
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

The Renaissance Academy-Edison Charter School is a parent-founded K-12 public school, established in September 2000 under the auspices of Act 22, a law created by the General Assembly of the Commonwealth of Pennsylvania in 1997. As required by charter law,

Renaissance Academy was granted a charter by its local school district, opening first as a K-8 public charter school located on the campus of a small local community college in Phoenixville, PA. Since that time, Renaissance Academy has grown into a K-12 public charter school, drawing students from 18 surrounding school districts covering 5 major counties in central Pennsylvania.

Renaissance Academy is an excellent example of the spirit of the charter law. It was created through a grass-roots educational reform effort by parents in response to the community's express need to improve the quality of education for the children in Phoenixville and other surrounding districts. Thus, the crux of the mission for Renaissance Academy was borne out of an intense desire to give parents and students a viable school of choice in their community that would prepare a diverse cross-section of children for lifelong success as students, workers and citizens through quality liberal arts, college preparatory program.

To that end, we have realized the goals set forth by our founders, reaching significant milestones that underscore our success in fulfilling the mission and vision set forth in our charter, so much so that the Phoenixville School District unanimously approved our charter renewal application in the Spring of 2005. The district's actions affirmed that we indeed have created a school where high standards, instructional creativity, technological sophistication, faculty motivation and student, teacher and parent accountability are the norm. Through these successful innovations, Renaissance Academy has shown that it is achieving significant and lasting gains in student academic performance while serving the diverse needs of all students.

Consistent with its mission, Renaissance Academy is dedicated to providing a "World Class Education" for all of its students. Students attending Renaissance Academy reside in eighteen surrounding school districts, including those located in Philadelphia, Montgomery, Chester and Delaware Counties. Our students come from a variety of socioeconomic levels and from varied ethnic backgrounds, which makes our school a true microcosm of American society. Our demographics indicate that we are the most diverse school in our area, with a demographic breakdown representative of Caucasian (69.3%), Hispanic (3.2%), African American (23.2%), and Asian/Pacific (4.3%) students. We also have a Special Education population of 9.4%, and a Free/Reduced Lunch level of 24.6%. Our average daily attendance rate is 95.5% which is high for schools that have middle and high school students, and an annual mobility of 8.0 percent.

Renaissance Academy has grown significantly into an educational institution that is characterized by a community of lifelong learners - not only by our students, but with our faculty and staff as well. Our overall design is at the root of our success, its foundation grounded in proven practices derived from the very best elements found in the comprehensive school reform parameters and effective schools research. This program can best be defined by the following practices; 1) a research-based curriculum; 2) proven instructional methodologies; 3) an array of assessment tools that regularly inform teachers and students of their progress in teaching and learning respectively; 4) a school management plan focused on continuous improvement; 5) the establishment of essential core values that guide interactions between students, parents and teachers; 6) unparalleled professional development opportunities for our staff; 7) meaningful parental involvement; and 8) school management strategies that align the school's budget, curriculum, technology and professional development with a coordinated school-wide plan that enhances student achievement.

Our programmatic highlights of our program include: 1) Full day Kindergarten; 2) Longer Day/Longer Year; 3) Spanish as a Second Language; and 4) Special area subjects, starting in Kindergarten, which include Art, Music, Dance, Physical Education or Drama. Our students receive two of these Fine Arts classes each day in Grades K through 12.

For our high school students, dual college credit courses are offered through a partnership with a local university, with courses either taught on site by college professors or by our own faculty

within our high school curriculum. We are very proud to report a 100% college acceptance rate and a 95% college attendance rate.

Core Purpose

Mission

The mission of the Renaissance Academy-Edison Charter School 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

The Vision of Renaissance Academy is:

The ***Renaissance Student*** arrives:

- Accountable for his/her own behavior and academic performance.
- Motivated, with high expectations for themselves.
- With respect for self, others and the environment.

The ***Renaissance Student*** experiences:

- A world-class, academically focused liberal arts education.
- An environment where young people work independently and collaboratively as they learn to set and achieve goals.
- The values of Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity.

The ***Renaissance Graduate*** ventures forth:

- With the social and academic knowledge to thrive in a global community.
- As a life-long learner.

Shared Values

From the beginnings of our kindergarten program to the requirements for our high school graduates the educational program at Renaissance Academy directly correlates with our mission to prepare students for success in college and in our global society as life long learners. These essential skills such as working in teams, conflict resolution amongst peers, the use of a second spoken language and the use of technology are woven in to the K-12 curriculum for all students.

Along with the skills needed to be successful in life, Renaissance Academy prides itself on exposing students to a myriad of experiences, communities and cultures that will better equip

students psychologically and with tolerance. Among these are opportunities to experience Fine Art integration in two structured classes each day, travel which includes over-seas opportunities, and community service requirements which take our students outside of their comfort and geographical zones.

At the base of these life-skills and global awareness opportunities is a grounded core education which allows for students to advance beyond their age or grade, working toward their own academic potential. We begin middle school students who are able, in high levels of math and develop high school schedules to maximize students' four years. These developments allow for our extensive Dual Credit program as well as early college entry for our able students.

Academic Standards

The Pennsylvania content standards form the basis for instruction while using the various core academic and special area curricula resources to drive these standards. All curricula were selected based upon extensive research by Edison Schools, Inc., Success for All Reading, University of Chicago Mathematics, Delta Science and Social Studies Alive!. Each curricula is further mapped by the Renaissance Academy staff and leadership team to identify and ensure alignment with the Pennsylvania content standards / anchors. Areas of weakness are identified and programs are looked at for needed supplements, reinforcements or additions.

The curriculum departments are currently undergoing an extensive re-examination of these standards relevant to their content areas. This project is a step in the process of updating instruction to reflect changes in state guidelines and requirements. This project is being supplemented by support by our Management Company, Edison Schools Inc. and their VPES (Vice President of Academic Services) Division.

Strengths and Challenges

As a school in its 7th year we have much to look upon as great points of pride, while we also can admitting see the areas in which we strive to improve.

Some of our earlier operational challenges included:

Opposition: 1) The opposition by the Authorizing Board was dealt with by being as prepared as the school could be and by following the application guidelines and requirements to the tee. As such, our application was written to the letter of the law and the Authorizing Board had no legal basis for denying the application. If they had denied it, the decision would have been overturned in the State appeal process. 2) The opposition by the community was handled by educating the community. The founding coalition educated the community in the basic points of the charter law. In addition, there was a teacher's strike taking place in the district during our application & approval process. Many community members, who were frustrated with the strike, saw a positive aspect in the nonunion Charter School and became supporters of the school, helping to fuel the charter movement in the community. 3) The PSEA lawsuit was unfounded & was quickly dropped. In the meantime, the Founding Charter Board stood their ground and proved that the charges were unfounded. Basically the Board was charged with being a "puppet Board" for the EMO that was hired, when the Board was in fact very strong & independent.

Finding Space: There were several unsuccessful attempts to acquire space within the boundaries of the Phoenixville Area School District. This was resolved by pure diligence. The Founding Board and the EMO did not stop at the first, second, or third unsuccessful attempt at finding a site. The site that finally was acquired was a lease situation on the campus of a college in the community, creating a win-win situation for both parties. With a newly accredited Education Major, and with a campus full of old Post WWII Army buildings to renovate, Valley Forge Christian

College welcomed both the “onsite educational laboratory” and the financial flow from leasing several of the buildings to the fledgling school.

The complexity of the construction project was overcome by creating a team of representatives from the College, the EMO and the Charter School. The complexity & volume of curriculum & equipment deliveries were overcome through strict procedures established by the EMO and the hiring of committed leadership staff to keep everything in order.

Current strengths in our program include:

A consistently rigorous program from kindergarten through the 12th grade. Kinders are at a full-academic day ensuring that they will be active readers by the end of this first year in school. All students are given ample opportunities to experience the Arts, along with their core academic curriculum. An effort to meet the needs of a diverse population is also paramount to our commitment to our customers.

This includes a higher graduation credit requirement than any area high school, with the provisions in place to earn approximately 18 college credits before a student achieves their high school graduation. Our graduates are expected to apply and receive acceptance to at least one four year college or university, thus solidifying their chance to make the choice to attend school after their graduation.

The culture of the school encourages students at every grade level to plan on, and pursue a college career. Our youngest students are aware of and take an active part in encouraging and motivating the older students and one-another. This group initiative gives a truly familial feel to the academic program and process.

Areas of concentration for growth for the 2007-2008 School Year:

As Renaissance enters its eighth year our staff is both excited with the anticipated school year and focused on the continual growth that we aim to achieve. With the growth of our Special Education subgroup we have found a need to renew our emphasis on meeting the needs of this group of diverse learners. Our current Family And Student Support Team (FASST) is an integral part of the child-find process at Renaissance.

As a Charter school we also face an ongoing attrition of our student population. We welcome students from approximately 18 school districts in the state, everyone of which prepares their students in a different and unique way. This ever-changing, diverse population presents a challenge for the staff at Renaissance as they strive to teach, and deliver their curriculum to every student in a manner most meaningful to them. This requires constant differentiation for our teachers and demanding self-reflection. As an institution our administration has placed a high sense of importance on Professional Development around the area of differentiation and varied assessment techniques.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

In May of 2005, Renaissance Academy held its first Strategic Planning retreat and developed our 5 year strategic plan. At that retreat we evaluated the following data:

- . • Enrollment and Waitlist History

- . • 5 Year Financial Statement Forecast

- . • Historical Student Turnover Data

. • Roundtable Discussion Data

. • Staff Survey and Exit Interview Data

Based on evaluations of the data, it was determined that the school's challenges are as follows:

1. Teacher consistency and discipline
 2. Facility size
 3. Communication — internal and external
 4. Parent, community
 5. Community image / awareness and perception
 6. Length of school day
 7. Expectations sometimes unclear
 8. Expectations sometimes unreasonable
 9. Teacher retention
 10. Student retention
 11. Staff retention
 12. Use of technology
 13. VPN
 14. Lack of shared vision
 15. Diversity
 16. Size
 17. Parent support / connectedness
 18. Variety of course offerings
 19. Tracks for the variety of learning levels
 20. Parent expectations
 21. extra-curricula activities
 22. Systemize
-

Our 2007 Retreat yielded the following updates and plans:

Renaissance Academy Strategic Plan — Update from June 2007

Measurable Goals for Areas of Improvement 2007-2008

1

) Increase Parent/Student Connectedness

a) "Drive for 75"

b) Establish a baseline of attendance at extra curricular school functions — expectation to be added to Event Request

c) Ex: Increase SLC attendance, Increase parent info night

2) Expectations/Testing/Communication & Retention:

a) Increase Student Retention

(1) 05-06 53/884.7 = 5.99%

(2) $06-07 \frac{68}{911} \cdot 1.8 = 7.45\%$

b) Increase Teacher Retention and satisfaction (evidenced through feedback from staff and ongoing survey — admin will solicit input more frequently [i.e. we don't wait for Harris Poll feedback] at Gina's direction)

(1) increased: lost quite a few last year through the year, but only one this year (throughout the year)

(2) look at total picture after the summer

3) Increase student motivation

a) Track attendance at events — each home base to have sticker charts

b) School attendance — measure and provide positive incentives

c) Sports attendance & eligibility

d) Clubs attendance

e) Forming of Small Learning Community HB

f) Gina and Andrew have appointed an US Coordinator for Character Ed — training will take place in June 07.

4) Decrease discipline referrals and increase positive retribution opps

a) Look at how many repeat offenders we have now and decrease the number of repeat offenses.

b) Ex: less than 5% of the school with over 10 infractions

5) Improve technology

a) Tech survey was positive

b) Additional hardware ordered

(1) SmartBoards

(2) 4th lab cart

(3) LCD projectors

c) Increased PD time needed — Edison helping Todd to plan a year long PD plan for tech for 07-08 at Gina's request / direction.

6) Formalize systems

a) Increase number of events/systems that are documented

- b) Currently at 50% - would like to see this at 75%
 - c) Approval based on documentation — additional communication required
- 7) Shared vision — Building Lifelong Learners
- a) Track the stories of our alumni to see if we are accomplishing that— Gina to assign a person to be responsible for this.
- 8) Facilities
- a) Short Term: Admin is handling
 - b) Long Term: Board is handling
- 9) Best practices
- a) Look at our own best practices inside the school
 - b) Teams to do observations of other teams
 - c) Create “Best Practices” binder for academic objectives & include resources for lesson plans.
 - d) June & July 07 — Admin has directed CCs in updating / creating scope and sequence
- 10) 21st Century schools
- a) Twice a year evaluate ourselves using the 21st Century Skills rubric that we used at last year’s retreat.
 - b) Stakeholders to evaluate will vary each time (?)

Strategic Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|-------------------------|-------------------|---------------------------|--------------|
| Andi Fanelli McGunnigle | School Founder | Parent | Board |
| Andrew Maoury | School Memeber | Administrator | Principal |
| Carol Schaffer | School Member | | Principal |
| David Cosme | Staff Member | Elementary School Teacher | Principal |
| Erik Ness | Staff Member | Middle School Teacher | Principal |
| Gina Guarino Buli | School Member | Administrator | Board |
| Karen Malarkey | Staff Member | Secondary School Teacher | Principal |
| Kristie Hawk | School Memeber | | Principapl |
| Martha Stephens | School Founderess | Board Member | School Board |
| Michael Tuckett | Staff Member | Secondary School Teacher | Principal |

| | | | |
|----------------|---------------|--------------------------|------------------|
| Michael Zinno | School Based | | Academy Director |
| Peggy Lagarde | School | | Principal |
| Suzanne Glass | School Member | | Principal |
| Tammy | School Based | | Academy Director |
| Todd Krock | School Member | | Principal |
| Tracey Behrens | School | Secondary School Teacher | Principal |

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Maintain Grad Rate of 90% or higher

Description:

Activities:

| Activity | Description | |
|--|-----------------------------|-----------|
| Better monitoring of truancy / att at HS level | | |
| Person Responsible | Timeline for Implementation | Resources |
| Charter Annual Report Admin | Start: N/A Finish: N/A | \$0.00 |

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Focus on Subgroup (SPED)

Description:

Activities:

| Activity | Description | |
|---|--|--|
| Team Teaching Model - PD provided | | |
| Person Responsible | Timeline for Implementation | Resources |
| Charter Annual Report Admin | Start: 7/22/2007 Finish: N/A | \$0.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 1 | 3 | 45 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| | <ul style="list-style-type: none"> School Entity Intermediate Unit | Not approved |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> Company | |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Child-find understanding LRE Definitions | | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results. |
| Educator Groups Which Will Participate in this Activity | | |
| Role | Grade Level | |
| <ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors | <ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) | |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | <ul style="list-style-type: none"> Student PSSA data Participant survey | |

| | |
|---|--|
| <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions | |
|---|--|

| Activity | Description | |
|-----------------------------|--|-----------|
| Tutor Load adjusted | LS tutors will work with reg ed teachers during math US will incorporate tutoring from start of school year | |
| Person Responsible | Timeline for Implementation | Resources |
| Charter Annual Report Admin | Start: N/A Finish: N/A | \$0.00 |

Strategy: Maintain school-wide math achievement - to exceed state min.

Description: RA has exceeded this state min. We will continue to exceed and strive for a higher level of prof.

Tutoring in place for 3-11th graders

SAP (student Assistance Period) for 7th-8th graders

Study Skills - specific to Title One and Sped Subgroups to work on better study skills opportunities

Activities:

| Activity | Description | |
|-----------------------------|-----------------------------|-----------|
| MS Student Asst Period | | |
| Person Responsible | Timeline for Implementation | Resources |
| Charter Annual Report Admin | Start: N/A Finish: N/A | \$0.00 |

| Activity | Description | |
|-----------------------------|--|-----------|
| US Tutoring program | college level tutors hired monitored by SAD | |
| Person Responsible | Timeline for Implementation | Resources |
| Charter Annual Report Admin | Start: N/A Finish: N/A | \$0.00 |

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: School wide min. of 80% prof

Description: Tutoring in place for 3-11th graders

SAP (student Assistance Period) for 7th-8th graders

Study Skills - specific to Title One and Sped Subgroups to work on better study skills opportunities

use of montly Benchmarks to drive classroom inst.

Activities:

| Activity | Description | |
|---------------------------------------|-----------------------------|-----------|
| Incorporation of Reading Spec Program | | |
| Person Responsible | Timeline for Implementation | Resources |
| Charter Annual Report Admin | Start: N/A Finish: N/A | \$0.00 |

| Activity | Description | |
|---------------------------------------|-----------------------------|-----------|
| Small grouping for classes 1-6 grades | | |
| Person Responsible | Timeline for Implementation | Resources |
| Charter Annual Report Admin | Start: N/A Finish: N/A | \$0.00 |

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Parent Knowledge

Description:

Activities:

| Activity | Description | |
|---|---|-----------|
| make use of SLC time to educate parents | Quarterly meetings will incorporate pssa parent education | |
| Person Responsible | Timeline for Implementation | Resources |
| Charter Annual Report Admin | Start: 7/24/2007 Finish: N/A | \$0.00 |

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

K-5

Mathematics
 Reading
 Science
 Social Science
 World Language
 Writing

Everyday Math
 Success For All
 Delta
 History Alive
 Amigos
 Step-up To Writing

6-8

| | |
|----------------|--|
| Mathematics | Prentice Hall- Course I, II, Pre-Algebra and Algebra |
| Reading | Elements of Literature & Novel exploration |
| Science | Science Plus |
| Social Science | Social Studies Alive |
| Writing | Step-up To Writing |

9-12

| | |
|--------------------|--|
| Mathematics | Prentice Hall — Algebra, Geometry, Pre-Calculus, Trigonometry and Statistics |
| English Literature | Elements of Literature, Elements of Language & Novel exploration |
| Science | Modern Chemistry, Chemistry in the Community, Biology-The Dynamics of Life, Conceptual Physical Science Explorations and Ocean & Weather Studies |
| Social Science | We the People, Economics: Principals in Practice, Modern World History |
| Writing | Step-up To Writing / Write Source 2000 |

Note: Approximately 1/3 of our HS students are instructed in Dual Credit Math (Pre-Calculus & Calculus), Foreign Language (French), Social Science, and Marine Science. These curricula are specified by the university providing the instruction. The institutions with which we have partnerships are: Immaculata University, Alvernia University & Valley Forge Christian College.

How is your school using the Pennsylvania content standards to form curriculum?

The Pennsylvania content standards form the basis for instruction while using the various core academic and special area curricula resources to drive these standards. All curricula were selected based upon extensive research by Edison Schools, Inc., Success for All Reading, University of Chicago Mathematics, Delta Science and Social Studies Alive!. Each curricula is further mapped by the Renaissance Academy staff and leadership team to identify and ensure alignment with the Pennsylvania content standards / anchors. Areas of weakness are identified and programs are looked at for needed supplements, reinforcements or additions.

The curriculum departments are currently undergoing an extensive re-examination of these standards relevant to their content areas. This project is a step in the process of updating instruction to reflect changes in state guidelines and requirements.

How is the curriculum organized to meet the developmental and academic needs of students?

Instruction in Reading and Mathematics in grades K-8, the two most crucial curricular areas for ensuring student success across all areas, is scheduled for ninety minutes each day. In the Success for All Reading program, students are instructed at their tested reading level every day, rather than at their grade level.

Students are generally instructed in mathematics on grade level, with a number of talented students in the fifth through eighth grade being instructed above grade level. A core emphasis on differentiated instruction is adhered to and is key for delivering instruction to this varied group of learners. Mathematics instruction takes place for 60 minutes daily k-5, and for 90 minutes daily in grades 6-8.

The science and social studies curricula are hands-on exploratory courses with age appropriate investigations and themes which incorporate homogeneous groupings.

In grades 9-12 students are given opportunities to take classes at grade level, as well as on advanced levels dependant upon subject area, student ability, teacher recommendation and parent input.

All classes are 65 minutes at the High School level. Honor Level classes are taught at all high school grade levels. Advanced Placement classes are offered taught for grades 10-12. College level /dual credit courses are taught to students in grades 11-12, delivered through partnerships with several universities and colleges: Immaculata University, Alvernia University & Valley Forge Christian College.

Responsible Inclusion is practiced throughout the K-12 program and student needs are met in a variety of ways.

How does the charter school promote in-depth and inquiry-based teaching and learning?

The charter school ensures in-depth and inquiry-based teaching and learning by providing ninety minutes instructional periods in math and reading k-8, in science and social science 6-8, and by providing longer high school class meeting times as well.

These longer classes (minimum of 65minutes) allow for in depth explorations, labs and discussions at the high school level.

Data driven inquiry based curricula resources drive staff facilitation of class meetings. Teachers are trained in the delivery of each curriculum area and are mentored, observed, and coached by building based curriculum coordinators — teachers who have demonstrated excellence and participated in further trainings in a specific subject area, as well as national level coordinators from Edison Schools Inc.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students who enroll performing significantly below standards in literacy and mathematics skills?

Multiple programs are in place to ensure that all students are instructed at their appropriate level of learning while aspiring to help every student attain grade level proficiency.

Students enrolling with Renaissance Academy are tested within a reasonable period of time (usually within few days of their arrival) on the Scholastic Reading Inventory to determine reading level. Mathematics assessments are also administered to identify needs and areas of weakness for each student. This testing is performed at all grades levels K-12. Students are also assessed in the regular classroom to determine their mathematics levels. These assessments are used to determine placement in the regular education program.

Students who are performing significantly below grade level in the K-5 reading program are provided with 20 minutes of tutoring on a daily basis to accelerate academic skill development. The Renaissance Academy also provides multi-level classes of Wilson Reading and Foundations! for students in need of additional phonemic development.

Students identified as weak in the area of mathematics are placed in a classroom where extra support staff assist the teacher and work with students to reinforce understanding of basic mathematic principles and procedures.

Students who are performing significantly below grade level in the 6-12 reading or math programs are provided a variety of interventions as well. These may include: mandatory tutoring within the school day, placement in remedial classes, peer tutoring within the high school structure & Saturday school instruction as recommended.

Assessments of these skills and growth factors in carefully monitored through a quarter SRI assessment, monthly BenchMark testing and ongoing classroom assessments.

What types of teaching strategies are used to actively engage students in the learning process?

The staff of the Renaissance Academy utilizes a variety of teaching strategies to actively engage all students in the learning process. Included, but not limited to, in these are:

- Cooperative Learning
- Graphic Organizers
- Small Group Instruction
- Signaling
- Think/Pair/Share
- Choral Response
- Mapping
- Demonstration
- Reciprocal Questioning
- Partner Drills
- Use of Concrete Material
- Socratic Questioning

Rigorous Instructional Program - Attachments

- Act 48 Teacher PD Plan - approved
- Teacher Induction Plan - approved

English Language Learners

Renaissance Academy Edison Charter School ELL Procedures

Renaissance Academy Edison Charter School will define an English language learner (ELL) as a student who:

- was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant, or
- is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such an individual's level of English language proficiency, or
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant, or
- has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The use of the Home Language Survey will be the first step in identifying students as English language learners. A Home Language Survey will be completed for each student currently enrolled in Renaissance Academy Edison Charter School. As part of the registration packet, parents will fill out, sign and date the survey. A copy of the survey will be given to the ELL coordinator. The original survey will be filed in the student's permanent record file. The following will then occur:

- If the student's first language is not English but speaks English and English is spoken at home then an informal assessment will be conducted by the ELL team. A survey with a narrative from the homeroom teacher and ELL teacher and a writing sample from the student will be used to assess English language proficiency. A formal assessment will be conducted if the informal assessment does not indicate English language proficiency.
- Any other combination of non-English responses to the survey questions will have the ELL team conducting a formal assessment of the student for a level of English language proficiency.

The ELL team will use the Stanford English Language Proficiency Test (SELPT) for assessing the level of English language proficiency of the students identified by the Home Language Survey. Skills in reading, writing and oral English language are assessed by the IPT. Students will be placed in the ELL program as beginning, intermediate and advanced English language learners according to the scores achieved in the assessment. Students will be tested again at the years end to show growth in English language proficiency or sooner if deemed necessary by the ELL teacher. To exit the program the student will need to show that they have attained English language proficiency by scoring accordingly on the SELPT and shows evidence of meeting the goals of the ELL program as documented by the ELL teacher.

Upon identification of a student to the ELL program, parents will be notified by letter of the need for support and instruction in English language learning. The letter will include a description of the program, program goals, grading procedures and name of the ELL teacher assigned to their child. In addition to the letter a separate form will be sent in the student's native language asking if communications with parents needs to be written in a language other than English. This information will be noted in student's file for future reference. Additional information regarding the

ELL program, goals and objectives, exit criteria, content area classes for ELL students, participation in extra-curricular activities, homework, attendance and behavioral policies will be explained to parents at an ELL orientation meeting.

The goals of the Renaissance Academy Edison Charter School ELL program are to assist the English language learner in using English:

- to communicate in social settings
- to achieve academically in all content areas
- to interact socially and culturally in appropriate ways

ELL students will be placed in appropriate grade level classes. They will receive instruction in all content areas, as do other students in the class. The ELL student will receive additional supplementary support and instruction from the ELL teacher during Language Arts class and during necessary content area classes. The ELL teacher will assist the classroom teacher in identifying and implementing teaching strategies that will help the ELL student achieve academic success in the classroom. While students are in the ELL program, grades will be given on a pass/fail basis with a narrative from the homeroom and ELL teacher describing academic and English language proficiency progress.

The ELL program will come under the direction of ELL Program Specialist. She will be responsible for the assurance of the implementation of the program and that proper procedures are being followed. The Specialist will hold a meeting with the Leadership team to explain the procedures for the distribution of the Home Language Survey to parents and then to ELL team. She will also be responsible for conducting a faculty meeting to share information regarding the informal teacher survey, working with ELL teacher in the classroom and providing cultural information about ELL to staff to prevent culture clashes between school and students. ELL teaching resource materials will be obtained by the coordinator and kept in his/her office for reference for both program and non-program teachers. The ELL Program Specialist will be responsible for providing information regarding professional development relative to the needs of ELL learners.

The English language learner will have equal access to participate in all academic and extracurricular activities offered by Renaissance Academy Edison Charter School. No student will be denied acceptance into a club, group or activity due to enrollment in the ELL program. The Renaissance Academy Edison Charter School mission states, "A World Class Education For All Children." In our learning environment, diversity is honored and celebrated. The English language learner has a unique opportunity to offer first hand knowledge of a different culture. They can become the teachers in the classroom. Their participation is not only welcomed but also necessary for the betterment of our students, school and community.

Program Goals and Objectives

Renaissance Academy Edison Charter School has developed the following goals and objectives for the ELL program.

Goal 1: To promote meaningful participation and success in the educational program.

Goal 2: To provide the opportunity to all students to be proficient in at least 2 languages, one of which will be English.

Goal 3: To provide full access to the curriculum by all students.

Renaissance Academy Edison Charter School bases its curriculum on the inclusion model. English language learners will be part of the regular classroom for all content area classes including Language Arts. The ELL student will be provided an ELL teacher, who is PA certified, who will support the student in content area and who will provide supplemental instruction during language arts. Continuous contacts between the ELL teacher and classroom teacher will provide close monitoring of the ELL student. Immediate action will take place for any students who are falling behind or who are not progressing academically.

The success of the ELL program will be measured by: students increasing scores within their level of the program; students testing to the next level of the program; and students testing out of the program as evidenced by end of the year English proficiency testing. Success will also be measured by an increase in academic scores on a content area standardized test.

Identification of ELL students and Orientation Procedures for ELL students and Parents

The English to Speakers of Other Languages (ELL) program at Renaissance Academy Edison Charter School will be based on the inclusion model of learning. Students identified as English Language Learners (ELL) through the Home Language Survey, informal and formal testing will be provided with an ELL teacher to support their learning of the English language through supplemental instruction during the Language Arts curriculum in their regular classroom. This support to the ELL will continue until the student becomes proficient in the English language as determined by both formal and informal measures.

Renaissance Academy Edison Charter School will hire Pennsylvania Instruction level I or II certified teacher(s) experienced in ELL to support and instruct the ELL in the classroom. By September 2004, the ELL teacher(s) will be required to have ELL Special Program Certification provided by the state of Pennsylvania. Renaissance Academy Edison Charter School will provide funding resources for the assessment, staffing and professional development of both program and non-program staff of the ELL program.

ELL students will not be excluded from any core curricular or extra-curricular activities at Renaissance Academy.

Students will be placed in a classroom and receive instruction in all core curricular content areas. ELL students will be expected to participate in the PSSA and school wide standardized assessments.

Renaissance Academy Edison Charter School will assess the ELL program on a yearly basis. Program success will be shown with ELL students meeting the goals of the ELL program: to use English to communicate in social settings, to use English to achieve academically in all content areas and to use English in socially and culturally appropriate ways. We will specifically look at ELL student progress through the levels of the program, number of students who test out of the program, academic achievement of each student and participation in school activities by ELL students.

Renaissance Academy Edison Charter School will provide an orientation to parents as well as to ELL students upon entering the school. The orientation will include basic school information, a description of the ELL education program, what content classes the student will attend, what special programs are available, homework and attendance policies and district-wide assessment practices and procedures.

The philosophy of “Responsible Inclusion” that is implemented at Renaissance Academy will extend to the ELL students. Classroom instruction and activities will be made available to ELL students along with their English-speaking peers. Through the assessment process, the ELL teacher will determine the proficiency level of each ELL student. Designated Language Arts instruction will then be supplemented for each ELL student by an ELL teacher in the classroom. Support for other subjects will also be made available to each ELL student as needed.

Renaissance Academy will have institutional policies and procedures that are linguistically and culturally sensitive to the needs of ELL students and their communities. Special programs for ELL students will ultimately include the following:

- assigning homework buddies
- creating web pages where class assignments and student produced work are posted
- one-on-one tutoring or mentoring by community members
- planning group/cooperative-learning activities that encourage student discussions in English
- providing students with choices of spoken activities, such as oral presentations, choral readings, and recorded presentations to demonstrate mastery of a learning objective
- incorporating writing activities with peer process
- incorporating opportunities for un-graded writing, such as journals for students to write about topics of their own interest.

Parents will be notified of these opportunities during orientation.

The school’s policy regarding homework for ELL students will be the same as for other students. Each teacher will have their own guidelines for completing assignments. Parents will also be informed of the policy procedures for homework through the student handbook.

Attendance policies will be the same for ELL students as for English-speaking students.

The Student Handbook will clearly state the school’s policy and expectations.

The Parent / Student Handbook will be translated in the language of the parents’ choice upon their request.

Renaissance Academy’s policy on ELL participation in school-wide assessments and the PSSA will be as follows: if the ELL student has reached FES status (Fluent English Speaking), he will be eligible to take the PSSA and other standardized tests. If the student’s proficiency level is LES (Limited English Speaking), the ELL has a “one time” exemption for the first year while in the ELL program. After the first year, the ELL student will be required to take standardized tests. Parents will have this explained to them during orientation, translated in the language they prefer.

Expectations regarding student behavior will be communicated to students and parents in the language they prefer. The same expectations will apply to ELL students as to English-speaking students. The Student Handbook clearly defines expectations around student behavior. The parents of ELL students will have a copy of the Student Handbook in the language they prefer.

Identification and Placement

Screening Procedures

The Home Language Survey is the first step in identifying students as English language learners. Parents fill out, sign and date the survey.

Entry Criteria

Students will be placed in the ELL program based on their Stanford English Language Proficiency Scores.

Exit Criteria

To exit the program the student will need to show that they have attained English language proficiency by scoring accordingly on the SELPT and by evidence of meeting the goals of the ELL program as documented by the ELL teacher. Students will exit the program when they reach FEP status based on test scores, teacher feedback, portfolio assessment and ELL team recommendation.

Student Learning Contracts (SLCs) must be reviewed to be sure the student has been making/maintaining progress in the content areas. In addition, spring standardized tests; in-class assessments and narratives by the teacher will be used to assess the ELL students achievement levels.

Once a student exits the program, s/he will be monitored for one year. During that year, the ELL teacher will maintain bi-weekly contact with the classroom teacher(s) to monitor the student's progress.

Assessment Process

Renaissance Academy Edison Charter School's policy regarding large-scale assessments and the PSSA is that all students are tested to provide benchmarks for academic progress. If the ELL student has reached FES or FEP status, he will be eligible to take the PSSA and other standardized tests. If the student's proficiency level is LES or LEP, the ELL has a "one time" exemption for the first year while in the ELL program. After the first year, the ELL student will be required to take standardized tests. If a student's proficiency level is NES (non-English speaking), he will be exempt from large-scale assessments until his proficiency level reaches LES or LEP.

Instructional Program

Renaissance Academy Charter School will implement an English to Speakers of Other Languages (ELL) program.

ELL planned instruction will be aligned to the Pennsylvania Academic Standards. ELL and classroom teachers will use the Standards, Edison Curriculum and ELL resources when creating lessons and planning instruction in order to meet the goals and objectives of the program.

Classroom teachers will use the Pennsylvania Academic Standards, aligned with the Edison Curriculum, when planning instruction. ELL students are best served by good teaching practices:

a print-rich environment, repetition, and ample time for practice of new learning, and monitoring and adjusting instruction. Teachers will adapt content area instruction for ELL students by using different modalities of learning, i.e., visual, aural and kinesthetic activities and Gardner's multiple intelligences. Teachers will not "water down" content area instruction for ELL students; teachers will teach the grade-level standards at the student's level of English.

Renaissance Academy Edison Charter School's philosophy outlines a curriculum based on inclusion whenever possible. Therefore, student instructional services will be delivered in the student's regular classroom.

In 6th, 7th and 8th grade, a student may not take a foreign language if it is his native language; he must choose another language or an independent study course.

Students will receive the following amounts of instruction time, based on their proficiency level:

- Non-English speaking: 3 hours per day
- Beginner: 2 hours per day
- Intermediate: 1.5 hours per day
- Advanced: 1 hour per day

Once a student exits the program, s/he will be monitored for one year. During that year, the ELL teacher will maintain bi-weekly contact with the classroom teacher to monitor the student's progress. The classroom teacher will complete the Content Area Survey at the beginning and the end of the year. At the end of the year, the student will be reassessed using the

Student Participation in Related and Extracurricular Activities.

The following assurances and precautions will be put in place so that ELL students have equal access to all aspects of academic and extracurricular programs at Renaissance Academy Edison Charter School. All teachers, administrators and other staff will be trained to tailor instructional and other services to meet the needs of the ELL student. The school will create an environment that welcomes and encourages parents of ELL students. The parents will be informed that they are the primary teachers of their children at home, as well as in partnership with Renaissance Academy. All ELL students will have access to special instructional programs that support the second language development necessary to participate in the full range of instructional services offered to the majority students. The core curriculum will be designed for all students across the board, including those aspects that promote data sharing, the valuing and development of both first and second languages and cultures among all students and the higher order thinking skills required for learning across the curriculum. ELL students will have access to the instructional programs and related services that identify conduct and support programs for special populations at Renaissance Academy. Such programs may include but not be limited to special education programs. Since Renaissance Academy Edison Charter has a policy of "inclusion", tracking and gifted programs are not designed as part of the curriculum; however, ELL students will have full access to any curricular or extra-curricular activities that are based on the enhancement of a talent or skill. Programs for students with handicapping conditions or disabilities and programs designed for students with low levels of literacy or mathematical skills will be made available to the ELL students as well. All teaching strategies and instructional practices will be developmentally appropriate, attuned to the students' language proficiencies and will be culturally supportive and relevant. Non-classroom services and support services such as counseling, academic guidance and transportation will also be made available. ELL students will also have

equal access to computer's, computer classes and other technologically advanced instructional systems.

Renaissance Academy will have institutional policies and procedures that are linguistically and culturally sensitive to the needs of ELL students and their communities. Renaissance Academy will also offer regular non-stereotypical opportunities for native English-speaking students and the ELL students to share and value one another's languages and cultures.

Activities for the ELL will include:

- designing programs and activities that extend student communication beyond the classroom, such as assigning homework buddies and creating Web pages where class assignments and student-produced work are posted
- collaborating with school staff to ensure that ELL students are encouraged and welcome to participate in their choice of extracurricular activities
- assisting with the development of support programs for ELL students such as one-on-one tutoring or mentoring by community members
- planning group/cooperative learning activities that encourage student discussions in English
- providing students with choices of spoken activities, such as oral presentations, choral readings, and recorded presentations, to demonstrate mastery of a learning objective
- incorporating writing activities with peer revision process
- incorporating opportunities for ungraded writing, such as journals for students to write about topics of their own interest.

Pupil Personnel Services

Counseling services for the ELL students at Renaissance Academy Edison Charter students will:

- be designed specifically to meet the diverse needs of learners whose first language is not English
- support the needs of the ELL student in the length of time needed to learn English for both social and academic purposes
- have a program that breaks down cultural barriers between ELL and English-speaking peers through activities that create a sense of community
- provide opportunities for positive interaction among all students regardless of linguistic and cultural background
- be staffed by counselors appropriately trained to work with linguistically and culturally diverse students

Special Education for ELL students would be instruction designed for students who require some degree of modification in their educational programs because of intellectual, emotional,

sensory, or physical impairments. Effective IEPs for exceptional ELL students would account for all of the students' basic educational needs, including the need for English-as-a-second-language (ESL) instruction. ELL students enrolled in special education would require what is most appropriately labeled Special Education-ELL (SE-ELL), which indicates that the services to be provided account for both a particular student's disability needs and the students second language status. Modifications would possibly include special curricular materials, specialized teaching strategies or behavior management techniques. All special students, regardless of the type or degree of disability, would share certain rights and needs, including:

- the right to an Individualized Educational Program (IEP) specializing the student's unique needs and the special education and related services the student is to receive
- the need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications or adaptations made.

Staff Development Related to Program

Staff development of ELL teachers at Renaissance Academy Edison Charter School will include enrollment in a certification program to be completed by 2004. Staff development of non-program teaching staff will involve participation in a series of in-service workshops teaching second language acquisition, the adaptation/modification of classroom instruction, appropriate assessment practices and cultural information. These staff development formats could take the form of, but not limited, the following:

- Single workshops
- Conferences
- Workshop series
- Summer Institutes
- University coursework
- Peer coaching
- Action research
- Self-directed learning

Community Involvement

• **Program Planning** - Planning will be done by the ELL staff teachers-in-training, administrative staff and non-program teaching staff. All information disseminated to the students and their parents will be provided in a language or mode preferred by the parent.

• **Communication with Students' Homes** - All information disseminated to the students and their parents will be provided in a language or mode preferred by the parents. Renaissance Academy Edison Charter will hire translators as needed to translate written and oral communication between the school and the students' home. Renaissance Academy Edison Charter School will provide an orientation to parents as well as to the students. The orientation will include basic school information, a description of the ELL education program, what content classes the student will attend, what special programs are available, homework and attendance

policies and district-wide assessment practices and procedures. Expectations for participation and behavior will also be made clear to all involved.

- **Program Advisory Committee** — A committee comprised of administrative staff, ELL teaching staff, non-program teaching staff and parents of ELL students will meet as needed to determine that the needs are being met of the ELL students and their families. Part of the committee's responsibilities will be to implement a "support family" for each ELL family. These families will be appointed on a volunteer basis based on knowledge of language and physical proximity to the home of the ELL family home. The "support family" will assist the ELL family with community school orientation as the need arises.

- **Complaint Resolution Process** - Complaints with the implementation of the ELL program at Renaissance Academy Edison Charter School will be discussed during the meeting of the Program Advisory Committee.

Program Evaluation Procedures

Individual student progress will be evaluated on a continuous basis with the ELL teacher and classroom teacher providing individual learning plan changes to ensure academic success for the ELL. Renaissance Academy Edison Charter School will evaluate the ELL program as a whole on a yearly basis. A yearly review of student standardized test scores, English proficiency test scores, student portfolios, and teacher narratives regarding observations will be reviewed to note student progress in the program.

A standardized form will be kept in the student's permanent record file noting date, level and English proficiency score upon entering the program, progress made during the year, number of hours devoted to ELL student, and academic standardized test scores. This will allow a quick overview of the effectiveness of the ELL program. A narrative regarding the attainment of the program objectives by each student will also be part of the data collection and review process.

A yearly survey of ELL students, parents and teachers will ask for information regarding their thoughts on the program. This will help us refine the program goals and objectives to better fit the needs of the ELL.

The ELL Program Specialist will work with administration to oversee the implementation of the ELL program. They will be responsible for overseeing the identification process of the ELL, instructional program, data collection and program review.

English Language Learners - Attachment

- ELL Report for LEA - submitted

Graduation Requirements

217. High School Graduation Requirements

The Board will acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by awarding a diploma at graduation ceremonies.

The Board shall adopt the graduation requirements students must achieve, which shall include course completion and grades, completion of a culminating project, results from district and state assessments and alternative assessments if deemed appropriate.

A requirement for graduation shall be the completion of work and studies representing the instructional program assigned to grades nine (9) through twelve (12).

The Board requires that each candidate for graduation, who was educated at Renaissance Academy for four years, shall have earned at least thirty-four (22.5) credits, while meeting the requirements below, to receive a diploma and be involved in the commencement ceremony.

Course Requirements:

English 4 Credits

Mathematics 4 Credits

Science 4 Credits

Social Science 4 Credits

World Language 3 Credits

Arts / Humanities 1.5 Credits

Physical Education 1.25 Credits

Health ..50 Credits

Commencement Project ..50 Credits

The Board requires that each candidate for graduation, who transfers into admissions of Renaissance Academy, after the pupil's freshman year, will earn all credits attainable while at Renaissance, in an effort to meet the above graduation requirements.

The fourth year of high school shall not be required if the pupil has been accepted by an accredited institution of higher learning and has completed all requirements for graduation.

No pupil who has completed graduation requirements may be denied a diploma as a disciplinary measure. A pupil may be denied participation in the graduation ceremony when personal conduct warrants. This exclusion will be considered as school suspension.

The Chief Education Officer or designee shall be responsible for planning, delegating and executing the responsibilities of graduation ceremonies that appropriately recognize this important achievement.

These responsibilities shall include:

Careful recording of the pupils' progress towards meeting the requirements of graduation, as determined by the Board and State Regulations,

**Pupil counseling concerning graduation requirements,
Timely warnings to pupils who are not fulfilling graduation requirements,**

**Preparation of diplomas for graduating pupils; and
Graduation ceremonies which signify this important achievement.**

Early College Admissions / Attendance

Pupils requesting participation in an early college admissions program must submit a written request or application consented to by their parent or guardian, through their high school counselor, and Academy Director who shall confer with the pupil and parent prior to recommending the request for approval by the high school CEO and the School Board.

Pupils who request permission for early admissions / attendance application must be in at least the 11th grade, be achieving an average of "B" in their high school level classes,

and have been in attendance at Renaissance Academy for one (1) complete semester.

The pupil must maintain a “C” average in his/her freshman year college work and must be considered a full-time pupil before Renaissance Academy will approve a request for a Renaissance Academy diploma. Credits presented for the diploma must include all courses mandated by the State Board of Education, Edison Schools Inc. and Renaissance Academy; which have not been completed prior to college entrance.

To graduate as an honor student, the pupil shall have a culmination honor GPA of 3.5 on a 4.0 Scale, Deans List or Honor Average as determined by the college. To be valedictorian or a commencement speaker, the student shall be a full-time member of the home school.

It shall be the obligation of the pupil to maintain communication with the home school before leaving for college in September and between semesters to finalize details of graduation and for information concerning student activities.

Part-time College Attendance

Students currently enrolled in the Collegiate Academy (11th & 12th Grade) may arrange college level courses, subject to restrictions noted above concerning pre-approval, continuing communication between the school district and college officials; must maintain a C average in college level classes, and must conform with the State Board of Education curriculum regulations for dual high school and college enrollment.

Courses arranged by Renaissance Academy will be subject to the same admissions criteria as noted above. Pre-approved college courses may be substituted for graduation requirements imposed by the school district.

High School Graduate with Distinction

Students who attain a score at the advanced level of proficiency on any State assessed discipline administered in grade 10, 11 or 12 shall be granted a Pennsylvania Certificate of Distinction for that discipline. Students with disabilities, who meet the required

proficiency level on State assessments with appropriate accommodations, shall be granted a Pennsylvania Certificate of Distinction.

It shall be Renaissance Academy Policy that every student who is eligible, per State Standards, to re-take the state assessment, will use that opportunity to re-take one, or more of the assessments, in the fall of their senior year.

Special Education

Special Education

Special Edison Support / Responsible Inclusion at The Renaissance Academy

In Edison schools, the primary arrangement to provide varying intensities of specialized instruction is **responsible inclusion** in general education classrooms. **Special Edison Support (SES)** refers to all the activities of the special education staff that promote progress for the special students.

The purpose of Special Edison Support is to ensure planned, appropriately focused, effective instruction for disabled students' special educational needs. While SES is conceived with special needs students in mind, it is not restricted to them. Actually, much that makes up exemplary special education is of great value to many youngsters—including high achievers. In large measure, "special" education is a highly honed version of sound educational practices, applied with greater-than-usual consistency. As such, it is an integral part of the overall instructional development in Edison schools.

Differentiating instruction is a basic theme of professional development; all Edison teachers are expected to *increasingly differentiate instruction so that it is effective with a wide variety of learners*.

Special Edison Support is just that—a support to students and teachers, promoting practices that are more intentional and responsive to students' differing needs.

Responsible Inclusion

Edison partnership schools are committed to *responsible inclusion*, educating our students with disabilities within our general education "houses," with ongoing instructional support from SES

teachers and related service providers. To do this responsibly, requires:

" sufficient Special Edison Support staff;

" SES staff deployed so as to actually support classroom instruction; and

" classroom, house and school-wide instructional development—refining and strengthening Edison's powerful curricula, technology, and teaching talent.

Responsible inclusion does not mean that all students *must* be fully included in all Edison general education classrooms. For a few children, it may not be responsible to require that they operate full-time in the general classroom environment, even with supports and adaptations.

But, there are many resources to fully exploit before determining that a more "restrictive" arrangement is truly needed by an individual student. It is important to allow the new Edison structure, curriculum and community the chance to come together; it is also important to attempt alternative strategies. There are real strengths inherent in the Edison house structure, the Family and Student Support Team (FASST), the basic curriculum, intensives, technology, the arts/physical education programs, and the flexible tools provided to the SES staff. All these can be brought to bear in crafting effective supports for special students.

Therefore, before an Edison school arranges either "pull-out" or "self-contained" arrangements for a particular special student, it is necessary to:

1. Allow supported, responsible inclusion a full trial period;
2. Provide professional development, increase resources, try alternative strategies, and
3. Ensure that the LRE for each individual student is adhered to.

Staffing Special Edison Support (SES)

As a member of the leadership team, the SES Coordinator is involved in all early school-wide preparations, as well as early determination of further SES staffing requirements. SES staffing overall must be sufficient to the needs. The issue of sufficiency can be complex, because it relates to state laws, what is on IEPs, how special students are grouped/dispersed in the

school, and particular strengths and training of the staff. Therefore, the staffing guidelines below will be tailored somewhat to each situation.

Scheduling Special Edison Support Teachers

SES teachers, including the SES Coordinator, arrange schedules to allow maximum time with students and teachers in classrooms. They are expected to teach one scheduled class every day (usually Wilson Reading or Success for All). It is important that SES teachers not be tied down for more than one scheduled class (45-90 minutes), since they must provide dependable and tangible support in general education classrooms throughout the day. Their work with colleagues and with special students is characterized by regularity, flexibility, and focus.

REGULARITY

SES teachers establish regular schedules and communication, so that classroom instruction makes good use of their preparation and participation and so that work with students and teachers builds over time.

FLEXIBILITY

SES teachers readily shift, so that times/places/activities best suit student priorities—both priorities evident early on and those that emerge over time. They reshape their schedule to be where students and teachers benefit most from their support.

FOCUS

SES teachers focus on:

1. providing intensified instruction directly to students with special needs.
2. providing adaptations and accommodations in general education classrooms.
3. propelling instructional development and differentiation within the school.

Maintaining focus means avoiding these traps:

" NOT being used as all-purpose subs or on-duty crisis managers;

" NOT being tied down for more than one 45 or 90-minute scheduled block

per day;

" NOT getting sidetracked by paperwork.

Note - Depending on school size and IEP caseload, secretarial support may be required.

Special Edison Support: What it Looks Like

The SES staff has three major areas of work: students' academic/social learning needs, instructional support to teachers, and school-wide instructional development. Since they work not only with students, but also with teachers and largely in their colleagues' classrooms, they must tread a careful professional path.

COLLABORATIVE EXCHANGES

Responsible inclusion requires focused and regular exchanges between general and special Edison staff. These include:

" **Leadership meetings:** The SES Coordinator is a member of the Leadership Team. One aspect of that role is to regularly focus the Leadership team on issues relating to responsible inclusion.

" **House meetings:** SES staff meet *regularly* with all house teams, preplanning the agenda to focus on specific aspects of SES/responsible inclusion.

" **Teacher collaborations:** These develop from information exchanges into coordinated planning, using the "Planning Pyramid" framework.

" **SES team meetings:** Special Edison Support staff meet regularly to coordinate, exchange information, and plan ways of increasing the effectiveness of instruction for special students.

PULL-ASIDES

Pull-asides are very different from traditional *pull-out*/resource-room arrangements. Pull-asides are a collaborative way of targeting particular students' needs. They occur within the classroom or in a separate space with one child, a twosome, or a small group. The time frame varies

according to the purpose. For example, a pull-aside can be daily for half an hour over two weeks; or all afternoon for three Wednesdays; or before school every day; or pretty much in any other timeframe that best suits the purpose. Pull-asides are conducted not only by SES teachers, but also by classroom teachers who pull-aside a special group while their SES colleague teaches the remaining class.

Pull-asides are planned. They have a few simple—and important—parameters. They:

1. ...have pre-set time limits (The duration is determined before they start.)
2. ...are jointly determined (SES and classroom teacher agree upon the focus/purpose.)
3. ...involve formal debriefing for classroom carryover (SES and classroom teacher follow up with materials, methods, adaptations)
4. ...include check-backs (regular revisiting of progress with classroom carry-over).

CO-TEACHING

Co-teaching can be undertaken for a month, a quarter, or all year. There are six different ways to co-teach, each with its strengths/drawbacks. As general and special Edison colleagues embark on co-teaching, they are provided guidelines for understanding these distinct variations.

TRACKING CONTACT/TRACKING PROGRESS

SES has many things to keep track of: contacts, IEP meetings, outcomes, grades, infractions, positive behaviors, methods tried, progress, etc. Three particular systems have become part of the Edison system:

" **Special Students Contact Sheets:** all SES staff provide weekly copies to the principal.

" **Database:** for student annual/triennials, with basic identifying information

" **CBM Progress in Reading (weekly or biweekly):** SES staff track special students' reading progress, across reading classes.

Behavior Management: A School-wide, Not a Special Edison, Challenge

Ongoing development of an Edison school's learning environment, including managing students'

"problem" behavior, is not predominantly the province of the SES staff, but rather is basic to the overall school enterprise. There are many Edison support structures to activate, chief among these are the house teams, Edison's Learning Environment follow-through, the Family and Student Support Team (FASST), and the school's discipline plans. Solutions that "work" over time are academy-wide and school-wide (e.g., clarity, consistency, insistent caring, and an increasingly effective instructional program).

Related Service Providers

Edison schools hire related service providers, contracting with the local district, a regional body, or private clinicians. Related services staff provide therapies and assessment for students currently on IEPs, as well as assessment of students in the referral pipeline. The percent of time required for related services is determined by students' IEPs, in addition to the mandated requirements of annual and triennial reassessments, and the number of referrals made for initial special education evaluation.

Related service providers include at least the part-time (and sometimes full-time) services of a school psychologist (not a clinical psychologist) and a speech-language therapist. Some students' IEPs also specify counseling or social work, occupational therapy or physical therapy. In addition, some students require a closer staff-to-student ratio, for example, a 1-to-1 aide for an autistic youngster or a bathroom aide for a child with cerebral palsy. Further, some students require more specialized staff—for example, itinerant personnel for a blind child.

To the extent possible, the related services staff is involved in the development of the Edison school. They meet regularly with the SES Coordinator and are encouraged to work in classrooms, confer with teachers and house teams, as well as participating actively on the SES Team.

Individuals with Disabilities Act (IDEA)

All Edison schools are fully accountable to federal and states laws/regulations governing

special education, including teacher certification, provision of related services, IEP development, record-keeping, and all due process requirements (*including restrictions on suspensions of students with IEPs and required due process procedures prior to any anticipated expulsions*).

Section 504

Some students with disabilities do not require special education, but are still eligible for accommodations /access /supports under section 504 of the Rehabilitation Act of 1973 and under the Americans with Disabilities Act (ADA). Each Edison school has a *504 Committee*, headed by a general education teacher and a set of written procedures for 504 referrals and follow-through. In addition, information about the school's 504 procedures are included in staff, student and parent handbooks.

How Edison's School Design Supports Students with Disabilities at The Renaissance Academy Edison Charter School

Some of the most potent aspects of Edison's school design are also aspects of your special education program. These can, *and should*, be described to parents, to local, regional, and state education agencies, to the media, and to interested others as powerful, planned supports to our students with special education needs.

S U C C E S S F O R A L L

- " Research-based primary/elementary reading program
- " Regrouping for reading, to ensure appropriate instructional groups
- " Small reading groups
- " Phonics, direct instruction, and explicit structure
- " Paired reading and cooperative learning teams
- " Focused tutoring for students in greater need

UNIVERSITY OF CHICAGO SCHOOL MATHEMATICS PROJECT

- " Research-based primary/elementary math

" Concept-based, structured math program w/games & activities.

WILSON READING PROGRAM

" Intensive, Orton-Gillingham based, remedial support program for older very low readers.

(Originally designed for students with dyslexia.)

HOUSE AND ACADEMY ORGANIZATION

" Family focus of houses

" Multi-grade teaching

" "Belonging" for several years

" House teacher teams / professional development teams

" House-level and Academy-level planning for pro-social skills

PARTNERSHIPS WITH FAMILIES

" Family and Student Support Team (FASST)

" Parent Advisory Councils

" After-school program

TECHNOLOGY

" Computers at home

" Computers at school

" An nationwide electronic community on *The Common*

MORE TIME FOR TRADITIONALLY NONACADEMIC AREAS

" Visual arts, music, physical fitness, character education, etc.

EXTENDED TIME FOR LEARNING

" Longer school day and year

SUPPORT FOR TEACHERS

" Daily planning and teacher collaboration time

" Ongoing professional development, at the house and school level.

Special Education - Attachments

- Special Education at Renaissance
- Penn Data

Special Education Program Profile - Chart I

| Teacher | FTE | Type of class or support | Location | # of Students | Other Information |
|----------------|-----|--------------------------|--------------|---------------|---|
| John Walter | 100 | Itinerant | Lower School | 23 | none |
| Melissa Rice | 100 | Resource Room | Lower School | 4 | none |
| Sara Ross | 50 | Resource Room | Upper School | 8 | none |
| Sara Ross | 50 | Itinerant | Upper School | 8 | fourth quarter spent with transitional students outside of RR |
| Kim Watson | 100 | Itinerant | Upper School | 12 | none |
| Kristen Drayer | 100 | Itinerant | Upper School | 10 | none |
| Debbie Wickes | 50 | Itinerant | Upper School | 6 | none |

Special Education Program Profile - Chart II

| Organization | FTE | Type of class or support | Location | # of Students | Other Information |
|--------------------------------------|-----|--------------------------------|--|---------------|---|
| Private Practice School Psychologist | 75 | Certified School Psychologist | Upper School and Lower School of Renaissance | 71 | Evaluations Re-evaluations ER meetings IEP meeting / writing consultation |
| Pediatric Therapeutic Services | 60 | Speech and Language | Lower School | 19 | none |
| Therapy Source | 25 | Therapy, testing and screening | Lower School | 6 | none |
| Pediatric Therapeutic Services | 40 | Occupational Therapy | Lower School | 1 | none |
| Pediatric Therapeutic Services | 20 | Physical Therapy | Lower School | 1 | none |
| IU 24 | 10 | Vision | Lower School & Upper School | 1 | none |
| IU 24 | 10 | Hearing | Lower School & Upper School | 3 | none |

Special Education Program Profile - Chart III

| Title | Location | FTE |
|-------------------------------|--------------|-----|
| Special Education Coordinator | Upper School | 50 |

Special Education Program Profile - Chart IV

| IU, Public Agency, Organization, or Individual | Title/Service | Amount of Time Per Week |
|--|--------------------------|-------------------------|
| CCIU 24 | Vision Therapy | 120 min |
| CCIU 24 | Hearing Therapy | 400 min |
| PTS | Speech | 16 hours |
| Pati Foy - School Psychologist | Therapeutic Consultation | 120 min |
| PTS | Occupational Therapy | 8 hours |
| PTS | Physical Therapy | 16 hours |

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

| Test/Classification | K | 1 | 2 | 3 | 4 | 5 |
|---------------------|---|---|---|---|---|---|
|---------------------|---|---|---|---|---|---|

Student Assessment - Secondary

| Test/Classification | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|---|---|---|---|----|----|----|
|---------------------|---|---|---|---|----|----|----|

Student Assessment

The Renaissance Academy spends an extensive amount of professional development, administrative, and class time in constant reflection regarding Student Achievement. Attached you will find documents which show detailed analysis of:

1. Monthly Benchmark Scores in Reading and Math
 - these are arranged by subject area and by anchor/skill/strand
 - each teacher is responsible for monthly analysis, reflection and planning for a comprehensive embedding plan
 - students track their growth as well and are well aware of their threshold of standing on state standards
2. Terra Nova data (became available May 07)
 - by school
 - by students
 - reflection of year-to-year progress
3. PSSA Data (became available July 07)
 - by quadrant for each student
 - school-wide data - prelim analysis
 - AYP document - Met for 2007

What follows is our Student Achievement Plan which is our governing document for student, teacher and school success throughout the year. This is a 'working-document' which is continually updated to meet the needs of our school. The Leadership team and administrative team guide the staff in ongoing reflection and adjustment.

GOALS

Edison Goals:

1. Renaissance Academy will raise 3rd grade reading proficiency by 2X 3.6 % gains.
 2. Renaissance Academy will raise 4th grade reading proficiency by 2X the local district 3.6 % gains.
 3. Renaissance Academy will raise 5th grade reading proficiency by 2X the local district 3.6 % gains.
 4. Renaissance Academy will raise 6th grade reading proficiency by 2X the local district 2.0 % gains.
 5. Renaissance Academy will raise 7th grade reading proficiency by 2X the local district 6.1 % gains.
 6. Renaissance Academy will raise 8th grade reading proficiency by 2X the local district 3.6 % gains.
 7. Renaissance Academy will raise 11th grade reading proficiency by 2X the local district 6.1 % gains.
-
8. Renaissance Academy will raise 3rd grade math proficiency by 2X the local district 4.6 % gains.
 9. Renaissance Academy will raise 4th grade math proficiency by 2X the local district 4.6 % gains.
 10. Renaissance Academy will raise 5th grade math proficiency by 2X the local district 8.6 % gains.
 11. Renaissance Academy will raise 6th grade math proficiency by 2X the local district 8.6 % gains.
 12. Renaissance Academy will raise 7th grade math proficiency by 2X the local district 8.6 % gains.
 13. Renaissance Academy will raise 8th grade math proficiency by 2X the local district 8.6 % gains.
 14. Renaissance Academy will raise 11th grade math proficiency by 2X the local district 10 % gains.
-
15. Renaissance Academy will raise 5th grade writing proficiency by 2X the local district 12 % gains.
 16. Renaissance Academy will raise 8th grade writing proficiency by 2X the local district 2.0% gains.
 17. Renaissance Academy will raise 11th grade writing proficiency by 2X the local district 2.0% gains.

Operational improvement goals:

Goals:

Renaissance Academy will reduce student turnover by 50%

Renaissance Academy will maintain a graduation rate of 95%

Renaissance Academy will achieve a staff turn-over rate of less than 15%

Data Findings Sheet

| Team Members Completing Findings | |
|----------------------------------|--|
| Principal | |
| Academy Directors | |
| Achievement Director | |
| Lead Team Members | |
| Curriculum Coordinators | |

Major Findings

| | |
|---|--|
| <p>Third Grade Reading — RA continues to outpace the state wide score of 69%. We recovered from last year's 1% drop and increased by a 5% gain for a total of 76%</p> | <p>We have hired a new Reading Coordinator who comes with a wealth of knowledge in reading support. She has brought new ideas in ways to structure SFA classes, structuring tutoring for students. We have added two SFA classes that provide support for wings students who are weak in phonics. Teachers are creating new vocabulary cards related to the new PSSA Anchors as provided by the state.</p> |
| <p>Third Grade Math — RA outscored state counterparts by 13% to score 96% which is a gain of 6% over last year.</p> | <p>The elementary math coordinator has created an embedding calendar for math skills not covered before the PSSA and identified areas that are weak on benchmarks that need to be added to class instruction. The math coordinator has introduced PA Companion Guides to teachers and is training teachers in ways to create constructed response questions for various assessment anchors.</p> |
| <p>Fifth Grade Reading — RA obtained a score at 14% higher than the state average at: 61%. There was a 2% increase at the proficient level, but a 12% decrease at the Advanced level</p> | <p>Teacher retention in fifth grade will be a key element in helping score stay above the state average. The high block for math is also the high block in reading. Professional development in differentiation is in place and is a school wide focus. This year there is a stronger tutoring program to support students.</p> |
| <p>Fifth Grade Math — There was a 1% decrease in total score by obtaining a 79% over last years 80%. This was still 12% over the state average.</p> | <p>We are continuing with the re-structured Math in 5th grade. One section of 5th grade will continue with Course 1 math while two classes will have 5th grade Everyday Mathematics. The Math Coordinator needs to monitor progress and growth as well as pacing for both courses and provide Administration with feedback. Teachers need to ensure that students have time for "math games."</p> |

| | |
|--|--|
| <p>8th Grade Reading — While RA outscored the state average by 8% while showing a 9% gain over last years scores</p> | <p>Retention of the same teacher from the prior year was helpful for growth. PSSA support materials are being used in the classroom and will continue with the PSSA Olympics as was done last year. One improvement in place is having students analyze their own benchmark data which will bring about a better understanding of how to gain personal growth in week areas.</p> |
| <p>8th Grade Math — RA increased their score 2% and outpaced the state score by 18%.</p> | <p>We are looking at the course flow of higher achieving students and are making adjustment to get on track to have an 8th grade geometry class. We feel that this change allowed for a more rigorous mathematical instruction through which students became more adept in basic math skills which align to the state anchors. Teachers are being trained in understanding the new 2007 PSSA anchors in math.</p> |
| <p>11th Grade Reading — We outscored the state by 4% but dropped in overall average of 5%.</p> | <p>Implementation of the new ELA Curriculum guide will begin the beginning of the second semester. PSSA Coach and State related material is being used to support reading and writing skills that are weak from benchmark analysis. A tutor was hired to teach an extra class of ELA and offer support using Measuring up material for students who still show weaknesses in specific skills. A new Embedding plan was created that is more useful in guiding teachers to differentiate for their different learning levels.</p> |
| <p>11th Grade Math — Mathematics score dropped over 3% points. Making us 1% below the state average the drop is of grave concern. This is the second year of decreasing percent points.</p> | <p>Math classrooms will continue using Measuring Up materials which were updated with the new 2007 Assessment Anchors. A math tutor was hired to work with students who show weak algebra skills. Geometry classes will use "Do Now" and embedding to support weak algebra skills needed for geometry. Students are using Study Island, which is a new computer program that targets specific skills and can be used at home.</p> |

FOCUS AREA #1: EDISON PROGRAM IMPLEMENTATION

Strategies must be included for the following:

Entire instructional staff is trained in all core programs under the direction of a National Curriculum Coordinator or an Edison Certified Trainer.

Ensure the school is proficient according to the School Master Schedule Model Description and Design Rubric.

The school has a benchmark administration schedule in place and strategies to ensure students have 30 days between each administration of benchmark assessments.

Curriculum Coordinators, Lead Teachers, and Administrators use school performance standards and implementation checklists to guide implementation on a daily basis.

Ensure curriculum coordinators and lead teachers complete classroom observations each quarter.

Ensure that qualified curriculum coordinators deliver professional development to the staff via house, department, or grade level meetings each month.

Formal staff supervision and evaluation processes are used to support implementation of instructional program.

| Action Strategies | Driver | Timeline | Evidence | Status |
|--|---|--|---|--|
| Entire instructional staff is trained in all core programs under the direction of a National Curriculum Coordinator or an Edison Certified Trainer | Principal, Academy Director & Achievement Director | By start of school year for new staff and within 60 days for new hires during the school year. | Attendance records and certificates of attendance on file | Completed |
| Entire school staff is trained in Learning Environments as applicable to their role in the school | Principal, Academy Director & Achievement Director | By start of school year for all staff and within 60 days for new hires during the school year. | Attendance records and certificates of attendance on file | Completed |
| Ensure the school is proficient according to the School Master Schedule Model Description and Design Rubric | Academy Director Registrar & Guidance Counselor (SSM) | Begun by February 2006 completed & submitted by May 16, 2006 | Submitted Schedule | Approved June 06 see email from Marlene Kensur |
| School staff is aware of whole school scheduling implications and is ensuring that students are meeting minimum time requirements for successful completion of classes and graduation. | Principal, Academy Director, Leads and Classroom Teachers | Begun by January 2007 completed & submitted by April 1, 2007 | Submitted Schedule | |

| The school has a benchmark administration schedule in place and strategies to ensure students have 30 days between each administration of benchmark assessments | Achievement Director | Schedule in place by September 1, 2006 | Copy of schedule to principal by September 1, 2006 | Completed | | | | | | | | | | | | |
|--|--|---|--|---|--|---|---|---|---|---|---|---|----------------------|----------------------|---|---------|
| Curriculum Coordinators, Lead Teachers, and Administrators use school performance standards and implementation checklists, to guide implementation on a daily basis. | Curriculum Coordinators, Lead Teachers, and Administrators | Begins August 21, 2006 Schedule completed by August 25, 2006 | Reflected in observations & lesson plans which are reviewed by principal | Ongoing | | | | | | | | | | | | |
| Ensure curriculum coordinators and lead teachers complete classroom observations each quarter | Principal, Academy Director & Achievement Director | Begins August 21, 2006 Schedule completed by August 25, 2006 | Reflected in observations & lesson plans which are reviewed by principal | Ongoing | | | | | | | | | | | | |
| Formal staff supervision and evaluation processes are used to support implementation of instructional program. | Principal, Academy Director, Lead Teachers, Curriculum Coordinators & Achievement Director | Ongoing throughout the year - begins August 25, 2006 | Evaluations, Professional Growth Plan, Self Assessment, Portfolio & Formal Summative Evaluations | Ongoing | | | | | | | | | | | | |
| Staff observations are conducted in a differentiated manner for beginning, developing, proficient and exemplary staff. | Leads, Curriculum Coordinators and Principal | <table border="1"> <thead> <tr> <th>Q</th> <th>NEW <2yrs — for feedback from Observer</th> <th>RET >3yrs — for feedback per staff request for specific feedback</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Academy Director (formal) Curriculum Coordinators Leads</td> <td>Academy Director (formal) Curriculum Coordinators Leads</td> </tr> <tr> <td>2</td> <td>Curriculum Coordinators Academy Directors (formal)</td> <td>Curriculum Coordinators Academy Directors (formal)</td> </tr> <tr> <td>3</td> <td>Leads Academy</td> <td>Leads Academy</td> </tr> </tbody> </table> | Q | NEW <2yrs — for feedback from Observer | RET >3yrs — for feedback per staff request for specific feedback | 1 | Academy Director (formal) Curriculum Coordinators Leads | Academy Director (formal) Curriculum Coordinators Leads | 2 | Curriculum Coordinators Academy Directors (formal) | Curriculum Coordinators Academy Directors (formal) | 3 | Leads Academy | Leads Academy | Evaluations, pre and post observations conference agendas and minutes / notes | Ongoing |
| | | Q | NEW <2yrs — for feedback from Observer | RET >3yrs — for feedback per staff request for specific feedback | | | | | | | | | | | | |
| | | 1 | Academy Director (formal) Curriculum Coordinators Leads | Academy Director (formal) Curriculum Coordinators Leads | | | | | | | | | | | | |
| | | 2 | Curriculum Coordinators Academy Directors (formal) | Curriculum Coordinators Academy Directors (formal) | | | | | | | | | | | | |
| 3 | Leads Academy | Leads Academy | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|------------------------|-------------------|--|-------------------------|-------------------------|---|-------|-------|--|---------------------------|---------------------------|--|-------------------------|-------------------------|--|--|
| | | <table border="1"> <tr> <td></td> <td>Director (formal)</td> <td>Director (formal)</td> </tr> <tr> <td></td> <td>Curriculum Coordinators</td> <td>Curriculum Coordinators</td> </tr> <tr> <td>4</td> <td>Leads</td> <td>Leads</td> </tr> <tr> <td></td> <td>Academy Director (formal)</td> <td>Academy Director (formal)</td> </tr> <tr> <td></td> <td>Curriculum Coordinators</td> <td>Curriculum Coordinators</td> </tr> </table> <p>*principal will be observing informally on an ongoing basis throughout the year.</p> | | Director (formal) | Director (formal) | | Curriculum Coordinators | Curriculum Coordinators | 4 | Leads | Leads | | Academy Director (formal) | Academy Director (formal) | | Curriculum Coordinators | Curriculum Coordinators | | |
| | Director (formal) | Director (formal) | | | | | | | | | | | | | | | | | |
| | Curriculum Coordinators | Curriculum Coordinators | | | | | | | | | | | | | | | | | |
| 4 | Leads | Leads | | | | | | | | | | | | | | | | | |
| | Academy Director (formal) | Academy Director (formal) | | | | | | | | | | | | | | | | | |
| | Curriculum Coordinators | Curriculum Coordinators | | | | | | | | | | | | | | | | | |
| Formal staff induction program is developed and geared towards new or struggling staff members with mentoring as needed. | Induction Coordinator Academy Director, Lead Teachers | Ongoing throughout the year - begins August 22, 2006 | Induction feedback sheets Scheduled conferences to discuss progress and needs of teacher | State approval on file | | | | | | | | | | | | | | | |
| Ensure that qualified curriculum coordinators deliver professional development to the staff via house, department, or grade level meetings each month. | Achievement Director School CCs & Principal | Monthly meetings for US facilitated by CC | Observation schedule to be created by start of school year in conjunction with Leads and building sub. | Ongoing | | | | | | | | | | | | | | | |

FOCUS AREA #2: TEST ADMINISTRATION

Strategies must be included for the following:

- A school-wide test administration plan and specific guidelines will be formulated for the administration of local, state, and national tests.
- Students will be tested, accommodated, or excluded from testing based on local, state, and national testing requirements.
- Parents and guardians have all information necessary to support their children for success.

| Action Strategies | Driver | Timeline | Evidence | Status |
|---|---|--|--|---------------|
| A school-wide test administration plan and specific guidelines will be formulated for the administration of local, state, and national tests. | Achievement Director | General guidelines published for staff review by September 30, 2006 Test specific guidelines 15-20 days prior to test to be given | Approved plan — see back of SAP | Ongoing |
| Students will be tested, accommodated, or excluded from testing based on local, state, and national testing requirements. | Achievement Director & Special Edison Coordinator | In compliance with state mandated deadlines for the current year | Accommodations will be in IEPs, students will be given appropriate environment for testing | Ongoing |
| Students IEPs will be reflective of testing accommodations | Special Edison Coordinator | During annual IEP review meetings | Team meets and writes IEP | Ongoing |
| Parents and guardians have all information necessary to support their children for success | Academy Director, Principal & all school staff | First day packets, Weekly newsletters (LS), Monthly Bulletin, and PSSA parent nights. | PSSA Information Nights agendas, flyers and calendars, which show upcoming testing dates. | Ongoing |

| | | | | |
|--|--|--|--|--|
| | | | Data is shared with school community through letters and press release | |
| | | | | |

FOCUS AREA #3: ALIGNING AND EMBEDDING TEST EXPECTATIONS

Strategies must be included for the following:

Curriculum coordinators and/or other identified persons such as lead teachers or grade level chairs, will study the alignment of state standards with instructional programs and identify any gaps that need to be filled.

Curriculum coordinators will identify the key test expectations: time, format, content, process and guide alignment with instructional program and share with staff through PD.

Through daily instruction, teachers ensure that students are fully acquainted with all formats of each test administered.

All test preparation practices are embedded within daily instruction.

Students are provided the opportunity to practice tested skills, in the format tested, in the regular daily instructional program.

Grade level meetings are scheduled for teachers to share their embedding action plans and formats based on benchmark analysis.

The Leadership Team monitors the use of embedding action plans on a monthly basis.

| Action Strategies | Driver | Timeline | Evidence | Stat |
|--|--------------------|--|--|--------|
| School Wide Embedding Plan will be devised, and delivered to staff for 2006-2007 School year | AD, SAD, Principal | Written — August 2006 To Leads by August 2006 | Team Meeting delivery by SAD and Principal — use of calendar to monitor and analyze. | Comple |

| | | | | |
|---|---|---|--|---|
| Reading / Writing Skills Calendar — created and used for both the Lower and Upper Schools | RCC | September 30, 2006 — Delivery begin implementation immediately upon deliver | Lesson Plans — Anchor list to be tested by PSSA as evidence in LPs. NCC working with US & LS | Ongoing |
| Curriculum coordinators and/or other identified persons such as lead teachers will study the alignment of state anchors with instructional programs and identify any gaps that need to be filled. | Curriculum coordinators, Academy Directors & Achievement Director | Mapping to begin with PD in August with NCC — ongoing throughout the year. | Agendas from meetings Scope and sequence used to fill gaps will be an active tool in each classroom teacher's lesson plans. Implementation of the new ELA curriculum guide (3 rd Q) | Ongoing |
| Curriculum coordinators will identify the key test expectations: time, format, content, process and guide alignment with instructional program and share with staff through PD. | Curriculum coordinators SAD | Begins August 25 th Takes place on curriculum days of the PD cycle (1:6) PD and concentration on embedding and testing for Feb. & Oct PD Takes place on curriculum days of the PD cycle (1:6) | Agendas and CC meeting attendance Written expectations and guidelines for teachers to follow Teachers have and use timers in class regularly Teachers have and use look-alike test format in class and for assessment with regularity | Completed Ongoing Ongoing |
| Through daily instruction, teachers ensure that students are fully acquainted with all formats of PSSA and Terra Nova | Classroom teacher, CC & SAD | Begins August 25 th and continued in weekly lesson plans | Lesson plans are written to reflect purposeful embedding Student test prep materials / Buckle Down / Measuring Up /Study Island to be checked monthly by | Ongoing |

| | | | | |
|--|-------------------|---|--|-------------------------------|
| | | | <p>Academy Director, Achievement Director and Principal</p> <p>ELA and math tutors for US in offer support using Prep Materials</p> <p>Read Naturally and Foundations are implemented daily for Grades 1-4</p> | |
| All test preparation practices are embedded within instruction | Classroom teacher | Begins August 25th and continued in weekly lesson plans | <p>Lesson plans are written to reflect purposeful embedding</p> <p>Student test prep materials / Buckle Down / Measuring Up /Study Island to be checked monthly by Academy Director, Achievement Director and Principal</p> <p>PSSA anchor cards for reading and math (3-8) created by January 2nd</p> <p>Junior Academy PSSA Olympics in early March 2007</p> <p>PA companion guides for both reading and math given out monthly</p> | <p>Ongoing</p> <p>Ongoing</p> |

| | | | | |
|--|---------------------------------------|---|--|------------------------|
| Students are provided the opportunity to practice tested skills, in the format tested, in the regular daily instructional program. | Classroom teacher SAD, Lead, Admin | Begins August 25th and continued in weekly lesson plans | Lesson plans are written to reflect purposeful embedding Student test prep materials / Buckle Down / Measuring Up to be checked monthly by Academy Director, Achievement Director / Principal | Ongoing Ongoing |
| Grade level / curricula meetings are scheduled for teachers to share their embedding action plans and formats based on benchmark analysis. | Ads & SAD | Begins with PD calendar in August - Calendar due to AD & SAD by start of school | Time scheduled in to PD calendars or after school as needed per team calendars | At cc meeting |
| The Leadership Team monitors the use of embedding action plans on a monthly basis. | Principal | First Lead Meeting and ongoing — August | Lead Agenda | |

FOCUS AREA #4: DATA ANALYSIS

Strategies must be included for the following:

Examine and disaggregate all student achievement data, including monthly Benchmark Assessments, SLC results, and quarterly reading reports.

Ensure that all analyzed student achievement data is reviewed at leadership and house team meetings.

At the beginning of the year, each teacher uses triangulation of data to identify his/her students who are “On Target to Proficiency”, “On the Bubble”, and “In Jeopardy” of meeting school’s achievement targets.

Data Findings Sheet is completed in a timely manner following receipt of the test results and is communicated to the staff, community, and board.

Principal, Lead Teachers, and Curriculum Coordinators utilize key Benchmark Administrator Reports: Participation Report, Overall benchmark Report, School-wide report by Grade/subject, Percent Above, Achievement Reports Selector and Subgroup Reports.

Ensure that benchmark data analysis is completed and house teams use the data to discuss and identify strategies for improvement that are then shared with the leadership team.

Strategies for analyzing Reading Data (SRI, QAS, Reading Roots, Reading Groupings, and Tutoring Assessments) are in place.

Ensure that school staff, including special area teachers, has an overall awareness of the monthly targeted skills identified through benchmark analysis for math and reading.

| Action Strategies | Driver | Timeline | Evidence | Status |
|--|---|---|---|---------|
| All teachers 2nd grade and above will be charting students' achievement on Benchmarks, SLC's, SRI test, PSSA, Math Unit Check List, quarterly reading reports, 8 Week Assessment and the Terra Nova. | Student Achievement Director Leadership Team House Team Students | According to monthly due dates on school-wide embedding calendar. | Benchmark charts for individual students / SRI comparison for each quarter, checklists | Ongoing |
| Ensure that school staff, including special area teachers, has an overall awareness of the monthly targeted skills identified through benchmark analysis for math and reading. | Student Achievement Director | After 1 st benchmark testing in September, 2006 by deadline as per school calendar | House Team Agendas and minutes | Ongoing |
| House teams use deduction / observation / and inference drawn from data to identify areas that need improving, listing possible causes and proposing realistic solutions. | Student Achievement Director Classroom Teachers SPED | After the 1st benchmark assessment/SFA Assessment as per the school calendar | Monthly action plan to address areas of improvement, leadership team agendas and minutes Benchmark analysis due from classroom teachers three workdays after the 15 th of each month Revised analysis form that identifies areas of need | Ongoing |

| | | | | |
|--|--|--|--|---------------|
| <p>Analysis of new data is reviewed at leadership and house team meetings and is integrated into the achievement profiles of individual students and classes.</p> | <p>Principal Academy Directors Student Achievement Director Leadership Team House Teams Classroom teachers</p> | <p>Beginning with the 1st set of data and ongoing</p> | <p>Logs Student Achievement Profiles Leadership and house team agendas and minutes Dibels given three times a year for Grades K-3 SRI data every quarter for all grades 2-12 8 Week Assessments for Roots</p> | |
| <p>Student Achievement Director / Curriculum Coordinators provides training in the use of benchmarks and analysis of anecdotal records as tools for daily lesson planning.</p> | <p>Student Achievement Director / Area Curriculum Coordinators as needed</p> | <p>After 1st benchmark testing in September, 2006</p> | <p>Teacher feedback Copies of training agendas Improved monthly benchmark scores</p> | <p>Comple</p> |
| <p>Complete data findings sheet that reflects test results and disperse information to the staff, community, and board.</p> | <p>Principal Academy Directors Student Achievement Director</p> | <p>September 2006</p> | <p>Completed data finding sheet, letter sent home to community, school board agenda and minutes Every quarter a letter from Principal and SAD about achievement data</p> | <p>Comple</p> |
| <p>Students who are “On Target”, “On the Bubble”, and “In Jeopardy” are identified through the use of triangulated data</p> | <p>Principal Student Achievement</p> | <p>August 29, 2006 — September 2, 2006</p> | <p>Pyramid planning, house team agendas and minutes</p> | <p>Comple</p> |

| | | | | |
|--|--|--|--|---------|
| | Director Classroom teachers | | | |
| Utilize key Benchmark Administrator Reports & Classroom Reports for analysis. | Principal, Lead Teachers, Curriculum Coordinators, Classroom Teachers & Student Achievement Director | After 1 st benchmark testing in September, 2006 by deadline as per school calendar | Printed monthly reports Students analyze and graph own benchmark data monthly | Ongoing |
| Student Tracker is used by house teams and individual teachers to assess student mastery of Benchmark skills and standards | AD | Data compiled by August 25 th and updated by teachers in December and June of 2007. | Tracker data base | Ongoing |
| | | | | |

FOCUS AREA #5: MEETING INDIVIDUAL STUDENT NEEDS

Strategies must be included for the following:

- Incorporating specific activities to improve instruction that help teachers to differentiate and tailor instruction to meet individual needs, such as Pyramid planning.
- Ensure that the needs of students identified as “On the Bubble”, and “In Jeopardy” are being met in order for them to be “On Target to Proficiency” as soon as possible.
- Subgroups (students with IEPs, English Language Learners, Limited English Proficient, Economically Disadvantaged, and Major Racial/Ethnic groups) are identified and strategies are in place to address their specific needs.
- If tutoring is used as an additional support strategy, strategies are included that address training for tutors and for monitoring the impact of all tutoring programs.
- Strategies to ensure that the FASST process is being implemented at the school.
- Strategies are in place for modifications and adaptations necessary for compliance to IEPs.

| Action Strategies | Driver | Timeline | Evidence | Stat |
|-------------------|--------|----------|----------|------|
|-------------------|--------|----------|----------|------|

| | | | | |
|---|--|--|---|---|
| <p>A protocol for referrals to the FASST team has been developed and implemented.</p> | <p>Lead Teachers, Guidance Counselors, Core FASST team</p> <p>House Team</p> | <p>September 16, 2006</p> | <p>Pre-service training on the procedures for FASST referral</p> <p>Outline of procedures distributed to staff</p> | <p>Ongoing</p> |
| <p>Events are planned and delivered to prepare and train parents in methods they can use to help their children at home.</p> | <p>Lead Teacher, Sped. Coordinator & guidance</p> | <p>Begins with September Academy Nights — follow up parent academies quarterly</p> | <p>Curriculum Nights/parent nights with follow-up resources on the web</p> <p>Title I information night, November 30, 2006</p> | <p>Curriculum nights complete 2 Parent Academies held, Title I night complete</p> |
| <p>Lead teacher, guidance counselor and team meets with parents and teachers to develop Individual Plans. House teams meet to develop a range of appropriate and realistic intervention strategies to meet the needs of students requiring additional support for at least two weeks.</p> | <p>Guidance, FASST Team</p> <p>Counselor, SPED Lead & House Teams</p> | <p>Begins September 3, 2005 and used as needed throughout the year</p> <p>List by 9/15</p> | <p>Guidance Counselor Logs conference summaries, and schedule of parent meetings</p> | <p>Ongoing</p> |
| <p>Students who need additional instructional support are identified through SRI's, benchmarks, Reading Assessments, teacher referrals.</p> | <p>Lead Teachers</p> <p>Special Edison Team</p> <p>Teachers</p> | <p>Beginning August 29, 2006 and ongoing throughout the year</p> <p>8 Week Assessment</p> | <p>Alert Report, Benchmark analysis reports, Tutoring schedules, FASST team referrals, teacher logs, ongoing assessment of data</p> | <p>Ongoing</p> |
| <p>Ensure that the needs of students identified as "On the Bubble", and "In Jeopardy" are being met in order for them to be "On Target to Proficiency" as soon as possible, including the incorporation of Math games and enrichment activities.</p> | <p>Principal</p> <p>Academy Directors</p> <p>Student Achievement Director</p> <p>Special Edison Teachers</p> | <p>Beginning August 29, 2006 and ongoing BM Analysis</p> | <p>Lesson and pyramid planning</p> <p>Monthly BM analysis</p> | <p>Ongoing</p> |
| <p>Subgroups (students with IEPs, English Language Learners, Limited English Proficient, Economically Disadvantaged, Title I, and Major Racial/Ethnic groups) are identified and strategies are in place to address their specific needs.</p> | <p>Principal</p> <p>Academy Directors</p> <p>Student Achievement Director</p> <p>Special Edison Teachers</p> | <p>Beginning August 29, 2005 and ongoing</p> | <p>Lesson and pyramid planning</p> | <p>Ongoing</p> |

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| <p>Incorporating specific activities to improve instruction that help teachers to differentiate and tailor instruction to meet individual needs, such as Pyramid planning.</p> | <p>Special Edison Teachers & Coordinators</p> <p>Student Achievement Director</p> <p>IST</p> | <p>Beginning August 26 2006 and ongoing</p> <p>1 Per house per month</p> | <p>Lesson and pyramid planning</p> <p>House Team Agendas and minutes</p> | <p>Ongoing</p> |
| <p>If tutoring is used as an additional support strategy, strategies are included that address training for tutors and for monitoring the impact of all tutoring programs.</p> | <p>Student Achievement Director</p> <p>Academy Directors RCC</p> <p>MCC</p> <p>Tutors</p> | <p>Beginning with use of high stakes data analysis August 25, 2006</p> | <p>Monthly meeting agendas and minutes, observation documentation, 8 week assessments, tutoring lists</p> | <p>Ongoing</p> |
| <p>Identify higher level students and challenge them through more rigorous instruction and differentiation.</p> | <p>Student Achievement Director</p> <p>Classroom teachers</p> <p>Curriculum Coordinators</p> | <p>Beginning August 29, 2006 and ongoing BM Analysis</p> | <p>Lesson plans and pyramid planning, house team agendas and minutes, student projects, observation documentation</p> <p>Creation of Course 1 Math class for grade 5 and Algebra 1 class for grade 7</p> | <p>Ongoing</p> |

FOCUS AREA #6: PROFESSIONAL DEVELOPMENT

Strategies must be included for the following:

- Key staff members will attend and participate in appropriate national and local trainings (Leadership, Edison Teaching Academies, Achievement Academy, Edison Evenings, CC Conference Calls etc.) Information will be shared with staff and a turnaround training timeline is developed.
- Professional development process includes in-service days, internal training sessions, house meetings, and individual and house professional development plans that systematically support achievement goals.
- Use data analysis of Edison Benchmarks and high-stakes test results to identify professional development needs of staff.
- List of Professional Development activities that align directly with the identified needs.
- Strategies are in place for every teacher or professional staff member to complete a Professional Growth Plan, except where prohibited by contractual language. (In the start-up year, house teams develop plans jointly and in year two and beyond, teachers complete their own individual Professional Growth Plans.) The goals should be aligned with the data analysis of Edison Benchmarks and the high-stakes test results.

| Action Strategies | Driver | Timeline | Evidence | Status |
|--|--|---|--|--|
| House teams have developed professional development plans to include all mandated meetings (tech/FASST/Special Edison) and that address identified needs of individual and groups of teachers. | Principal House Teams | Schedules due to principal before September 1st. | Copies of house professional development schedule, house meeting agendas, PD planning templates | Ongoing |
| Professional development needs of staff are identified by the data analysis of benchmarks, PSSA, SRI, Terra Nova, Seven strands of effective instruction, PA Companion Guides, and PSSA Anchors. | Principal Academy Directors Student Achievement Director | Beginning with pre-service activities to be continued quarterly | House team agendas and minutes In-service training agendas | Ongoing |
| Lead teachers and house teams have an agreed protocol for peer coaching, i.e.. observations, guest teaching, videotaping class for feedback, etc., showing evidence of improvement. | Lead Teachers | October 1, 2006 | Established calendars for classroom visits and feedback/standard template for obsr. | Ongoing |
| Key staff members will attend and participate in appropriate national and local trainings. Workshops and training sessions are followed-up with ongoing support. | Principal Academy Directors Student Achievement Director | Ongoing according to Edison Calendar as released | Conference agendas, Certificate of participation Conference call notes / sharing at Lead and staff meetings | Ongoing |
| Parents are advised of testing schedules and how they can support their children. | Principal, Academy Directors and Lead Teachers | First Day Packet August 28, 2006 — LS Academy Night August 31, 2006 — US Academy Night | Copies of flyers, newsletters, calendars emails, etc. Latest information shared at curriculum night to update parents | First Day Packet distributed Academy nights information send home |

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| | | | | is ongoing |
| Strategies are in place for every teacher or professional staff member to complete a Professional Growth Plan, and review & reflect throughout the school year. | Lead Teachers | House team plan due September 27 th Individual Growth Plan due October 6 th (to lead teachers) | Completed plans submitted to Academy Directors | Plans complete and review is ongoing |
| Information gathered at conferences is delivered to remaining staff. | Conference Participant | General school updates shared at next available staff meeting Specific PD material should be shared within two weeks of return to school | Agendas and minutes from meetings, PD sign in sheets Efficacy of Student Achievement: October 2006 Quest for excellent teaching: October 2006 Peer Coaching: beginning December 2006 NSTA (Science) PATTAN Foundations Training Wilson training | Ongoing Beginning Oct. 24 ongoing Beginning Oct. 24 ongoing Beginning Dec. 1 ongoing Nov. 2- Ongoing Sept. 2 Aug. 20 |
| Lead team will be provided with professional development materials to assist with | Principal | First lead meeting of the school year | Agenda items, minutes and lesson | Ongoing |

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| Differentiation for classroom teachers - ongoing professional development | | — filter down to staff at large by November 1, 2006 — should be prevalent by start of third quarter. | plans / observations from teachers | |
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FOCUS AREA #7: MONITORING IMPLEMENTATION OF THE STUDENT ACHIEVEMENT PLAN

Strategies must be included for the following:

Strategies are in place to ensure that regular meetings are scheduled with leadership and house teams to follow the progress of the staff as well as students in meeting the goals of the SAP. Examples of evidence include calendars, agendas, minutes, lesson plans, written goals/next steps, embedding assignments and responses, analysis reports, professional growth plans, formal and informal observation records, and the like.

| Action Strategies | Driver | Timeline | Evidence | Stat |
|---|--|---|---|------------------------|
| Strategies are in place to ensure that regular meetings are scheduled with leadership and house teams to follow the progress of the staff as well as students in meeting the goals of the SAP | Principal, Academy Director & Lead Teacher | Initiated at first Leadership Team Meeting Monthly evidence and ongoing work | Ongoing agenda item at each month's lead meeting (4 th Tuesday of each month) to update and revisit SAP Team agendas and minutes, on the school-wide calendar system, reflect discussion of SAP items of concern, or action needed. Professional growth plans, analysis reports of student achievement | Ongoing Ongoing |

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| | | | | Ongoing |
| Strategies are in place to share the plan with all members of the school community | All staff | Begins after Leadership training | All leads have copies which are up to date, and discussed in team meetings School website, Newspaper, (Renaissance Record) & SA Bulletin Board all reflect goals and progress | Ongoing Ongoing |

FOCUS AREA #8: CULTURE OF ACHIEVEMENT

Strategies must be included for the following:

School goals are posted and progress toward their achievement is regularly monitored and evaluated. Wall displays support, celebrate, and communicate the school's focus on achievement.

Regularly scheduled events are held each month for students and parents that include a focus on student achievement.

A program is created for honoring academic achievement and for celebrating excellence and growth. (Include rewards for staff, volunteers, and students who go the extra mile for student achievement.)

Strategies are in place to ensure that parent attendance at SLC conferences is 96% - 100%.

Monthly progress toward achievement goals is shared with parents and boards.

| Action Strategies | Driver | Timeline | Evidence | Status |
|--|--|--|--|-------------------------|
| A parent night within the first month of school focuses on student achievement. | Principal & Lead Teachers | September 5, 6, & 7 | 95% of New parents attended Academy Night Sign-in Sheets | Completed |
| School student achievement goals are posted | Achievement Director Curriculum Coordinators | Posted with July PSSA data and updated quarterly with SRI and Benchmark data | Student Achievement Bulletin Boards, in common areas, monthly newsletter highlight AYP goals and school progress | Ongoing updates monthly |
| School goals and progress toward their achievement is regularly monitored and evaluated. | Achievement Director Principal Academy Directors | Yearly goals up by September 31 st and updated monthly as needed | Reports and findings from meetings shared with AVP | Ongoing |
| Wall displays support, celebrate, and communicate the school's focus on achievement. | Achievement Director Principal Academy Directors Classroom Teachers | Upon receipt of data | Posters, certificates for students, student created celebratory | Ongoing |
| Regularly scheduled events are held each month for students and parents that include a focus on student achievement. | Achievement Director Principal Guidance Academy Directors Classroom Teachers | September 5, 6 & 7 Sept 14, Oct 30, Nov 16, Nov 21, Nov 30, Dec 11, Jan 25, April 29 & June 7 | Calendar reflects PSSA Information Nights / College Information, Curriculum Nights & Parenting Info sessions | Ongoing |
| A program is created for honoring academic | Achievement | September NHS | Awards at monthly | Ongoing |

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| <p>achievement and for celebrating excellence and growth. (Include rewards for staff, volunteers, and students who go the extra mile for student achievement.)</p> | <p>Director Principal Academy Directors Guidance Classroom Teachers</p> | <p>Induction May 3th Spanish Fest May 11th Spring Concert Dec. 13&14 Winter Concert Honor Roll — January and June PSSA Olympics — 7th / 8th grade March Graduations June Kinder - 12th, 8th & 12th 15th & 5th -16th</p> | <p>staff meetings HS quarterly celebration requires grade point average Induction of NHS & JNHS members Honor Roll Assemblies Awards, Certificates & Celebrations</p> | |
| <p>Strategies are in place to ensure that parent attendance at SLC conferences is 96% - 100%.</p> | <p>Principal's Academy Director Lead teachers House team</p> | <p>Completed by the mid-point of the first quarter</p> | <p>Invitation and explanation of SLCs sent home by Mid-September to encourage increased attendance. Schedule is created and followed for the entire year Parents that miss conferences will be re-scheduled within one week, phone calls & emails</p> | <p>Comple Comple Comple for 1st c progress for 2nd</p> |
| <p>Monthly progress toward achievement goals is shared with parents and board members.</p> | <p>Lead Teachers Student Achievement Director</p> | <p>Monthly leadership developmental meeting, monthly voting Board Session</p> | <p>Leads will report to Lead team at monthly meetings — evidence is entered into the team minutes</p> | <p>Ongoing</p> |

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| College acceptances are recognized and celebrated in the school community. | Upper School Academy Director & Counselor | Each day as students are accepted into colleges | Morning announcements made, celebrations held | Ongoing |
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Renaissance Academy

PSSA

Test Administration Plan 2006-2007

Testing Coordinator — Student Achievement Director

Assessment

PSSA Retest- Grade 12 Math, Reading, Writing — October 23rd — November 3rd

PSSA — 5th, 8th, 11th — Writing — February 12th — 23rd

PSSA — 3rd - 8th and 11th — Reading and Math — March 12th — March 23rd

| Procedures Identified | | | |
|---|--|---|---|
| What | Person Responsible | Plan | Completion Date |
| Verify student data for coding purposes. Know who is responsible for ensuring consistency between district/state data and school data and that it is completed on time. | Student Achievement Director SASI owner | PSSA — when the state notifies that the data base is uploaded — Student data is inputted — Dates determined by state | Dates as set by the state and DRC |
| Test materials checked in when received | | SAD will inventory all testing materials within 24 hours of receipt. * Get packing list out — check materials — contact state if complete or incorrect — | Dates determined by state: Oct. 2006 (make up) |

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| | Student Achievement Director | | Feb 2007 (Writing) March 2007 (Reading & Math) |
| Test materials organized for distribution | Student Achievement Director | PSSA - Create a bin with necessary materials for each classroom teacher administering the test as materials are delivered by DRC or McGraw Hill | Dates determined by state: Oct. 2006 (12 th make up) Feb 2007 (Writing) March 2007 (Reading & Math) |
| Testing coordinator trains staff on appropriate test administration procedures | Student Achievement Director | PSSA — meeting with all proctors outlining the procedures provided by the state in the administration of the PSSA. Distribute PSSA manuals and administration packet created by SAD. | Dates determined by state Meet with teams & proctors week of Feb 5, 2007 and March 5, 2007 * Oct. 2006 SAD will administer 12 th Make Up |
| Test proctors identified along with their proctoring locations | Student Achievement Director Principal & Academy Directors | PSSA — grade level assigned in their classroom All classrooms have 2 proctors — Reading tutors, special education assignments, Fine Arts teachers, building substitutes, counselors, and non-assigned staff members at that time are assigned proctor rooms. | Scheduled created one month prior to testing and distributed to staff Make-Up Oct. 1, 2006 Writing: Jan 12, 2007 Math & Reading: Feb 12, |

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| | | | 2007 |
| Hall/Bathroom monitors identified | Student Achievement Director | Classrooms take breaks between sittings in test as designated by test administration instructions — Emergency situations the co-proctor will monitor student in hallway. | Not Applicable |
| Information to Parents | Principal Academy Directors Student Achievement Director | Fall of 2006: Send home a flyer reporting scores and analysis of previous test 2005/2006. February 2007 & March 2007 Send home flyers — informing parents on how to help child prepare for the test — revisit the testing window and stress the importance of student attendance — Week prior to testing informational flyers to parents recapturing the information given during parent night. | 12th make-up letters sent home Sept. 2006 Writing: flyers sent Jan & Feb. 2007 Reading & Math: Feb & March 2007 |
| Test day protocol and schedule developed, distributed and reviewed by all staff members: <ul style="list-style-type: none"> • Testing Times • Pacing schedule • Teacher Breaks • Student Breaks • Lunch Breaks • Student Snacks • Post-test activities planned • Plan for students in non-tested grades | Principal Academy Directors Student Achievement Director | <p>Testing Times: As designated by state</p> <p>Pacing Schedule: As designated by state</p> <p>Make-Up: 3 days</p> <p>Writing: 3 days</p> <p>Reading & Math: 4 days</p> <p>Teacher Breaks: Testing in the morning with one 45 minute break in afternoon for all proctors and 30 minute unassigned lunch break</p> <p>Student Breaks: Students run normal afternoon schedule with low intensity academic expectations — 30 minute lunch and one 45 minute fine arts and or recess</p> <p>Lunch Breaks: 30 Minutes</p> <p>Student Snacks: Breakfast is provided to all tested grades in the morning</p> <p>Post-test Activities: School wide for all students intensive plan</p> <p>Plan for Students in non-tested grades: Home Base teacher is responsible for providing quiet instruction</p> | <p>th 12 Make-Up: Oct. 24-26</p> <p>Writing: Feb. 13-15</p> <p>Reading & Math: 13-16</p> <p>Test schedule will be posted 2 weeks prior to test date.</p> |

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| | | during testing and then normal afternoon included with any school wide activities | |
| Review all test booklets to make sure all information is entered correctly. | Student Achievement Director Home Base Teachers | Classroom Teachers: Review specific pages and code any necessary information. (for teacher use only upon completion of test) SAD: checks each test page for student demographics for teacher use only upon completion of test. (Double check all books for students without precoded labels.) | End of Testing Window: Oct 2006 Feb 2007 March 2007 |

Test Security

| What | Person Responsible | Plan | Completion Date |
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| All testing materials secured and access to the materials is monitored | Student Achievement Director Principal Academy Directors | Student materials distributed and counted each morning by home-base teacher and then signed out — Returned to assigned location upon completion each day | Daily during testing |
| Test and Manual distribution list and signoff process established | | Spreadsheet — list teachers — they sign off under manuals that they received them and then daily for materials taken in morning for testing and when returned each day in appropriate column — Materials — are counted and proctors sign that they have received the correct number of materials — When turned in before lunch time assigned person counts and verifies that the same number of tests are returned with list of students absent or requesting extra time for the test | Manuals distributed: Writing: Feb 9, 2007 Reading & Math: March 5, 2007 |

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| | Student Achievement Director | | |
| Process established for collecting, storing, and shipping completed tests | Student Achievement Director | Once completed materials are turned into Student Achievement Director — The teacher information page is checked — All tests accounted for and follow packing and shipping and delivery instructions from state | Follow state guidelines: (End of testing window) Feb 2007 March 2007 |

Tracking Attendance and Completion of Test

| What | Person Responsible | Plan | Completion Date |
|---|---|--|--|
| List of students in each subgroup at each tested grade level | Student Achievement Director Lead Teachers Academy Director Special Ed Coordinator | List of students in each subgroup at each tested grade level | Ongoing all year through benchmarks. Lists to teachers two weeks prior to test Oct. 9, 2006 Jan. 29, 2007 Feb. 26, 2007 |
| Plan for tracking attendance of tested students during the testing window | Student Achievement Director Lead Teachers Academy Director | Classroom teachers — take attendance daily and note missed tests or sections of tests — List of students who have missed a day or section are then administered by the student achievement director during make up testing | Each day of testing when materials are turned into AD office Oct. 13- Nov. 3 Feb 12-23 March 12-23 |
| Plan for make up testing to ensure that all students are tested | Student Achievement Director | Student Achievement Director collects lists and schedules make up testing | Oct.13 — Nov. 3 Feb 12-23 March 12-23 |

Testing Environment

| What | Person Responsible | Plan | Completion Date |
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| <p>Guidelines regarding test environment developed and shared</p> | <p>Student Achievement Director</p> | <p>Distribute information as directed by state — walls clear by assigned date — person checking assigned and signs off — lead teachers</p> | <p>Print Env. Requirements distributed 2 weeks prior to test</p> <p>Oct. 9</p> <p>Jan. 29</p> <p>Feb. 26</p> <p>Room checked by the Wed. before the testing dates:</p> <p>Oct. 18</p> <p>Feb. 7</p> <p>Mar 7</p> |
| <p>Print environment conforms to testing requirements</p> | <p>Student Achievement Director</p> <p>Lead Teachers</p> | <p>Lead teachers check rooms Wednesday before testing week and sign off on sheet — Student achievement director will double check walls Thursday before testing week — Teacher and Lead are going to sign that it is completed to meet state guidelines</p> | <p>Leads:</p> <p>Oct. 18</p> <p>Feb. 7</p> <p>Mar 7</p> <p>SAD:</p> <p>Oct. 19</p> <p>Feb. 8</p> <p>Mar 8</p> |
| <p>Testing rooms have appropriate lighting and temperature</p> | <p>Student Achievement Director</p> | <p>All students are tested in approved state classrooms</p> | <p>1 week prior to test the SAD will notify the custodial staff of any temperature or lighting issues</p> <p>Oct. 16</p> <p>Feb. 5</p> <p>Mar. 5</p> |
| <p>Room arrangement is conducive</p> | | <p>PSSA Students sit in rows — Classrooms</p> | <p>LEADS:</p> <p>Oct. 18</p> |

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| <p>to providing student focus</p> | <p>Student Achievement Director</p> <p>Lead Teachers</p> | <p>with tables have cubicles / offices for privacy</p> <p>Lead teachers check room arrangement Wednesday before testing week and sign off on sheet — Student achievement director will double check room arrangement Friday before testing week — Home-base Teacher and Lead teacher are going to sign that it is completed to meet school guidelines</p> <p>Classrooms with tables will show evidence of cubicles ready for testing week and sign off to meet school guidelines</p> | <p>Feb. 7</p> <p>Mar. 7</p> <p>SAD:</p> <p>Oct. 20</p> <p>Feb. 9</p> <p>Mar. 9</p> |
| <p>Special room assignments for small group testing are prepared</p> | <p>Student Achievement Director</p> <p>Special Education Coordinator</p> | <p>Special Education Coordinator creates list of students and they collaborate to schedule classrooms</p> <p>Students with IEP or 504's that needed different environments</p> | <p>2 weeks prior to test:</p> <p>Oct. 9</p> <p>Jan. 29</p> <p>Feb. 26</p> |
| <p>Student supplies provided</p> | <p>Student Achievement Director</p> | <p>Materials from test coordinator handbooks - pencils, scrap paper, eraser, incentives, rulers, calculators or any materials allowed by</p> | <p>Gathered 2 weeks prior to test:</p> <p>Oct. 9</p> <p>Jan. 29</p> <p>Feb. 26</p> <p>Distributed with testing bins.</p> |

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| | | <p>the state or test publisher — or as designated in IEP or 504</p> | |
| <p>Pre-test room inspection planned by administration team</p> | <p>Student Achievement Director</p> <p>Principal</p> <p>Academy Directors</p> <p>Lead Teachers</p> | <p>Lead Teachers will complete pre-test inspection Wednesday before testing week — Home-base and classroom teacher will sign that classroom meets testing requirements</p> <p>Student Achievement Director will complete pre-test classroom inspection Thursday before testing week</p> <p>Administrative Team will complete pre-test classroom inspection Friday before testing week</p> | <p>LEADS:</p> <p>LEADS:</p> <p>Oct. 18</p> <p>Feb. 7</p> <p>Mar. 7</p> <p>SAD:</p> <p>Oct. 19</p> <p>Feb. 8</p> <p>Mar. 8</p> <p>ADMIN:</p> <p>Oct. 20</p> <p>Feb. 9</p> <p>Mar. 9</p> |
| Exemptions and Accommodations | | | |
| What | Person Responsible | Plan | Completion Date |
| <p>Deadlines for exemptions and accommodations are met</p> | <p>Achievement Director</p> | | <p>As directed by the state</p> |

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| | Special Edison Coordinator | Followed by state to take PASA — | |
| Plans for alternate tests (where applicable) are shared with appropriate staff members | Achievement Director Special Edison Coordinator | Students with IEP's tested with special education teacher Student Achievement Director gives lists of student being tested in Special Education Classroom to home-base teachers | 2 Weeks prior to testing week: Oct. 9 Jan. 29 Feb. 26 |
| Student exemptions listed (where applicable) and shared with appropriate staff members | Achievement Director Special Edison Coordinator | Students with IEP's tested with special education teacher in separate classroom | 2 Weeks prior to testing week: Oct. 9 Jan. 29 Feb. 26 |
| Special needs accommodations are planned and administered | Achievement Director Special Edison Coordinator | Special Education Coordinator will verify accommodations permitted for testing and share with Student Achievement Director — | 2 Weeks prior to testing week: Oct. 9 Jan. 29 Feb. 26 |

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| | | Student Achievement Director will share information with staff when made available | |
| Tracking Test Results | | | |
| What | Person Responsible | Plan | Completion Date |
| Approximate date that results are expected back to the school is noted | Student Achievement Director Principal | Analyze data and compile into report to share with all stakeholders within 6 weeks of receiving data — Information included in Annual Report Terra Nova End of June — Placed in Annual Report | End of July 2006 for annual report Aug. 2006 for others End of July 2006 |
| Person who is responsible for accepting and disseminating the test results is assigned. | Student Achievement Director Principal | Principal and Student Achievement Director will collaborate to receive and examine results | End of July 2006 |
| Plan for sending the test results to the Edison's Assessment Department in New York | Principal | Upon receipt of data, the Principal will forward all requested information to New | Within 3 days of receiving results |

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| | | <p>York either as CD, online password codes or fax results</p> | |
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Renaissance Academy

Test Administration Plan 2006-2007

TerraNova

Testing Coordinator — Student Achievement Director

Assessment

Terra Nova — Grades 2, 9, and 10 — Math and Reading — March 12th — March 23rd

| Procedures Identified | | | |
|---|------------------------------|---|---|
| What | Person Responsible | Plan | Completion Date |
| Test materials checked in when received | Student Achievement Director | SAD will inventory all testing materials within 24 hours of receipt. Once received achievement coordinator makes sure order is correct | Ordered Dec. 1, 2006 to receive Discount on 2007's test. Received Dec. 11, 2006 Inventory Dec. 12, 2006 |
| Test materials organized for distribution | | | Feb. 28- Mar. 2, 2007 |

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| | Student Achievement Director | Create a bin with necessary materials for each classroom teacher administering the test 2 weeks prior to testing date | |
| Testing coordinator trains staff on appropriate test administration procedures | Student Achievement Director | Meeting with all proctors outlining the procedures provided by the CTB in the administration of the norm referenced test 2 weeks prior to test date Procedures and accommodations packet distributed | Feb. 28- Mar. 2, 2007 |
| Test proctors identified along with their proctoring locations | Student Achievement Director | Grade level assigned in their classroom — All classrooms have 2 proctors — Reading tutors, special education assignments, building substitutes, councilors, and non-assigned staff members at that time are assigned proctor rooms | Schedule created one month prior to testing and distributed to staff Feb 12, 2007 |
| Parent information | Principal Academy Directors Student Achievement Director Lead Teachers | Terra Nova — flyers sent home the week prior to testing about testing technique and importance of attendance | Flyers sent Feb 5, 2007 |
| Test day protocol and schedule developed, distributed and reviewed by all staff members: <ul style="list-style-type: none"> ● Testing Times ● Pacing schedule ● Teacher Breaks ● Student Breaks ● Lunch Breaks ● Student Snacks ● Post-test activities | Principal Academy Directors Student Achievement Director | <p>Testing Times: As determined by test</p> <p>Pacing Schedule: As determined by test</p> <p>Teacher Breaks: Testing in the morning 8-11</p> <p>Student Breaks/Post Test: Students run normal afternoon schedule with low intensity academic expectations Student Breaks: 45 minute fine arts or recess scheduled</p> <p>Lunch Breaks: 30 Minutes</p> <p>Student Snacks: Breakfast is provided</p> | March 13-15 Test schedule will be posted 2 weeks prior to test date |

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| Review all test booklets to make sure all information is entered correctly. | Student Achievement Director Home Base Teachers | Classroom teachers and then achievement coordinator skims each teacher's materials before preparing to ship | Upon completion of all make-ups. No late than March 23, 2007 |
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Test Security

| What | Person Responsible | Plan | Completion Date |
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| All testing materials secured and access to the materials is monitored | Student Achievement Director Principal Academy Directors | Terra Nova — timed test — IEP students are tested separately to meet IEP goals — Tests are distributed to classroom teacher one day prior to testing and expected to lock them up in classroom throughout testing week | March 12-23 |
| Test and Manual distribution list and signoff process established | | Manuals distributed | |

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| | | <p>2 weeks prior to test date. Teacher sign-off that they received their manual.</p> | <p>Week of March 5, 2007</p> |
| <p>Student Achievement Director</p> | <p>Student Achievement Director</p> | <p>Terra Nova - Student Achievement Director —</p> <p>~ Group Information Sheets Completed</p> <p>~ Answer sheets counted</p> <p>~ Answer sheets packed & shipped according to guidelines</p> | <p>Process established for collecting, storing, and shipping completed tests</p> <p>One week after testing window is complete. By</p> <p>March 28, 2007</p> |
| <p>Tracking Attendance and Completion of Test</p> | | | |
| <p>What</p> | <p>Person Responsible</p> | <p>Plan</p> | <p>Completion Date</p> |
| <p>Plan for tracking attendance of tested students during the</p> | <p>Student Achievement Director</p> | <p>Classroom teachers — take attendance daily and note missed tests or sections of tests — List of students who have missed a day or section are then administered by the student achievement director during make-up testing</p> | <p>Daily during testing window</p> <p>Test completed by March 23, 2007</p> |

| | | | |
|---|------------------------------|---|---|
| testing window | Homebase Teachers | | |
| Plan for make up testing to ensure that all students are tested | Student Achievement Director | Student Achievement Director collects lists and schedules make up testing. | Make-up will be week of March 19-23, 2007 |

Testing Environment

| What | Person Responsible | Plan | Completion Date |
|--|------------------------------|--|--|
| Guidelines regarding test environment developed and shared | Student Achievement Director | Open Walls | NA |
| Testing rooms have appropriate lighting and temperature | Student Achievement Director | All students are tested in approved state classrooms | 1 week prior to test (March 5, 2007) the SAD will notify the custodial staff of any temperature or lighting issues |
| Room arrangement is conducive to providing student focus | | Students sit in rows — Classrooms with tables have cubicles | March 7, 2007 March 9, 2007 |

| | | | |
|--|--|--|-----------------------|
| | <p>Student Achievement Director</p> <p>Lead Teachers</p> | <p>/ offices for privacy</p> <p>Lead teachers check room arrangement Wednesday before testing week and sign off on sheet — Student achievement director will double check room arrangement Friday before testing week — Home-base Teacher and Lead teacher are going to sign that it is completed to meet school guidelines</p> <p>Classrooms with tables will show evidence of cubicles ready for testing week and sign off to meet school guidelines.</p> | |
| <p>Special room assignments for small group testing are prepared</p> | <p>Student Achievement Director</p> <p>Special Education Coordinator</p> | <p>Special Education Coordinator creates list of students and they collaborate to schedule classrooms One month prior to test.</p> <p>Students with IEP or 504's that needed different environments.</p> | <p>March 12, 2007</p> |
| <p>Student supplies provided</p> | <p>Student Achievement Director</p> | <p>Materials from test coordinator handbooks - pencils, scrap paper, eraser, incentives, rulers, calculators or any materials allowed by the state or test</p> | <p>March 12, 2007</p> |

| | | | |
|--|--|--|--|
| | | <p>publisher — or as designated in IEP or 504 (Distributed day before testing begins)</p> | |
| <p>Pre-test room inspection planned by administration team</p> | <p>Student Achievement Director</p> <p>Principal</p> <p>Academy Directors</p> <p>Lead Teachers</p> | <p>Lead Teachers will complete pre-test inspection Wednesday before testing week — Home-base and classroom teacher will sign that classroom meets testing requirements</p> <p>Student Achievement Director will complete pre-test classroom inspection Thursday before testing week</p> <p>Administrative Team will complete pre-test classroom inspection Friday before testing week</p> | <p>March 7, 2007</p> <p>March 8, 2007</p> <p>March 9, 2007</p> |
| <p>Exemptions and Accommodations</p> | | | |
| What | Person Responsible | Plan | Completion Date |

| | | | |
|--|--|---|-------------------------------|
| <p>Student exemptions listed (where applicable) and shared with appropriated staff members</p> | <p>Achievement Director Special Edison Coordinator</p> | <p>Students with IEP's tested with special education teacher in separate classroom</p> | <p>Feb 26, 2007</p> |
| <p>Special needs accommodations are planned and administered</p> | <p>Achievement Director Special Edison Coordinator</p> | <p>Special Education Coordinator will verify accommodations permitted for testing and share with Student Achievement Director — Student Achievement Director will share information with necessary staff when made available</p> | <p>Feb 26, 2007</p> |
| <p>Tracking Test Results</p> | | | |
| <p>What</p> | <p>Person Responsible</p> | <p>Plan</p> | <p>Completion Date</p> |
| <p>Approximate date that results are expected back to the school is noted</p> | <p>Student Achievement Director Principal</p> | <p>Analyze data and compile into report to share with all stakeholders within 6 weeks of receiving data — Information included in Annual Report</p> | <p>June 2007</p> |

| | | | |
|---|---|--|---|
| | | Terra Nova End of June — Placed in Annual Report | |
| Person who is responsible for accepting and disseminating the test results is assigned. | Student Achievement Director Principal | Principal and Student Achievement Director will collaborate to receive and examine results | June 2007 |
| Plan for sending the test results to the Edison's Assessment Department in New York | Principal | Upon receipt of data, the Principal will forward all requested information to New York either as CD, online password codes or fax results | Within 3 days of receiving results (June 2007) |

Student Assessment - Attachments

- Edison School's Benchmark System Explanation
- Yearly Benchmark tracking by skill /anchor
- Terra Nova - students by quadrant
- Terra Nova - analysis graphs
- Reflection notes on Terra Nova Testing
- Prelim PSSA breakdown by School
- AYP Report

Teacher Evaluation

a.) List the main features of the school's teacher evaluation plan.

- Self Directed Goals / Assessment
- Lead Teacher and Curriculum Coordinator Observational tools
- Administration's observations / pre- & post- observations meeting notes
- Professional Portfolio
- End of Year Summative evaluations & self-reflections

b.) List entities/individuals who are responsible for teacher and staff evaluation.

- Administration
- Lead Teaching Staff
- Curriculum Coordinators
- Edison Schools Inc.

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

Professional Development is an integral part of the Renaissance Academy's success for all staff, students and administrators. Professional Development begins with summer training for all new staff. This summer training incorporates curriculum, content instruction as well as Edison Design elements.

As the school year begins PD is delivered through daily team meetings, monthly in-service for all staff, and bimonthly leadership development for school leaders. Trainings are delivered by in-house professionals, educators and out-sourced professionals. These include, but are not limited to: Edison Schools Personnel, IU staff members, Contracted Speech, Language & OT Therapists, Certified School Psychologist and CYF representatives.

Special Education needs are met through meetings of the SPED teachers themselves, as well as developmental improvements, provided through the SPED team, for the regular education teachers.

Topics of Professional Development are driven by school need and student specific needs as identified through ongoing assessment and data analysis. Areas of PD include:

- Technology
- Literacy
- Curriculum
- Special Edison / Family and Student Support
- Student Achievement
- House Team Development

Teacher Performance Appraisal

(K—12)

When teachers choose to teach in Edison schools, they also choose to accept accountability for student performance and to be active participants in a school transformation process aimed at implementing Edison's school design. This process requires teachers to commit themselves to continuous improvement and to establish a learning environment that is conducive to the school's goals. Accordingly, the teacher and professional staff performance appraisal process in Edison partnership schools is designed to encourage and support professional growth and promote greater accountability in education.

The teacher appraisal process consists of the following components:

- Observation of the teacher by the principal, academy director, lead teacher and/or peers.
- A professional growth plan.
- A professional portfolio.
- A self-appraisal based on Edison's school performance standards and guidelines.
- A summative assessment by the principal or the teacher's immediate supervisor.

The performance appraisal process for teachers and professional staff is closely based on Edison's school performance standards and guidelines. The school performance standards and guidelines provide clear descriptions of expected behaviors and program implementation at a *beginning*, *developing*, *proficient*, and *exemplary* level of performance. Principals, academy directors, and lead teachers are required to use the performance standards and guidelines to assess, document, and report on performance relative to Edison's school design.

The school performance standards and guidelines also serve as a guide for lead teachers, academy directors, and principals to use when observing and appraising teachers in classrooms and other settings.

Edison has developed school performance standards in five key areas—but individual teachers and professional staff are evaluated in only three of them. These three areas, and the relevant standards and guidelines within each one, are listed below.

Curriculum and Instruction

- standards and guidelines for each area of the curriculum

- standards and guidelines for building the learning environment

Family and Community

- standards and guidelines related to staff outreach to families and the community

Technology

- standards and guidelines for Technology as a Second Language (TSL)
- standards and guidelines for curriculum integration

Meeting Professional Expectations

The teacher performance appraisal process is phased in over a period of three years, allowing teachers the

time to become fully acquainted with the Edison program. Teachers and professional staff will be expected to demonstrate *beginning* or *developing* levels of performance by the end of their first year in an Edison school. A summary performance rating of “meets professional expectations” in year one indicates that the teacher understands and applies the beginning level of program requirements as detailed in the school performance standards and guidelines. In order to meet professional expectations in year two, teachers will be expected to advance from *beginning* to *developing* and/or from *developing* to *proficient* performance levels in most performance areas. By the end of year three, teacher performance is expected to be at the *proficient* or *exemplary* level in most performance areas in order to achieve a summary rating of “meets professional expectations.”

Components of the Performance Appraisal Process

Below, we describe in detail the individual components of Edison’s performance appraisal process for teachers and professional staff.

Observations in Professional Settings

Teachers and professional staff are observed in action informally and formally by the principal, academy director, and/or lead teacher. Informal observation is continual and unscheduled and will be referred to as “ongoing observation” by partnership schools. Principals, academy directors, and/or lead teachers are expected to record throughout the course of the year their impressions and evaluations of each teacher’s style and effectiveness. The principal, academy director, and/or lead teacher will look for clearly articulated characteristics that address the school performance standards and guidelines. These routine observations will contribute greatly to the summative assessment of each teacher’s or professional staff member’s work.

Formal observations can be extremely helpful to both teacher and supervisor, and will take place

once or twice a year. The number of these sessions will depend upon the size of the school, the frequency of ongoing observations, the particular needs of the teacher, and the concerns of the supervisor.

These formal observations give the supervisor an additional opportunity to assess both the teacher’s strengths and the areas in need of improvement, and will enable the supervisor to guide the teacher’s professional growth. Because partnership teachers work as teams and individually,

the supervisor and the teacher may choose the setting for the formal observation. Before the formal observation session begins, the supervisor and the teacher will discuss the expectations and the context for the observation, using a completed Pre-Observation Conference Agenda form to guide their discussion.

After the observation session, the supervisor and the teacher will discuss the observed lesson and the teacher's effectiveness in meeting the school performance standards related to the lesson. The supervisor then will write a narrative report summarizing his or her observations, using the report form for classroom observations. The teacher will include a copy of the observation report in his or her Professional Portfolio and the principal will keep the original report in a confidential file.

Checklist for Observations in Professional Settings

- o The observations are both formal (scheduled in advance) and informal (ongoing).
- o Formal observations are scheduled and include discussions before and after the observation.
- o Informal observations are ongoing and take place in the context of a professional environment in which overall teaching performance is reflected in day-to-day performance and in contacts with peers, students, parents, and others.
- o Observations by one's mentor teacher or peer may be included in the professional portfolio.

Professional Growth Plan

Edison's school performance standards call for every teacher or professional staff member to complete a Professional Growth Plan each year. Teachers/professional staff use the school performance standards and guidelines to help organize and focus their professional development around the Strands of Instruction:

- Strand One: Maximizing Time
- Strand Two: Use of Resources
- Strand Three: Grouping for learning
- Strand Four: Differentiated Instruction
- Strand Five: Use of Technology

The Professional Growth Plan will include specific professional-development goals derived from the school performance standards and guidelines (What do I want to do?), a plan for achieving goals (How do I intend to proceed, and with whom will I work?), and a *self-appraisal*—evidence of and reflection on progress (How did I do?). During the start-up year of a partnership school, the house team works together to complete the Professional Growth Plan for the team. In the second year and beyond, teachers complete their own individual Professional Growth Plans, but at least one goal is developed in concert with the house team. After the start-up year, Professional Growth Plans must also be aligned with school improvement efforts. During the start-up year special-subject teachers and professional program staff also work collaboratively with their colleagues and/or with the school organizational unit to which they are most closely attached to develop group Professional Growth Plans. After the start-up year, special-subject teachers and program staff complete professional growth plans individually, but align at least one professional

growth goal with another school organizational unit, and will also align professional growth goals with school wide student achievement plans as appropriate. Professional Growth Plans are approved by the principal or their designee and are part of the summative evaluation.

Checklist for Professional Growth Plans:

- o Developed annually; specific to teacher and house team needs; in the start-up year, house teams develop plans jointly; in year two and beyond, planning occurs individually with at least one goal developed in concert with the house team, and plan is aligned with school wide improvement efforts.

- o In the start-up year, special-subject teachers and program staff also develop a Professional Growth Plan in collaboration with house teams, lead teachers, colleagues, and/or other organizational units consistent with school organization.

- o Address short-term and long-term goals as they relate to the school performance standards and focus areas identified by the house team and/or supervisor.

- o Assessed yearly in self-appraisal and summative evaluation.

- o Approved by principal, designee, and/or lead teacher.

- o Support the school's student achievement plan.

The Professional Portfolio

Each partnership teacher and professional program staff member is expected to collect evidence for a Professional Portfolio that will demonstrate effective work in the classroom, in the school, and in the Community. For example, a Professional Portfolio might include a sample a curriculum unit, a video of a successful lesson, a survey created to assess parents' reactions to home-school communications, or work generated as part of a team. The portfolio should be used not only to record and track important professional development experiences such as significant interactions with colleagues, action research, or professional seminars, but also to analyze progress with students over the year. Professional Portfolio are intended to be working documents that reflect accomplishments achieved throughout the year, and are updated and enhanced at regular intervals. The Professional Portfolio also is an integral part of each

teacher's summative evaluation. Professional Portfolios should be organized around the seven strands of instruction. Professional Portfolios should reflect a great deal of self-analysis and self-evaluation. For example, a portfolio might contain a short essay accompanying student test results in which the teacher analyzes his or her own performance in relation to the students' performance. What did the teacher do particularly well? What went wrong, and what was the effect? What factors were out of the teacher's control, and why? Can the teacher pinpoint trends in student performance that might relate to particular teaching methods and strategies? This type of exercise is an important professional-development tool because it encourages a sound and structured analysis of one's practice. It also encourages teachers to make connections between classroom activities and their students' summative evaluation. Finally, it gives teachers the opportunity to give their impression of overall student achievement. Each item in the Professional Portfolio should be accompanied by a brief narrative discussing why the item was included, what school performance or student academic standard it supports, and what is strong, good, or noteworthy about it. The Professional Portfolio should be submitted to the principal or designee by May 1st of each year, and will be returned upon the completion of the summative assessment.

Checklist of Items to Include as Evidence of Accomplishing Goals in Professional Portfolios

- o Observation reports from formal observations
- o Lesson plan(s)
- o Self-appraisal based on school performance standards and guidelines.
- o Professional Growth Plan.
- o Evidence of student achievement
- o Student work with anecdotal /analytical descriptions
- o Evidence of customer satisfaction
- o Evidence of contributing to Edison systems growth
- o Peer observations
- o Personal reflections
- o Other indicators of professional accomplishments

Self-Appraisal

Teachers and professional staff in Edison partnership schools have a responsibility to ensure a school program of the highest quality, to continually improve as professionals, and to improve the implementation of Edison's school design. Within this context, each professional staff member must complete a self-appraisal two or three times a year using the school performance standards and guidelines.

The purpose of the self-appraisal is to help professional staff identify goals that need to be addressed in the Professional Growth Plan as well as professional - development goals that may be common to their house teams. The self-appraisal process is based on the same rubric format supervisors use for observations.

Checklist for Self-Assessment

- o Based on school performance standards and guidelines (rubrics).
- o All teachers and professional program staff assess personal progress in achieving standards for the Learning Environment (Instruction, Character Education, and Classroom Management).
- o In the start-up year, Primary and Elementary Academy teachers assess personal progress in achieving standards for reading (Early Learning/Roots/Wings) and math; Junior Academy teachers also assess personal progress in achieving standards for core subjects.
- o Beyond the first year, Primary and Elementary Academy teachers assess personal progress in achieving performance standards in core subject areas, building the learning environment,

technology, and family and community outreach; Junior Academy teachers assess personal progress in the same area.

- o Special-subject teachers and professional program staff assess personal progress in meeting performance standards in their respective subjects or programs, in building the learning environment, and in reading if applicable.

- o Initial self-appraisal is to be completed by the end of the first quarter.

- o Final self-appraisal is to be completed by May 1st of each year.

- o Considered an integral part of the summary evaluation.

- o Used to generate Professional Growth Plan.

Summative Evaluation

Each year the principal or designee will draw upon information gathered from observations, student performance data, and the teacher's Professional Portfolios to produce a summative evaluation of each teacher. The summative evaluation also includes a summary performance rating that will serve as a basis for performance adjustments in pay and as the official record documenting the teacher's overall performance. The summary performance rating is based on the principal's or designee's assessment of the teacher's demonstration of progress toward aforementioned school performance standards, and takes into account the teacher's self-appraisal and professional accomplishments as documented in the Professional Portfolio.

The summary performance ratings are:

Does Not Meet Performance Expectations—Teacher has not demonstrated professional practices consistent with the school performance standards and guidelines.

Meets Professional Expectations—Teacher has demonstrated appropriate progress in meeting

school performance standards. In year one, teachers will be expected to demonstrate beginning or

developing levels of performance. To meet professional expectations in year two, teachers will be

expected to advance from beginning to developing and/or from developing to proficient performance levels in most performance areas. By the end of year three, teacher performance is expected to be at the proficient or exemplary level in most performance areas.

Exceeds Professional Expectations— Teacher has demonstrated appropriate progress in meeting school performance standards, and has documented in the Professional Portfolio significant accomplishments related to student achievements, customer satisfaction, and Edison system growth. As noted in the portfolio section of this document, teachers should not only provide evidence of student achievement and student test results, but also, and more importantly, personal reflections on the factors that may contribute to student performance. Within the context of student performance accountability, the teacher accepts responsibility for evaluating students' performance data, identifying areas in need of improvement, and developing teaching strategies and professional growth plans directed toward improving teaching and learning. Edison's Student Achievement Training Module is designed to assist teachers in linking student results directly to their teaching methods and strategies.

Clearly Exceeds Professional Expectations—Teacher is performing at the exemplary level in

most school performance areas, and has documented in the professional portfolio significant

accomplishments related to student achievement, customer satisfaction, and Edison system growth. The summative evaluation should be documented on the Summative Evaluation Form, which is designed to serve the following purposes:

- to summarize teacher progress toward standards in each of the identified school performance areas from information gathered during formal and ongoing observations made by the principal,

designee, and/or lead teacher;

- to establish a summary performance rating that serves as a basis for adjustments in compensation and advancement in Edison's Career Level Program;

- to promote a dialogue around a teacher's professional practice; to promote accomplishments relative to student achievement, customer satisfaction, and Edison system growth; to promote growth toward standards; and

- to direct the development of the Professional Growth Plan of the teacher for the following year.

Lead Teacher Summative Evaluation Supplement

The summative evaluation of lead teachers includes a supplement designed to assess their performance relative to the additional responsibilities associated with the position. The summary performance rating of the lead teacher takes into account the extent to which the lead teacher fulfills the job responsibilities of the lead teacher position. As a member of a teaching team, the lead teacher is responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students. The lead teacher will work as a team member, sharing common planning, professional development, curriculum design,

and teaching responsibilities. Lead teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will work to integrate technology into their teaching and professional activities. In addition to regular teaching responsibilities, the lead teacher is also responsible for the organizational management of a teaching team. Lead teachers are expected to play a significant supporting role in the professional development of their teammates. In addition, they have the responsibility for directing the development of new curriculum and facilitating communication between parents and other team members.

Senior Teacher Summative Evaluation Supplement

The summative evaluation of senior teachers includes a supplement designed to assess their performance relative to the additional responsibilities associated with the position. The summary rating of the senior teacher takes into account the extent to which the senior teacher fulfills the job responsibilities of the position. As one of the more experienced teachers on the team, the senior teacher works closely with the lead teacher in coordinating the day-to-day management of the teachers and students in the house. Senior teachers use their expertise to play a supportive role in the mentoring and professional development of their teammates. In addition, they have the responsibility for directing the development of new curriculum in their area of expertise and work with the lead teacher to facilitate communication between parents and other team members.

Senior teachers serve as curriculum coordinators in specific areas. As a curriculum coordinator, the senior teacher will participate in additional training and assume responsibilities for curricular support for the building staff. This person will become a leader and resource in the identified area.

Checklist for the Summative Evaluation:

- o Is based on year-long observations, teacher’s Professional Portfolio, and progress toward achieving standards in each area (teacher meets beginning, developing, proficient, exemplary levels of performance or performance is unsatisfactory).
- o Provides a brief narrative summary evaluation based on year-long performance.
- o Provides a summary description of the contents of the Professional Portfolio.
- o Provides a summary rating of a teacher’s performance, which is used to make decisions regarding contract renewal and eligibility for salary increases.

Teacher Evaluation - Attachment

- Staff Evaluation Sheet

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The role of Principal /CAO was taken over by a seven-year employee of The Renaissance Academy, Gina Guarino Buli. For the first three (3) months of the school year Ms. Guarino Buli was out on maternity leave and the position was held by interim-principal, Sam Montello. At the start of this year several other administrative team members were also new to their roles: Kristie Hawk, a longtime teacher at Renaissance, became the Dean of Students Andrew Maoury, new to the school, stepped in as Academy Director and John D. Potter, joined the school staff as the Director of Student Achievement.

The School Board of Directors did not experience much change and had only one resignation in June of 2007.

Board of Trustees

| Name of Trustee | Office (if any) |
|--------------------------|------------------------|
| Chuck Crabb | none |
| Geoff Cross | none |
| Peg Cuthbert | Secretary |
| Tiffanie Steward Deloach | Vice-President |
| Martha Stephens | President |
| Jim Schiel | none |
| Karen Wetz | Treasurer |

Professional Development (Governance)

Renaissance Academy’s Family Support Organization planned and executed several activities raising several thousand dollars for benefit of Renaissance students and staff. Renaissance

Academy Edison Charter School did not perform any major fundraising activities this year, nor does it have any planned for next year.

Coordination of the Governance and Management of the School

Nominal allowances for non-anticipated expenses or events are incorporated within the local budget at time of development. As Renaissance Academy Edison Charter School is operated and managed by Edison Schools, Inc. formerly a publicly traded NASDAQ company operating over 100 schools nationally, significant shortfalls and or other emergencies are allocated within the corporate operations of Edison.

Community and Parent Engagement

The Board of Trustees encourages community and parent engagement at all times. Partnership with local area businesses, as well as interested parties of Edison Schools are welcome in the school.

Through the Commencement Project the Board of Trustees seeks outside agencies and mentors to become involved in school life on a regular basis.

Partnership with the following is ongoing:

Immaculata University

Alveria University

Valley Forge Christian College

Commence Bank

Phillies Baseball

Wendy's Restaurant

Chester County Intermediate Unit Teacher Academy

Spring Ford Area School District — Dance Department

The "IN CROWD" — professional comedy troupe

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

RAECS does not, by itself, plan any fundraisers for the school year. The following sub-organizations have raised the following:

RAECS's Family Support Organization (FSO) planned and executed several activities raising several thousand dollars for benefit of Renaissance students and staff.

Costa Rica Trip / scholarship — approximately \$3000

Athletic Department / Physical Educaiton Department — approximately \$2500

Fiscal Solvency Policies

Nominal allowances for non-anticipated expenses or events are incorporated within the local budget at time of development. As Renaissance Acadmey Edison Charter School is managed by Edison Schools, Inc. formerly a publicly traded NASDAQ company operating over 100 schools nationally, significant shortfalls and or other emergencies are allocated within the corporate operations of Edison Schools Inc.

Accounting System

Edison Schools accounting system is a main frame, Lawson based derivative utilizing a 44 digit account code. We have reviewed the PA State Chart of Accounts and concluded that our chart of accounts contains sufficient detail to meet state requirements. Edison's account record is mapped to be consistent with the State's format and requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Revenue Prelim
- Expense Prelim

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

The last audit completed and reported is dated September 18, 2006 by Rainer & Company of Newtown Square, Pennsylvania. The report, included as Attachment I, states RA ECS was "in conformity with U.S. generally accepted accounting principals." A current audit for year ending June 30, 2007 is now in process and should be completed by on or before October 1, 2007. That audit will also be performed by Rainer & Company.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- Audit Summary

Citations and follow-up actions for any State Audit Report

N/A

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

The Charter is in year 7 of a 15 year lease with Valley Forge Christian College. Rent payments are made through a Trustee, JP Morgan, on behalf of the Charter. Additional technology and curriculum was purchased in 2006-2007 in order to replace outdated items and to provide expansion materials for the growth that we have experienced. Purchases of these items were made with funds obtained in a Bond offering. The primary purpose of the Bond offering was to repay debt to Edison Schools, Inc. for our initial facilities improvement.

Future Facility Plans and Other Capital Needs

There are no future facility plans for the length of the charter, since our current lease extends beyond that period. Additional capital needs for the next several years are minimal, and will include some technology & curriculum. 2007-2008 needs have already been budgeted and

financed through the Bond offering mentioned the previous narrative. Needs for 2008-2010 are maintainable and will be financed out of our operating surplus.

Long-term facility needs are being addressed through a Special Projects Coordinator and are part of our Strategic Plan.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

- Renaissance Academy complies with all regulations regarding the above and maintains a log of fire drills conducted on a monthly basis, provide maps of the buildings marked with fire exit routes for each classroom and staff area, have provided CPR training yearly for the staff. In addition, we have provided staff training in a Crisis Responses Plan developed in concert with the local police and fire departments.

Fire Drills:

September 12
October 12
November 8
December 11
January 23
February 28
March 26

Code Red:

Drills:

January 6
March 11

Bomb Threat Evacuation:

May 8

Preventative K-9 Locker Search:

December 22

- Health records and immunization records are kept on file in the office of the school nurse. In addition, state audits of immunization records were conducted during the school years 2005-2006, in which we were found to be 97% compliant.

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

- State Approved Wellness Policy
- Evidence of Submission for Request for Reimbursement and Report of School Health Services

Current School Insurance Coverage Policies and Programs

The Renaissance Academy Edison Charter School is listed as an additional insured under the following Edison insurance policies:

- commercial general liability — Additional Insured

- umbrella liability — Additional Insured
- workers' compensation — Employees are listed under Edison 's w/c policy thus negating the additional insured status.
- sexual misconduct liability — Additional Insured
- educators legal liability — Named Insured
- executive protection policy — I need clarity as to exactly what the definition of this is?
- property insurance — ESI maintains prop covg for it's own pers prop and the school should maintain it's own coverage for the facilities.
- boiler & machinery — This should be included in the school's prop covg.

All full-time salaried Charter school employees are offered dental and medical insurance with coverage in kind to that provided by the local school district. — This information is housed in H/R at the Renaissance Academy Edison Charter School.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the course of the school year there was little turnover.

- one teacher was terminated due to poor performance
- one teacher seperated for a district position
- three teachers took 6-8 week leaves for maternity

Staff turnover and retention has improved greatly over the past several years. This component has been a major piece in our strategic planning. As a community we have committed ourselves to improved staff morale and support to better build capacity within the school. We pride ourselves on professionally developing our staff and includeing all staff in the decssion-making process. We feel that this has worked to foster a better atmosphere of callaboratoin and connection to the school.

For the 2007-2008 School year the following new staff will join us for the reasons indicated:

3rd Grade Teacher - maternity replacement
 5th Grade Science / SS Teacher - left for Masters Work
 5th Grade Reading Teacher - left for family
 Special Education - left for out of state relocatoin
 MS Math - chose elementary position
 HS Math - terminated for poor performamnce
 HS Spanish - terminated for poor performance

Quality of Teaching and Other Staff - Attachments

- PDE 414 File
- Espp Stauts Completed

Student Enrollment

The following is the language in our state approved Charter School Application:

***Describe the admission methods you will use to select students.
 If the number of students seeking admission to The Renaissance***

Academy-Edison Charter School exceeds the school's capacity, students will be selected on the basis of an open lottery. An admissions lottery must be conducted each subsequent year for the entering kindergarten class and for any new grade level(s) added to the school. In addition, spaces in existing grades will be filled by lottery in subsequent years. The lottery may be conducted by using specialized computer software or publicly at a scheduled event. Following are the lottery procedures:

- All students who apply will have equal chance for admission. A drawing will be held and each child will have his or her name entered.
- A sibling preference will apply to families seeking to enroll more than one child in the school. An applicant for admission to kindergarten or any newly established grade who is a sibling of a student or students currently enrolled at the school will be placed in the next available space either in the school or on the waiting list. A sibling is defined as a child who has at least one parent or legal guardian in common with another child.
- The lottery drawing will rotate through the grade levels, beginning with the lowest grade. The first student will be selected from the school's lowest grade; the next student will be selected from the next lowest grade, and so on through every grade level. The process then will repeat until all spaces have been filled.
- The charter school will give preference in enrollment to a child of a parent who has actively participated in the development of the charter school.

The waiting list will be developed in accordance with the above procedures.

Explain how these policies further the mission of the school in a non-discriminatory fashion.

The school's mission of preparing a diverse cross-section of students will be furthered by our school's adoption of the following policies:

Equity and Access

The school will be open to students and their families through an application process that ensures equity and access for all. The school seeks to enroll in each school students who reflect the diversity of the surrounding community. The school is a public school, open to all children. It will not require entrance exams, nor will students be selected on the basis of ability. Student selection will be an open and carefully monitored process.

Informed Choice

We at The Renaissance Academy-Edison Charter School believe that students and families should have as much information as possible about our school before the due date for submitting student registration forms. Brochures, pamphlets, and fliers will be readily available for interested families and, when possible, printed in Spanish or other languages as well as English.

Informational meetings for interested families will be scheduled and advertised in the school community.

Responsiveness to Families

All parents and students will be notified about selection according to an agreed-upon time line.

See attached Kindergarten Enrollment Policy
See attached Student Enrollment 2006-2007 which details the number of students who were enrolled, and who withdrew during the school year. This attachment also details the reason given for their withdrawal.

Expulsion

Eight (8) students were expelled from the Renaissance Academy during the 2006-2007 school year.

Student Enrollment - Attachments

- Kindergarten Enrollment Policy
- Student withdrawals and enrollments

Transportation

As per the state mandated rulings on transportation to Charter schools:

A student who is resided in a district within ten (10) miles of the Phoenixville Area School District receives bus transportation from their Home District.

Students not within that area are transported by private means: parent transport, carpooling, student drivers etc.

Challenges to this process occur when

1. an emergent closing, or opening occur
2. a half day is scheduled
3. home districts do not have the means to support discipline issues on the bus.

The Renaissance Academy aims to work collaboratively with all districts regarding bus transportation. We appreciate those districts that are willing to communicate, meet and work steadily with us.

Food Service Program

Renaissance Academy participates fully in the Free and Reduced Lunch Program, with approximately 24% of students participating in that program.

The school holds two contracts for the provision of lunch, one through Sodexo-Marriot (grades 6-12) and the other through Preferred Meal Services (K-5). Both providers follow the recommendations of the National School Lunch Program and the school wellness policy, for dietary and nutritional needs. The RA policy is attached under Section VIII, Health and Wellness.

Student Conduct

From the Student/Parent Handbook: Section Four — Student Discipline

SCHOOL WIDE DISCIPLINE POLICY — GENERAL INFORMATION

Edison partnership schools place a strong emphasis on establishing a safe and orderly learning environment. Through the collective work of teachers, parents and administrators, students learn that problems are solved through open discussion, acceptance of the opinions of others, and through personal responsibility. Edison core values, which are wisdom, justice, courage, compassion, hope, respect, responsibility and integrity, are to be reflected in the school's Code of Conduct, modeled in all interactions among members of the school community and taught directly to students. Building strong character is fundamental to creating a positive learning environment and a hallmark of Edison schools.

Discipline at Renaissance Academy is understood as positive efforts to teach and reinforce the expected behaviors and help young people learn that they are responsible for their actions. While it may be necessary on occasion to impose appropriate consequences should a student choose to behave in a manner that violates school policies, discipline consistently emphasizes prevention and is based on a system of behavior supports designed to minimize anti-social behaviors.

Renaissance Academy's discipline model includes:

- 1) That all students know and demonstrate expected student behavior, and show respect for, and obey persons in authority.

- 2) Direct teaching of the Code of Conduct.
- 3) Consistent use of positive incentives to reinforce expected student behaviors.
- 4) A school wide effort on prevention of student discipline problems.
- 5) Student acquisition of skills in conflict resolution and problem solving and increased positive attitude, self-discipline and socially acceptable behaviors.
- 6) Early identification and resolution of discipline problems.
- 7) Communicating to students, teachers, parents and the community that unacceptable behavior will not be tolerated.

Establishing a safe and orderly learning environment requires all members of the school community; teachers, support staff, students, and parents, model behaviors that show respect for each other and persons in authority. Renaissance Academy believes all members of the school community have responsibility to model the behaviors listed below:

Student Responsibilities:

Students are expected to:

- v Act in a responsible manner while exhibiting respect toward others.
- v Accept responsibility for their behavior.
- v Cooperate with the school staff in maintaining safety, order and a disciplined environment.
- v Follow established school and classroom codes of conduct and rules, including safety and school bus rules.
- v Attend all classes regularly and on time.
- v Adhere to the uniform policy.
- v Respect the rights and property of others.

Teacher and Staff Responsibilities:

Teachers and staff model behaviors consistent with Renaissance Academy's Core Values and with policies and school performance standards. All staff support a successful learning environment by modeling the following behaviors:

- v Promote mutual respect between adults and students.
- v Meet professional responsibilities associated with their respective positions.
- v Develop and use cooperative discipline strategies and positive incentives for reinforcing the expected behaviors.

v Promote a sense of pride and community by contributing to an open and friendly environment, by supporting celebratory clubs and activities, maintaining spirit building routines and traditions and by promoting service in the school community.

v Establish and maintain strong home to school communication, including but not limited to prompt communication of any serious infraction of the Code of Conduct.

Parent and Guardian Responsibilities:

Parents and guardians of students are expected to participate in their student's education in the following ways:

v Communicate routinely and as necessary with their student's teacher.

v Keep informed about school policies and their student's academic expectations, including homework.

v Ensure that their student attends regularly, arrives on time and is prepared for school.

v Alert the school to specific problems or difficulties that may impede the student's learning or well being.

v Attend the quarterly Student Learning Conference to meet with their student's teacher and to set goals for their student.

v Promote positive, respectful relationships between parents / guardians, students & staff.

DISCIPLINARY ACTION

The following is not intended to be inclusive of all acts of misconduct. Any disruption of the educational process will be treated as a violation of the Renaissance Academy Discipline Policy. Repeated instances of any misbehavior listed increases the severity of the consequence at the discretion of the administrator handling the situation. Continuation of infractions, even at lower levels, will result in a school board hearing. Students must understand that administrators have the authority to assign and enforce other disciplinary measures warranted by situations not specified herein.

The following levels and disciplinary consequences are a guideline. Additional and /or alternative requirements may be assigned. Alternatives include, but are not limited to, special assignment, behavioral contracts, conflict mediation, parent conference, or counseling.

Level I

Violation of dress code

Removal of food from cafeteria

School/hallway/classroom disturbance

Use/possession of electronic devices or cell phone (confiscation)

Unexcused late to class/school (3 times)

Minor infraction or unacceptable behavior

Violation of the code of conduct

Gum chewing

Littering

Misuse of computers

Disrespect

Parking in non-designated area

Obscene gestures/profanity (minor)

Misuse/abuse of school property

Horseplay

Level II

Continuation of Level I behaviors

Excessively late to class (over 10min)

Cheating (zero on assignment)

Inappropriate display of affection

Lying/dishonesty

Leaving class without permission

Cutting a teacher detention

Violating social restriction

Misuse of school lockers

Level III

Continuation of lower level behaviors

Ethnic/racial slur (minor)

Cutting class

Petty Theft

Insubordination

Obscene language, gestures/profanity (severe) *

Verbal Altercation

Abusive language

Cutting an office detention

Gambling

Trespassing on school premises before or after school without permission *

Physical contact (minor push, hit, kick)

Refusing to give your name to a staff member

Lying to staff member

Forgery/plagiarism (failure of assignment)

Outspoken disrespect to staff member

False fire alarm*

Level IV

Continuation of lower level behaviors

Leaving school without permission

Possession/use of tobacco products, matches, lighter *

Obscene/abusive language, gestures, /profanity directed at staff (minor)

Harassment *

Possession of firecrackers or pyrotechnics *

Physical contact (severe push, hit, kick)

Instigating a fight

Vandalism (plus restitution)

Threatening a student (minor) *

Disorderly conduct *

Level V

Continuation of lower level behaviors

Fighting *

Obscene/abusive language, gestures, /profanity directed at staff (major)

Use of firecrackers or pyrotechnics *

Accessing / attempting to access restricted computer network databases

Ethnic/racial slur (major)

Level VI (out of school suspension up to 10 days with School Board hearing)

Continuation of lower level behaviors

Assault *

Violation of school drug policy *

Theft *

Arson/attempted arson *

Bomb threat *

Extortion *

Threatening a staff member *

Vandalism (major) *

Possession of weapons or any object intended to cause harm *

Terrorist threats *

Altering restricted computer network databases

Threatening a student (major) *

Second fight*

Any act punishable under the PA Crime Code or any other federal crime.

* Violations marked with an asterisk are of a nature that their commission represents a violation of the law and are subject to civil and/or criminal penalties.

Common Disciplinary Consequences

1. Temporary removal from activity- This is the temporary removal of a student from an activity to a designated area or classroom.
2. Teacher Detention- Any teacher or staff member may assign one of the two types of detentions for infractions of their classroom/school rules.
 - a. Lunch Detention- a staff member may assign a lunch detention(s) that is served with the teacher during the student's lunch period. The student must bring a bag lunch during the days they have been assigned a lunch detention. Lunch detentions override any other lunch activities.
 - b. After School Detention- a staff member may assign an after school detention that is served with the teacher from 4-5pm. No transportation will be provided.
3. Office Detention- An administrator may assign detentions that will be served after school from 4pm-6:00pm. Multiple day detentions may be assigned.
4. Community Service- When Community Service is assigned a set number of hours will be completed by the student. Completion of the community service hours will be reported to the Dean of Students.
5. Alternative Placement- When a student is assigned a day of Alternative Placement the following guidelines apply:
 - a. Students reports to main office at 8:00am
 - b. While in the placement the student will follow the schedule of the class with whom he or she is spending the day.
 - c. All work assigned must be completed by the end of the day and turned into the Lead Teacher of the student's team. Failure to complete all work, may result in additional days of Alternative Placement.
 - d. Alternative placement may be replaced with Out of School if the student misbehaves.
6. Out of School suspension — While a student is suspended out of school they may not be on school grounds or participate in any school events. Upon return to school they will be placed on Social Restriction for a period of no less than ten (10) days. The student is responsible for any missed class work or homework missed due to suspension.

A student may not participate in any school events (field trips, dances, athletics, dress down) if they have any unserved detentions or community service hours.

Social Restriction (SR) — (Junior Academy) when a student is placed on Social Restriction the following guidelines apply:

1. While on Social Restriction (SR) a student must:

a. Behave in a manner that upholds RA code of

Conduct at all times.

b. Carry the SR sheet with them to all classes and classes and get it signed at the end of each class. If a student violates class/school rules and the teacher feels it necessary to not to sign or fails to get the form signed they will be required to start over. They will remain on SR until all ten days are completed.

c. Bring the form home every night for a parent signature.

d. Report to the SR room instead of clubs.

e. May be required to participate in a silent lunch.

f. Turn in the SR form, when complete, to the Lead Teacher. If a student is unable to remove themselves from SR due to poor behavior choices they will be referred to administration for action.

2. While on SR a student may not:

a. Participate in **any** extra curricular events. This includes sports, clubs dances, and other similar activities.

b. Participate in field trips or school events such as field day, class reward parties unless the parent/guardian accompanies them.

c. Dress down on scheduled dress down days.

d. Go to the library, gym, or other such places during homeroom unless for a specific academic reason.

Behavior Probation (BP)-(Junior Academy) When a student is placed on Behavior Probation the following guidelines apply:

All of the guidelines that Social Restriction carry.

While on BP the students will be disciplined as follows:

· ONE warning will be given to students to correct their behavior. This

warning can come in many forms, saying the student's name, eye contact, class warning

· If the behavior continues after a warning they will be sent to the office for

consequences. Consequences will be assigned in a progressive man

When the student is sent out they will start over on BP. Failure to follow the plan will result in the above consequences.

CHEATING

Cheating is defined as the giving and / or receiving of outside help on anything (including homework) that has been determined by the teacher to be an individual effort.

Any student who is caught cheating will automatically receive a zero on the assignment and may receive a failing grade for the marking period.

All cheating incidents must result in parental contact by the classroom teacher.

Subsequent offenses will result in failure for the marking period; grades not to exceed: MS=59%, HS=64% and further disciplinary action.

Plagiarism is a violation against academic ethics. Examples of plagiarism are: Stealing, borrowing, buying or copying someone else's work. (eg: homework, lab reports, take-home tests,

research papers, copyrighted materials, published books, internet websites etc.). Plagiarism is considered cheating and the above rules apply.

DETENTION

Detention is the least severe consequence for students who make poor choices regarding their behavior. Our hope is that detention will be a deterrent to making further poor choices. Students may be assigned detention for a variety of reasons at the teacher's discretion. Most common of these are poor behavioral choices and non-compliance with the uniform policy.

When assigned a detention the student will be given a detention slip. It is the student's responsibility to take the white copy of this form home to be signed. The form must be signed by a parent/guardian and returned to the assigning teacher prior to the assigned time of the detention. If the form is not returned, the student will not be allowed to stay.

Important points about detention:

- Detentions are **mandatory** — Please note the date and time of your child's assigned detention.
- After School & Office assigned Detentions will be from 4:00pm-6:00pm weekly.
- Morning Detentions will be held from 7:00am-7:50am
- 48 hour notice is required by the assigning staff member
- Any scheduling conflicts must be addressed **before** the assigned detention date
- Teachers are not responsible for rescheduling detentions after a student misses the assigned detention date (this will be done ONCE per school year, prior to administrative referral)
- In the event a student receives and serves four detentions in one school year they will be referred to administration for further action

Students who do not report to detention will be assigned other administrative consequences, which may include out of school suspension.

REFERRALS TO ADMINISTRATION

A student will be referred to administration when a Level II Offense is committed. The referral will come from the teacher or staff directly involved or from the lead teacher. If a student is referred to administration the student will be given an opportunity to explain their situation, and make a written statement.

If a consequence is assigned written notification, as well as a phone call home, are standard procedures.

NOTE: Any student who misses class due to administrative consequences is RESPONSIBLE FOR ANY MISSED CLASSWORK or HOMEWORK.

Administrative actions protocol under normal circumstances

Steps may be skipped if deemed necessary by administration. Reasons for possible advancement may include, but are not limited to: severity of offense, outcome, pre-meditation or frequency of referrals.

1st referral

Community service (Refers to level I infractions only.)

2nd referral

Alternative placement

3rd referral

1-day suspension & recommended Behavior Probation placement upon return

4th referral

3-day suspension, recommended parent meeting & re-start of Behavior Probation upon return

5th referral

5-day suspension, mandatory parent meeting (student may not return until a parent meeting is held), & re-start of Behavior Probation upon return

6th referral

10-day suspension pending school board disciplinary hearing

Additional Consequences — School administrators are authorized to issue Commonwealth of PA Non-Traffic Citations and collect the fines, if appropriate, file them with the appropriate District Justice for the expressed purpose of criminally prosecuting violations of the school Code of Conduct and the aforementioned school expectations.

“Disorderly Conduct” is defined as: the intent to cause public inconvenience, annoyance or alarm, or recklessly creating a risk thereof, a person:

1. Engages in fighting, threaten of violent or tumultuous behavior;
2. Makes unreasonable noise;
3. Uses obscene language or makes an obscene gesture, or
4. Creates a hazardous or physically offensive condition by any act which serves no legitimate purpose.

Non-Traffic Citations of this nature will also be issued for:

1. Use of tobacco
2. possession of smoking materials
3. selling smoking materials on school grounds

Alternative Placement — When a student is assigned a day of alternative placement the following guidelines apply:

1. Student reports to the main office at arrival time.
2. While in the placement the student will follow the schedule of the class with whom he or she is spending the day.
3. All work assigned must be completed by the end of the school day and turned in to the Lead Teacher of the student's team. Failure to complete all work may result in additional days of Alternative Placement.
4. Alternative Placement may be replaced with a day of Out of School Suspension if the student misbehaves or causes problems in their placement.

Behavior Probation (BP)

The philosophy of Behavior Probation at Renaissance Academy is to help students:

- q Better self-monitor their classroom behavior.
- q Feel the success of ten consecutive days of positive class experiences.
- q Re-focus their academic expectations after having received administrative consequences.

What does a student on Behavior Probation do?

- q On the first day of their BP assignment, a student will be given a BP sheet to carry with him or her.
- q At the conclusion of each class, the sheet must be signed by each teacher — indicating a “problem free” class period.
- q At the end of the day, the student must take the sheet home for a parent signature.
- q At the end of ten days, the student is off the BP program.
- q If a student on BP DOES misbehave, he / she will be given ONE WARNING to re-focus.
- q After one warning, further disruptions (during that class period) will result in an Administrative Referral.

Students on BP are responsible for:

- q Getting sheets signed at the conclusion of each class period.
- q Keeping their sheet in a safe place for ten days
- q Sharing the sheet with their parent each night
- q Turning a completed sheet in to their lead teacher; at the conclusion of the ten day period

Students who are placed on Behavior Probation are no longer eligible for 100% Club privileges (see positive incentive system) for the present quarter and may not be allowed to participate in any extra curricular activities.

If a student is placed on BP more than twice in a school year, they will be referred to the FASST program (See FASST pg 21) and may face additional consequences.

Junior Academy Discipline Procedures

100% Club

The 100% Club is a school-wide (Grade K-8) system which is designed to reward students that are consistently making positive behavior choices.

Any poor choices in the classroom may result in a student being moved down on the classroom 100% club chart. First move is to 90%, if poor choices continue the student is moved to 80%. If at this point the student's poor choices continue they will be moved to 70%. During class making good choices allows the student to move back up the 100% chart. If at the end of the class the student has not moved back up to 100% they receive a mark "down". "Downs" are tracked electronically on a quarterly basis.

☐ Student reaches 70% during class

Student removed from classroom

Sent to homeroom teacher

Student makes a phone call home

Student receives an after school detention

Student fills out a "think it through" form

Student returns to class ready to work and make good choices

☐ Student is sent out of class after returning from their homeroom

Sent to Lead Teacher

Write the Code of Conduct or do teacher provided class work

Referred to administration for action

Consequences:

3 "downs"

Not invited to quarter party

6 “downs”

Phone call home to inform parent of the amount of “downs”

7 “downs”

Phone call home to inform parent of the amount of “downs” and informed about the pending behavior probation

8 “downs”

Student placed on behavior probation and a letter sent home

Junior Academy Rewards:

Mid Quarter Dress Down

If a student has no “downs” for the first half of the quarter, they may dress down for the day. Dates correspond to progress report distribution each quarter. (See dress down guidelines)

End of Quarter Dress Down

If a student has no “downs” for the second half of the quarter, they may dress down for the day. Dates correspond to SLC distribution each quarter. (See dress down guidelines)

End of Quarter 100% club party

A student is invited to an end of the quarter party if they received no more than two “downs” in the quarter. Parties are planned with student input and interest in mind. These celebrations will be announced each quarter and permission slips (when applicable) will be sent home. For dates of celebrations, see school Activity Calendar.

Senior / Collegiate Academy Discipline Procedures

Students who have achieved the ninth grade are viewed to be of an age where they understand the concepts of “right” and “wrong”. Therefore these students are held to a higher standard in the classroom and throughout the school day.

Senior and Collegiate Academy students will be under the “second strike and you’re out” behavioral consequence system. If students are making poor choices, the teacher will issue one warning. If the behavior continues, the student will be removed from the class and a parent or guardian will be notified. After school or AM detention will be assigned.

If the student accrues 3 detentions during the semester, the next infraction will result in an alternate placement assignment for one school day. Should the student accrue additional infractions, they will be assigned out of school suspension, beginning with a one-day suspension (see progressive administrative steps above). The second suspension would result in a three day out of school assignment and a suggested parent conference, the third would result in a five day suspension with a required parent conference, and additional infractions could result in suspensions up to ten days and a board disciplinary hearing.

NOTE: At the teacher's discretion, a detention may be assigned without a student being sent from the room. Instances that might warrant such action include, but are not limited to: missing homework, poor behavioral choices, not completing class work, etc.

Senior / Collegiate Academy Rewards:

Mid Quarter Dress Down

If a student has all grades of "C-" or better, with no administrative behavioral infractions they will be invited to dress down at mid-quarter. Dates correspond to progress report distribution each quarter. (See dress down guidelines)

End of Quarter Dress Down

If a student has all grades of "C-" or better, **OR** no administrative behavioral infractions they will be invited to dress down at the end of the quarter. Dates correspond to SLC distribution each quarter. (See dress down guidelines)

End of Quarter Celebration

If a student has all grades of "C-" or better, **AND** no administrative behavioral infractions they will be invited to dress down at the end of the quarter. Parties are planned with student input and interest in mind. These celebrations will be announced on a quarterly basis by the home base teachers. Students can expect to receive written notification if they eligible to attend.

Renaissance Academy High School Privilege & Incentive System:

In an effort to provide Renaissance Academy High School students with certain privileges, the following opportunities will be made available:

Privilege Cards

1. Privilege Cards will be issued to students at the start of the quarter in which they have become "Privileged." This will be the student ID with a **Privilege Distinction**.
2. Privilege Cards must be carried at all times and must be shown upon request. Failure to carry the Privilege Card, while trying to use a Privilege will result in loss of Privilege.
2. Privilege Cards are NOT transferable. If this rule is violated, the student owning the Privilege Card will lose Privilege.
3. Lost Privilege Cards may be replaced for a charge of \$2.50, however a denial of privilege for four weeks may result.
4. **A parent or guardian must sign the privilege request form in the presence of a school administrator. If the parent is unable to come to the school for this purpose, a signed and notarized privilege request form will be accepted.**

How students receive privileges:

Seniors — 2.0 GPA with no grades below a 73% during the 4th marking period of their junior year.

Juniors — 2.0 GPA with no grades below a 73% during the 4th marking period of their sophomore year.

GPA must be maintained for each marking period or privilege will not be re-issued.

Attendance Requirements

- No unexcused absences from school or class.
- No more than three (3) tardies to class or school.
- Absences not exceeding 10%.

Behavior Requirements:

- No administrative referrals or unacceptable behavior.
- No un-served detentions.

Freshmen and Sophomores are not eligible for Privilege.

Receipt of Privilege

1. Members of the National Honor Society will automatically have Privilege as of the first day of school.
2. All seniors who had a 2.0 GPA or better, during the 4th marking period of their junior year will automatically receive Privilege during the first week of school, beginning with the 2006-2007 School Year.
4. Students who do not meet the requirements at the time that their classmates receive Privilege will be eligible at the end of the next marking period.
5. A student must be enrolled at Renaissance Academy for at least one full semester before the privilege of **Delayed Arrival/Early Departure** will be awarded.

Loss of Privileges

- The administration reserves the right to rescind privileges for academic, attendance and/or disciplinary reasons, for excessive tardiness, for unexcused absences, and/or violation of parking / driving rules.
- **The student's attendance may be required at school programs that are scheduled during a student's unassigned period. If this is the case, students will receive ample warning and will be expected to attend.**
- The assigned privilege status of any student may be withdrawn at any time by parent request.

What are the Privileges?

Collegiate Academy Lunch

This Privilege will be automatically given to any student who carries a Privilege Card

Students in grades 11 & 12, in good academic and behavioral standing (holding a privilege card) will be allowed to leave the campus for lunch period, PROVIDED that they have on file a Parental Release form with the signatures of parent and an administrator.

These forms are available in the main office or through a school administrator.

If the student meets the requirements and obtains the necessary signatures, he or she may leave the campus for the lunch period only.

It is the expectation that students will adhere to all Renaissance Academy rules and regulations while off campus.

If a student fails to report on time for their next class, this privilege will be revoked.

What is "Good Academic Standing?"

- Good academic standing is defined as: no behavioral infractions during the quarter, and a grade of "C" or better in all academic classes. (GPA 2.0 minimum)
- **It will be the student's responsibility to sign physically himself /herself in and out of school for off campus lunch.**

Early or Late Study

If a Student has a Privilege Card they are automatically eligible for "Early or Late Study"

Juniors and seniors that will have acquired all necessary credits for graduation and that have satisfactory standing with the school are eligible to schedule a Period 0 or Period 7 study period, according to the privilege system.

Juniors and seniors who have a Privilege Card, **AND** parent permission may use early or late study to:

- 1) Go to the Library for silent study,
- 2) Visit teachers or counselors; or
- 3) Study or converse with other students in the library,
- 4) Outdoor patio area (back of school by library).

Areas that are off limits during Early or late study:

Locker access

Student parking area

Main office

Playing Ping Pong

Detention

Delayed Arrival/Early Departure

If an eleventh or twelfth grade student has the **Early or Late Study** privilege he or she may also obtain permission to delay their arrival until the end of Period Zero (9:05 AM) or may obtain permission to leave the school at the start of Period Seven (2:50 PM).

- **No senior with an outstanding financial obligation or incomplete status on current deadlines for Graduation Project will be eligible for late arrival or early departure privileges.**
- **If a student arrives late for a class, as a result of the late arrival privilege, the privilege will be revoked.**
- **No schedules will be changed to permit a senior to arrive for Period 0 or Period 7 Study.**
- **Once a student leaves at period 7, they MAY NOT re-enter the building.**

CONFISCATION OF STUDENT POSSESSIONS

In keeping with the Renaissance Academy's commitment to creating and maintaining a positive environment, there may be an occasion when an inappropriate item may be confiscated from a student. **Examples of such items would be, but are not limited to, cell phones, pagers, CD players, MP3 players, walkmans, headphones, smoking materials, weapons or non-uniform clothing items.** On the first offense, all LEGAL confiscated items will be turned into the Dean of Students and returned TO A PARENT OR GUARDIAN at the end of the day. The second offense will result in the item being confiscated for one week, at which time a PARENT OR GUARDIAN can pick it up. Any student having any items confiscated three times or more risks losing all retained items until the end of the year. **If any item is confiscated from a student for the remainder of the year, the parent or guardian will be notified by telephone.**

ALL CELL PHONES AND OTHER ELECTRONIC EQUIPMENT MUST BE STORED IN THE STUDENT'S LOCKER AND REMAIN THERE DURING THE SCHOOL DAY UNLESS OTHERWISE SPECIFIED. CD players may be used on the bus to and from school and in the cafeteria, at teacher discretion. While in a locker, please ensure that all electronics are turned OFF.

It is the student's responsibility to secure the item after the appropriate period of confiscation has elapsed. Any items remaining after the close of the school year may be given to charity or disposed of. **Any illegal items (such as smoking materials, weapons, etc.) that are brought to school and confiscated will not be returned. The school will not be responsible for the loss or damage of any items confiscated.**

RENAISSANCE ACADEMY BUS DISCIPLINE POLICY

The State of Pennsylvania and the Renaissance Academy have deemed that transportation to and from school is a **privilege** afforded by the student's sending school district - not a right. Therefore, any student who consistently chooses inappropriate behavior risks having this privilege revoked.

Students are expected to follow all safety rules while riding the bus. It is important to remember that any time the driver must remove his/her eyes from the road to address those students who are breaking the rules, the entire bus is placed in jeopardy. Therefore we expect the students to:

1. remain in their seats, feet and body facing forward,
2. talk in quiet voices,

3. obey the bus driver,
4. speak in respectful voices,
5. keep feet out of the aisles,
6. refrain from eating or drinking on the bus, and
7. keep hands to themselves and inside the bus.

If any student should choose not to follow the rules, he/she risks being referred for disciplinary action by the bus driver. The first write-up will result in a warning. Subsequent referrals for bus infractions will result in the following:

2nd referral — 1 day bus suspension

3rd referral — 3 day bus suspension

4th referral — 5 day bus suspension

5th referral — 10 day bus suspension / referral to the Renaissance Academy School Board for possible removal of bus privileges.

Please make sure that you and your student are aware of safe bus riding procedures and practices to ensure that all students have a safe and pleasant trip to and from school each day.

Incidents By Student

Suspensions: 153 Students involved in 303 Suspensions

Total School: 9 Students Expelled

Student Conduct - Attachments

- Locker Search
- Search and Seizure

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Renaissance Academy-Edison CS

Date of Local Chartering School Board/PDE Approval: 1999

Length of Charter: 5 years **Opening Date:** August 18, 2000

Grade Level: K-12 **Hours of Operation:** 7:40-4:20 (Inst Day 8:00-4:00)

Percentage of Certified Staff: 95% **Total Instructional Staff:** 67

Student/ Teacher Ratio: 1:25 **Student Waiting List:** 250

Attendance Rate/Percentage: 96%

Enrollment: 911 **Per Pupil Subsidy:** Reg Ed: 9,450.15 / SES: 20,171.50

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 49
Black (Non-Hispanic): 265
Hispanic: 28
White (Non-Hispanic): 569
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 24%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 87

| Number of: | K (AM) | K (PM) | K (FTIME) | ELEM | MIDDLE | SEC. | TOTAL |
|----------------------------|--------|--------|-----------|------|--------|------|---------|
| Instructional Days | 0 | 0 | 184 | 184 | 184 | 184 | 736 |
| Instructional Hours | 0 | 0 | 6.05 | 6 | 6.35 | 6.5 | 4743.52 |

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Renaissance Academy-Edison CS within Chester County IU 24 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Gina Guarino Buli

Title Mrs.

Phone 610 983-4080 ext 1108

Fax 610 983 4096

E-mail gguarinobu@phoenixville.edisonschools.com

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name Martha Stephens

Title Ms.

Phone 610 983-4080

Fax 610 983 4096

E-mail marthastephens@comcast.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Kim Neucterlein

Title Ms.

Phone 610 983-4080 ext 2063

Fax 610 983 4096

E-mail kwatson@phoenixville.edisonschools.com

Signature of the Special Education Contact Person and Date