approximately:
1/20/2021 All staff hired and present for the start of 2021-2022 School Year

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 has conducted the training on:
8/15/2019 All Staff hired and present for the start of 2019-2020 School Year
The LEA plans to conduct the training on approximately:
8/15/2020 Completed annually
8/15/2021 Completed annually

Strategies Ensuring Fidelity

Checked answers

- 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.

Unchecked answers

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

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 Trustees 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

Checked answers

- 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 be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- 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.

Unchecked answers

None.

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.

This narrative is empty.

Needs of Inductees

Checked answers

- 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).
- Inductee survey (local, intermediate units and national level).
- 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).

Unchecked answers

None.

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 and coaching.

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 Team and the Instructional Coach. Daily PD at the house level allows time for curriculum planning, state testing 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 a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

Checked answers

- 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.

Unchecked answers

None.

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 a position to guide and mentor new hires when appropriate. The Instructional Coach is a key member of the staff who supports and coaches the inductee throughout the year on a more personal level. 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.

This narrative is empty.

Induction Program Timeline

Topics	A g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul									
Code of Professional Practice and Conduct for Educators	X														
Assessments	X	X													
Best Instructional Practices	X	X	X												
Safe and Supportive Schools	X	X													
Standards			X		X										
Curriculum					X		X		X	X	X				
Instruction							X		X	X	X	X			
Accommodations and Adaptations for diverse learners								X		X	X	X	X		
Data informed decision making									X		X	X	X	X	X
Materials and Resources for Instruction										X					

If necessary, provide further explanation.

The topics that are reviewed throughout the school year are done through teacher team times when needed.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The inductees are given a survey after completing the induction program, 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 are needed.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.
- 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.

Unchecked answers

- LEA administrator receives, tallies, and archives all LEA mentor records.

Assurances

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

No policies or procedures have been identified.

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

Charter School Accomplishments

Accomplishment #1:

In nationally normed assessments, Renaissance Academy outcores the average on Advanced Placement exams (despite encouraging greater access to the AP courses than many schools allow) and NWEA's MAP tests.

Accomplishment #2:

Year after year, Renaissance Academy consistently scores higher than the state average on state assessments (PSSAs and Keystone Exams) in every subject in our overall average, grade level averages, and subgroup averages.

Accomplishment #3:

Renaissance Academy is proud of consistently having a graduation rate well over 95%.

Accomplishment #4:

The 2019 US News & World Report ranked the Renaissance Academy Charter School (RA) #33 out of 688 Pennsylvania public schools, which makes RA the #1 ranked PA charter school on the list. Nationally, the report ranked Renaissance Academy #1093 out of the 23,265 public high schools reviewed and assessed.

Accomplishment #5:

Renaissance Academy has been an accredited school through Middle States Association since 2014.

Accomplishment #6:

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.

Accomplishment #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

Accomplishment #8:

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.

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

Continued realignment of standards to PA Core

Concern #4:

Under Priority Four: Unique Experiences, the following areas for improvement were identified

Due to lack training, support, and knowledge staff are not able to fully deliver day to day offerings in a fully inclusive environment regardless of diversity, race and gender bias. Student and staff feedback provided indicators that biases were affecting the student experience.

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 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

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) School-wide climate and culture lacks systematic and evenly distributed resources regarding areas of diversity, race and gender bias.

Aligned Concerns:

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

Continued realignment of standards to PA Core

Under Priority Four: Unique Experiences, the following areas for improvement were identified

Due to lack training, support, and knowledge staff are not able to fully deliver day to day offerings in a fully inclusive environment regardless of diversity, race and gender bias. Student and staff feedback provided indicators that biases were affecting the student experience.

Systemic Challenge #2 (*Guiding Question #0*) Technology usage, understanding and literacy is not consistently applied throughout all classrooms for all students.

Charter School Level Plan

Action Plans

Goal #1: Ensure that the curriculum, instructional strategies/design, and learning environments integrate appropriate technologies to maximize learning and teaching.

Related Challenges:

- Technology usage, understanding and literacy is not consistently applied throughout all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: The technology committee will gather data from meetings with administration and curriculum leaders.

Specific Targets: Both perceptual and performance goals will be set by the committee. Baseline data will be gathered before implementation.

Strategies:

Teaching and learning

Description:

Provide the instructional staff with the technology resources to maximize learning and enhance teaching to help students achieve high academic standards. Work with middle leadership, mainly curriculum leads to facilitate the successful integration of technology in all subjects.

SAS Alignment: None selected

Implementation Steps:

Professional Development

Description:

Continue to provide team targeted professional development where technology integration is the focus. Using various Google apps for Education will allow teachers to work with each other as well as their students.

Start Date: 8/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Teaching and learning

Hardware attainment

Description:

Purchase hardware for classroom use to ensure all students have available the tools needed to maximize student learning.

Start Date: 8/1/2015 **End Date:** 6/30/2018

Program Area(s): Educational Technology

Supported Strategies:

- Teaching and learning

Goal #2: Develop a one-one program building it to encompass our entire student body.

Related Challenges:

- Technology usage, understanding and literacy is not consistently applied throughout all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: PATI survey

Specific Targets: Classroom computer ratios

Strategies:*Begin our 1-1 program with our Upper school students***Description:**

Knowing that our Upper school students have excellent technology literacy skills, this will allow us to focus more on curriculum areas and meeting high standards. This also allows us to work with a smaller group of students to refine our best practices before rolling it out to our entire student body.

SAS Alignment: None selected

Implementation Steps:*One-to-One Technology***Description:**

Tech Coordinator, Todd Krock, is working to develop a 1:1 Device Plan for the school - A Technology Task Force has been created to work on needs assessment and planning for this goal.

Start Date: 8/1/2016 **End Date:** 8/1/2018

Program Area(s): Educational Technology

Supported Strategies:

- Begin our 1-1 program with our Upper school students

*Professional Development***Description:**

Continue to provide team targeted professional development where technology integration is the focus. Using various Google apps for Education will allow teachers to work with each other as well as their students.

Start Date: 8/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Begin our 1-1 program with our Upper school students

Goal #3: Improve the overall cultural awareness, sensitivity, and acceptance of the diverse student population while educating students and staff toward the school's mission of life long learning and development.

Related Challenges:

- School-wide climate and culture lacks systematic and evenly distributed resources regarding areas of diversity, race and gender bias.

Indicators of Effectiveness:

Type: Annual

Data Source: Student voice survey

Leadership Bias inventory

Focus groups

Anecdotal reports

Behaviors related to the use of culturally insensitive language

Specific Targets: The decrease in infractions related to cultural bias

Staff awareness and comfort with addressing issues will increase

Strategies:

Implementation Steps: