
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Monday, November 10, 2008**

Charter School: Renaissance Advantage CS
Address: 1712 S 56th St
Philadelphia, PA 19143
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Renaissance Advantage CS

Date of Local Chartering School Board/PDE Approval: 09/01/1999

Length of Charter: 8 **Opening Date:** 09/1999

Grade Level: K-8 **Hours of Operation:** 8:00-3:00

Percentage of Certified Staff: 73% **Total Instructional Staff:** 46

Student/ Teacher Ratio: 25:1 **Student Waiting List:** 298

Attendance Rate/Percentage: 95%

Enrollment: 869 **Per Pupil Subsidy:** Regular Education \$603.99/Special Education \$1278.83

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: .23%
Black (Non-Hispanic): 99.65%
Hispanic: 0
White (Non-Hispanic): 0
Multicultural: .11%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 100%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 77

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	186	186	186	0	186
Instructional Hours	0	0	1189.5	1189.5	1189.5	0	1189.5

SECTION I. EXECUTIVE SUMMARY

Organization Description

The Renaissance Advantage Charter School is a K-8 public charter school, located in the Southwest area of Philadelphia. We serve a yearly average of 830 children from the local neighboring areas. Renaissance Advantage is a Title 1 funded school serving a 97% African American, 2% Asian/Pacific Islander and 1% Multicultural population, the majority of whom are at

risk of school failure. Approximately 95% of our student population receives a free or reduced lunch.

The area's population is 29,032 persons. The percentage of Philadelphia's population residing in the District is 1.8%. The median family income derived from the 2000 census information for the tracts included in the West Philadelphia district averages out to: \$27,572.00. The local area yields only a 28.5% of residence earning a high school diploma (including equivalencies). Residence obtaining a bachelor's degree is estimated at 2%.

Renaissance Advantage Charter School is located at 1712 S. 56th Street on a campus that consists of two buildings. Building one contains 13 classrooms, where students in grades 3-6 receive instruction, and a computer lab. Building one also has an Annex attached, where students in grades 6-8 receive instruction, with four classrooms and a facility used for speech and language services. The gymnasium, also located in the same building, serves as a cafeteria for breakfast and lunch and an auditorium for assemblies. Building two, where students in grades K-2 receive instruction, has 18 classrooms and a resource room for special educational services. During the 2007-2008 school year there were 35 regular education classrooms and one self contained classroom. There were 35 regular education teachers, 5 special education teachers and 6 specialty teachers: art (2), Spanish (2), Music, and Physical Education.

Core Purpose

Mission

The mission of the Renaissance Advantage Charter School is to demonstrate the heights of academic achievement that public school students can routinely attain when provided superior educational opportunities, including structured, proven curriculum and a safe and orderly environment. The founders are dedicated to expanding educational choice for Philadelphia families, particularly those in the predominantly low-income and largely under-served communities of West Philadelphia, where the new school will be located.

Vision

The school will provide a comprehensive program specifically designed to develop the whole child. The overarching goals of the Renaissance Advantage Charter School are to:

- Demonstrate the heights of academic achievement that all students can routinely attain when the advantages of charter school governance are coupled with ambitious academic standards supported by researched-based instruction and increased parent involvement.
- Offer families from Philadelphia and surrounding counties choices in public education that is equivalent to those offered in environments that foster a belief that each individual can obtain both academic and social global competencies.
- Create new professional settings for teachers where ongoing training and support is provided and success is defined by continuously improved student achievement and parent satisfaction.

Shared Values

The basic philosophy of the founders is that a world-class education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her potential. The founders believe that schools should focus on what all world citizens and what all human beings have in common, rather than focusing on what sets us apart. Further, this school broadens students' knowledge and understanding of cultures and civilizations different from their own or immediate surroundings. The founders believe that all children must have at their disposal a broad array of important factual and conceptual knowledge, critical thinking skills and academic and social problem solving abilities. Moreover, they believe that the best instructional methods are those that work with diverse students and teachers; those that ensure mastery; those that promote questioning and critical/strategic thinking; and those that are accountable for results. They also believe that a structured, consistent and supportive approach to learning helps to ensure quality and the likelihood of real world success.

Central to the founder's philosophy is the belief that while parents have the primary responsibility for the development of children's characters, schools should support and reinforce their efforts in this critical area. We continue to believe that parents must be provided opportunities for ongoing engagement that enriches their personal relationship as well as their relationship that supports and guides their child's continued success.

Academic Standards

The school's curriculum is based on the Pennsylvania academic standards. All academic programs are selected based on their alignment to the state standards.

Strengths and Challenges

Student and Community Needs and Risk Factors

Information on student/local community "Risk Factors" was gathered from:

- Existing Federal, State, District and RACS surveys and reports

Existing reports include but are not limited to: Title 1, Free/Reduced Lunch Program, and the Philadelphia Police Department (16th Police District Report), the Harris Survey. Additional information is solicited from parents, students, teachers and on site non-parents.

Renaissance Advantage Charter School (RACS) Student Risk Indicators

100% of our parents/students lack access to affordable/free after-school programs.

Approximately 35% of our students have no adult supervision between the hours of 3:30pm and 6:30pm.

Less than 5% of our existing students participate in any organized after-school activities.

Approximately 76% of our student body resides in a one-parent household.

Preliminary results from the 2007-08 PSSA Mathematics Test indicate that only 42.8% of students in grades 3-8 scored Proficient or Advanced

Preliminary results from the 2006-07 PSSA Reading Test indicate that only 33.4% of students in grades 3-8 scored Proficient or Advanced

Only 30.8% of students in grades 3-8 scored Proficient or Advanced on the 2006-07 PSSA Reading Test

Only 39.7% of students in grades 3-8 scored Proficient or Advanced on the 2006-2007 PSSA Mathematics Test

The SPED subgroup did not make significant progress in Reading as indicated on the PSSA taken during the 2006-2007 or 2007-2008 school year.

At least 68% of 3rd-8th grade students scored below grade level in reading on the fall 2006 Terra Nova standardized tests.

45% of 3rd graders and at least 65% of 4th-8th grade students scored below grade level in math on the fall 2006 Terra Nova standardized tests.

RACS Community Risk Indicators

Average family income is 54% below the State wide average family income.

There are limited accessible/affordable alcohol and drug avoidance programs, family mental health, or parenting programs in our school community areas.

100% of our parents lack free/affordable after school programs for their children.

The local neighborhood is one of the most active areas for crime in Philadelphia. West Philadelphia accounts for 13% of the city's murder cases.

RACS School —Wide Strengths

Comprehensive research based literacy program:

- Harcourt Trophies (K-2)
- Open Court (3-5)
- Prentice Hall (6-8)

Researched based mathematics programs:

- Everyday Math (K-5)
- Prentice Hall (6-8)

Daily Parent involvement

Strong support from Parent Teacher Organization

Community involvement

Professional development implementation plan

Instructional support in the form Curriculum Coordinators for Reading, Mathematics and Science

Highly qualified Instructional Assistants

All students receive a world language, art, music and physical education

Attendance rate over 92% in grades K-5 and over 95% in grades 6-8

Maintained 98% or above participation rate on all assessments throughout school year

Met 13 of 17 AYP targets in 2007 & 15 of 17 AYP targets in 2008

Improved by meeting 6 of the 8 AYP Performance Targets in 2008 from 4 of the 8 in 2007:
Economically Disadvantage in Reading & Special Education in Mathematics

Met all Mathematics Performance Targets in 2008 by Safe Harbor

All subgroups decreased the percentage of students performing Below Proficient by at least 10%

School-wide Weaknesses

Character education implementation

Integration of specialist curriculum

No School Wide Library

Technology Integration into the curriculum

Students not showing adequate improvement in Reading as determined by the PSSA.

The decrease in the percentage of student Below Proficient is less then 10% for all subgroups in Reading

Student Lateness

Students Adhering to Dress Code

Fighting accounted for majority of suspensions in 2007-2008 (# of suspensions)

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The strategic planning process incorporates the school's leadership team and representatives of the Board of Trustees, with input from parents, teachers and students. The process is led by a former Superintendent, the current CEO Mr. Charles Highsmith.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aaron Moore	RACS	Other	The CEO
Charles Highsmith	RACS	Administrator	The Board
Christina Lewis	RACS	Special Education	The Principal

		Representative	
Donyatta Tinson-Smith	RACS	Administrator	The Board
Grady Knight	RACS	Ed Specialist - School Counselor	Educational Specialist
Jenifer Guerin	RACS	Elementary School Teacher	The Teachers
Linda Wilson	PTO	Parent	The Board
Michelle Thornton	The Thornton Group	Business Representative	The Board
Monique Caldwell	PTO	Parent	The Board
Sharnetta Denmark	RACS	Elementary School Teacher	The Teachers
Sheila Matthews	RACS	Ed Specialist - School Nurse	Ther Principal
Sherice Sargent-Thomas	HR & Thomas	Business Representative	The Board
Tawana Sharper	Community Liason	Community Representative	The Board
Teresa Dawson	RACS	Middle School Teacher	The Teachers
Tyrone Simms	Cobbs Creek	Community Representative	The Board
Victoria Robeerts	RACS	Ed Specialist - Social Restoration	Educational Specialist
Wanda Bailey-Green	Board Representative	Business Representative	The Board
Michael Rosenberg	RACS	Administrator	The Board
Hillary Meserve	RACS	Other	CEO

Goals, Strategies and Activities

Goal: CULTURALLY RELEVANT and ENRICHING LEARNING ENVIORNMENT

Description: Our school recognizes the need for teachers to understand and practice efective teaching strategies that address the specific need of the African American learner. Many of our teachers do not share the same background of experiences and therefore need specific information to be albe to use the unique strengths of the African American learnere and to modify and add to curriculum when information regarding this cultural group is miisn or inaccurate

Strategy: Collaboration

Description: Activities that include parents, teachers, students and community representatives

Activities:

Activity	Description	
Meetings	Meetings with PTO and other community groups to assess thier perceptions of needs of students.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description
Workshops	Workshops to connect families and staff in the pursuit of academic

	excellence	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Strategy: Consultant Team

Description: We have collaborated with a professional development team that will focus on training and supporting the teachers.

Activities:

Activity	Description	
Professional Development	Training for All Instructional Staff	
Person Responsible	Timeline for Implementation	Resources
Michael White	Start:8/26/2008 Finish: 6/3/2009	\$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	10	61
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BMW & Associates	• Company	Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Goal: CULTURE AND CLIMATE

Description: Develop a learning community with positive relationships among staff, parents and students that embraces and promotes intellectual, social and emotional growth.

Strategy: Family / Community Involvement

Description: Ensure families and community are invested in the teaching and learning process by increasing family and community involvement in school functions and activities.

Activities:

Activity	Description	
Mentoring	Recruit family and community members to serve as mentors for students with social skills deficits.	
Person Responsible	Timeline for Implementation	Resources
Charles Highsmith	Ongoing	\$0.00

Activity	Description	
Parent Meetings	Hold regular meetings between parents and School Leadership Team to ensure family input in the school's vision and operation.	
Person Responsible	Timeline for Implementation	Resources
Charles Highsmith	Ongoing	\$0.00

Activity	Description	
Room Parents	Establish a "room parent" for each classroom.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Start:10/31/2008 Finish: 10/31/2008	\$0.00

Strategy: Handbooks

Description: Familiarize staff and students with Staff and Student Handbooks to establish protocols for behavior and development of school culture.

Activities:

Activity	Description	
Staff Handbook	Present Staff Handbook to all staff members prior to beginning of 2007-08 school year.	
Person Responsible	Timeline for Implementation	Resources
Charles Highsmith	Start:8/11/2008 Finish: 8/11/2008	\$0.00

Activity	Description	
Student/Family Handbook	Present Student Handbook to all students on the first day of school and mail copies to families.	
Person Responsible	Timeline for Implementation	Resources
Charles Highsmith	Start:10/1/2008 Finish: 10/1/2008	\$0.00

Strategy: Social Skills

Description: Implement professional development plan and curriculum designed to develop students' social skills.

Activities:

Activity	Description	
Keys to Success	Provide PD session that addresses the "keys to success" for the development of social skills.	
Person Responsible	Timeline for	Resources

	Implementation	
Charles Highsmith	Start:8/27/2008 Finish: 6/24/2009	\$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	11	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BMW & Associates, School Leadership Team	<ul style="list-style-type: none"> • School Entity • Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn the "keys to success" for the development of student social skills and how to integrate these ideas into regular lesson plans designed to develop social skills.		<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. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Health, Safety and Physical Education Family and Consumer Sciences
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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring 	<ul style="list-style-type: none"> Review of participant lesson plans 	

Activity	Description	
Student Mentoring	Implement a mentoring program for students with social skills deficits.	
Person Responsible	Timeline for Implementation	Resources
Charles Highsmith	Ongoing	\$0.00

Goal: Effective Communication

Description: Add Goal Statement here..

Strategy: Regular Communication with Families

Description:

Activities:

Activity	Description	
Open Forum at Board Meetings	Parents are able to ask questions during the board meeting to both Board Members and the Administrative Team.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description

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PTO meetings	The Agenda for the PTO meeting always includes upcoming school activities. Members of the leadership team are also included on the agenda to present curriculum, assessment, and other academic updates and or strategies to help their children.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description	
Weekly Communication Folders	Every Wednesday Communication Folders, including information from the leadership team, PTO, Board of Trustees, and or teachers is sent home.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Strategy: Seasonal Communication with Families & Stakeholders

Description:

Activities:

Activity	Description	
Back to School Night		
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description	
End of Year Student Mailing		
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description	
Quarterly Report Card Conferences		
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description	
Submission of articles and pictures in local newspapers		
Person Responsible	Timeline for	Resources

	Implementation	
Michael White	Ongoing	\$0.00

Activity	Description	
Summer Informational Package		
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Goal: Identifying "At Risk Students"

Description: Add Goal Statement here..

Strategy: Analysis of Assessment Data

Description: All Instructional Staff and Leadership Team Members routinely review assessment data and create relevant action plans.

Activities:

Activity	Description	
Monthly Analysis of Benchmark Data		
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Ongoing	\$0.00

Activity	Description	
Ongoing Analysis of Standardized Assessment Data		
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Ongoing	\$0.00

Strategy: CSAP

Description: Comprehensive Student Services Program is a three tiered program.

Activities:

Activity	Description	
Three Tier Process		
Person Responsible	Timeline for Implementation	Resources
Christina Lewis	Ongoing	\$0.00

Goal: Implement meaningful, dynamic standards-based curriculum and instruction

Description: There is a need for training to assist all staf in understanding the standards, aligning curriculum and instruction with standards and effective use of assessing standardars so thatl all students can be successful learners.

Strategy: Teacher Training

Description: Train all teachers in academic standards and how to use them to align curricula and

instruction.

Activities:

Activity	Description	
Grade Group Meeting	Grade Groups meet each day along with Coordinators	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description	
Staff Development Sessions	Weekly Staff Development is conducted every Wednesday from 3:15 until 5:00 PM	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Goal: Learner-centered environments based on social, emotional, and developmental needs

Description: Students in K-8 schools require teachers to have a deep understanding of their varying developmental, social and emotional needs as they move through the grades. Teachers also need specific information on how to create an appropriate learning environment at each developmental stage that includes appropriate instructional strategies and processes to help all students attain the highest degree of mastery of concepts and skills.

Strategy: To increase the knowledge and skill of teachers to develop strategies and activities that address the varying needs of students

Description: Training in social, emotional, intellectual and cultural needs of each age student

Activities:

Activity	Description	
Training	Training in social, emotional, intellectual and cultural needs of each age student	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Strategy: To increase the knowledge and use of varied assessment strategies

Description: PD sessions and grade group facilitated collaborative planning sessions

Activities:

Activity	Description	
Grade Group & PD	Facilitated Planning Sessions	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Goal: MATHEMATICS

Description: At least 75% of all students will be proficient in the mathematics content standards as measured by school wide, local and state assessment by June 2009.

Strategy: After-School Tutoring

Description: Implement an after-school tutoring program for students in grades 3-8 scoring Basic or Below Basic on the 2007-08 PSSA Math Test or those not showing proficiency in grade level skills on monthly benchmark assessments.

Activities:

Activity	Description	
Program Implementation	Implement after-school tutoring Monday-Thursday beginning in January and continuing until dates of PSSA Math test. Reading and Math tutoring to take place on alternate days, with two days of tutoring in each subject.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description	
Student Identification	Identify students scoring Basic or Below Basic on previous PSSA Math tests and/or monthly math benchmark assessments for participation in after-school tutoring program.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Start:8/25/2008 Finish: 8/25/2008	\$0.00

Strategy: Mathematics Benchmarks

Description: Implement Monthly Benchmark Assessments in Mathematics for Grades 2-8.

Activities:

Activity	Description	
Assessment Administration	Administer monthly benchmark assessments to students in grades 2-8.	
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Ongoing	\$0.00

Activity	Description	
Data Analysis	Analyze benchmark assessment data on a monthly basis to evaluate student progress toward proficiency in PSSA mathematics skills. Use assessment data to plan for differentiated instruction.	
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Ongoing	\$0.00

Activity	Description	
Teacher Training	Train new teachers in the administration of the benchmarks and analysis of math benchmark data to evaluate student progress.	
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Start:8/12/2008 Finish: 6/17/2009	\$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	10	62
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
RACS staff	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Teachers will learn how to administer the monthly benchmark assessments and analyze student performance data to evaluate progress toward PSSA targets and plan for differentiated instruction in mathematics. They will receive ongoing support in the analysis of benchmark data and using these data to plan for differentiated instruction.</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

		<p>interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Mathematics
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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 		

Strategy: Professional Development

Description: Provide opportunities for professional development in Every Day Math with follow-up classroom observations and feedback.

Activities:

Activity	Description	
Classroom Observations	Observe teachers during both formal observations and informal walkthroughs for effective implementation of mathematics instructional strategies learned at professional development sessions.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description
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PD Calendar	Identify PD needs in math and develop a calendar to address these needs in professional development sessions throughout the school year.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Start:8/25/2008 Finish: 8/25/2008	\$0.00

Activity	Description	
Provide PD	Provide professional development in Every Day Math, differentiated instruction, Bloom's Taxonomy, math lesson plan format, the "student growth model" and other relevant topics to help teachers move students toward proficiency in grade level mathematics standards.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Start:8/19/2008 Finish: 5/13/2009	\$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	10	62
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
RACS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Every Day Math training		<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. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students

		<p>are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • 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	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Mathematics
Follow-up Activities	Evaluation Methods	

Strategy: PSSA Intensive

Description: Implement school-wide PSSA "Intensive," beginning in January and continuing until dates of PSSA Math test, to target mathematics skills not mastered on monthly benchmark assessments.

Activities:

Activity	Description	
Data Analysis	Based on analysis of monthly math benchmark data, group students according to skill weaknesses to plan for and provide intensive review of targeted skills.	
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Ongoing	\$0.00

Activity	Description	
Scheduling	Schedule 50-60 minutes of time during the instructional day to provide all students in Grades 3-8 with intensive review of specific mathematics skills.	
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Start: 1/1/2009 Finish: 1/1/2009	\$0.00

Goal: READING

Description: At least 75% of all students will be proficient in the reading and writing content standards as measured by school wide, local and state assessment by June 2009.

Strategy: After-School Tutoring

Description: Implement an after-school tutoring program for students in grades 3-8 scoring Basic or Below Basic on the 2006-07 PSSA Reading Test or those not showing proficiency in grade level skills on monthly benchmark assessments.

Activities:

Activity	Description	
Program Implementation	Implement after-school tutoring Monday-Thursday beginning in January and continuing until dates of PSSA Math test. Reading and Math tutoring to take place on alternate days, with two days of tutoring in each subject.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Start:10/6/2008 Finish: 10/6/2008	\$0.00

Activity	Description	
Student Identification	Identify students scoring Basic or Below Basic on previous PSSA tests and/or monthly reading benchmark assessments for participation in after-school tutoring program.	
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Start:8/25/2008 Finish: 8/25/2008	\$0.00

Strategy: Professional Development

Description: Provide opportunities for professional development in reading instruction with follow-up classroom observations and feedback.

Activities:

Activity	Description	
Classroom Observations	Observe teachers during both formal observations and informal walkthroughs for effective implementation of reading strategies learned at professional development sessions.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description	
PD Calendar	Identify PD needs in reading and develop a calendar to address these needs in professional development sessions throughout the school year.	
Person Responsible	Timeline for	Resources

	Implementation	
Michael White	Start:8/25/2008 Finish: 8/25/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
RACS staff	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		<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. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening

principals	<ul style="list-style-type: none"> 6-8) Elementary (grades 2-5) 	
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 Journaling and reflecting 		

Activity	Description	
Provide PD	Provide professional development in PA Reading Standards and Assessment Anchors, differentiated instruction, Bloom's Taxonomy, reading lesson plan format, reading behaviors and other relevant topics to help teachers move students toward proficiency in grade level reading standards.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Start:8/27/2008 Finish: 5/6/2009	\$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	10	62
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
RACS staff BMW & Associates	<ul style="list-style-type: none"> School Entity Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Strategy: PSSA Intensive

Description: Implement PSSA "Intensive," beginning in January and continuing until dates of PSSA Reading test, to target reading skills not mastered on monthly benchmark assessments.

Activities:

Activity	Description	
Data Analysis	Based on analysis of monthly reading benchmark data, group students according to skill weaknesses to plan for and provide intensive review of targeted skills.	
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Ongoing	\$0.00

Activity	Description	
Scheduling	Schedule 50-60 minutes of time during the instructional day to provide all students in Grades 3-8 with intensive review of specific reading skills.	
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Start:8/25/2008 Finish: 8/25/2008	\$0.00

Strategy: Reading Benchmarks

Description: Implement Monthly Benchmark Assessments in Reading for Grades 2-8

Activities:

Activity	Description	
Assessment Administration	Administer monthly benchmark assessments to students in grades 2-8.	
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Ongoing	\$0.00

Activity	Description	
Data Analysis	Analyze benchmark assessment data on a monthly basis to evaluate student progress toward proficiency in PSSA reading skills. Use assessment data to plan for differentiated instruction.	
Person Responsible	Timeline for Implementation	Resources
Donyatta Tinson-Smith	Ongoing	\$0.00

Activity	Description	
Teacher Training	Train new teachers in the administration of the benchmarks and analysis of reading benchmark data to evaluate student progress	
Person Responsible	Timeline for Implementation	Resources

Donyatta Tinson-Smith	Start:8/12/2008 Finish: 4/15/2009	\$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	10	62
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
RACS staff	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to administer the monthly benchmark assessments and analyze student performance data to evaluate progress toward PSSA targets and plan for differentiated instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
Educator Groups Which Will Participate in this Activity		

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<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 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA 	

Goal: Staff Retention

Description: Retain a minimum of 75% of all staff

Strategy: Retain a minimum of 75% of all Instructional Staff

Description:

Activities:

Activity	Description	
Ensure that all Professional Development is Differentiated based on Teacher Needs		
Person Responsible	Timeline for Implementation	Resources
Charles Highsmith	Ongoing	\$0.00

Activity	Description	
Exit Interviews for staff who resign or are terminated		
Person Responsible	Timeline for Implementation	Resources
Sherice SargentThomas	Ongoing	\$0.00

Activity	Description	
Maintain a positive safe work environment		
Person Responsible	Timeline for Implementation	Resources
Charles Highsmith	Ongoing	\$0.00

Activity	Description	
Professional Improvement Plans		
Person Responsible	Timeline for Implementation	Resources
Charles Highsmith	Ongoing	\$0.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Investigate Truancy

Description: School Social Worker will make home contacts for students with chronic attendance problems.

Activities:

Activity	Description	
Home Contacts	School Social Worker will contact families of truant students by making phone calls, writing letters and/or making home visits.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description	
Student Identification	Identify students who had chronic attendance problems in 2006-07 school year for attendance monitoring at the beginning of 2007-08 school year.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Strategy: Provide Attendance Incentives

Description: Recognize outstanding/improved student attendance through monthly attendance awards with certificates, treats and other incentives.

Activities:

Activity	Description	
Recognize Improved Attendance		
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Activity	Description	
Recognize Outstanding Attendance		
Person Responsible	Timeline for Implementation	Resources

Michael White	Ongoing	\$0.00
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Activity	Description	
Student Identification	Identify students with outstanding or improved attendance for monthly recognition.	
Person Responsible	Timeline for Implementation	Resources
Michael White	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Statement of Quality Assurance - Attachments

- 2008-2009 School Improvement Plan
- Quality Assurance 2008
- Annual Measureable Goals

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

At the core of the Renaissance Advantage Charter School's curriculum are the components of comprehensive literacy development and reform mathematics programs. Our RELA program is supported by research-based curricula grounded in the systematic, explicit instruction of phonemic awareness and word knowledge, comprehension skills and strategies, inquiry skills, and writing and language arts skills and strategies. Our goal is to create a literature-rich environment. There is opportunity on all levels for teachers to accommodate individual students' needs by reteaching, providing interventions and raising expectations for all. We use the most effective practices in education to differentiate instruction for meeting students' individual needs.

The core reading curricular materials used are Harcourt Trophies series in the early years (K-2), Open Court (3-5) and Prentice Hall (6-8) in the upper grades. The five areas of reading instruction; phonemic awareness, phonics, fluency, vocabulary and text comprehension, provide the basis of our early literacy reading program. These components are addressed in the materials and in the literacy environment created by the teachers. Flexible grouping in reading, based on careful benchmark assessments, program assessments, and teacher observation provides students with specific activities and materials to master skills. Every child is assessed before beginning instruction and grouped according to performance. Instructional groups average 22 or fewer students. Students are assessed frequently and groups are adjusted regularly according to student individual progress.

The mathematics program at Renaissance Advantage Charter School centers around two programs, Everyday Math for grades K-5 and Amsco for 6-8. Everyday Mathematics is a spiral program, which allows students to experience a concept a number of times before it is necessary for students to master the skill. There is constant reinforcement with the Everyday Mathematics program. The Math in Context program allows students to experience mathematics through hands-on activities that involve real-life situations.

The social studies curriculum, using History Alive as the main source, prepares children to be informed, responsible world citizens and leaders who proceed through their life with purpose with a strong background in the history of their own culture and that of all people of the world. It expands the world for the children and allows them to understand major themes that have permeated history.

The science curriculum is taught using two programs, Harcourt Science for grades K-5 and Holt, Science and Technology for grades 6-8. Both programs include science labs and numerous opportunities for students to work cooperatively with their classmates.

Staff reviews data summarizing student performance weekly and individual learning plans are developed to ensure that every student progresses at the target rate and masters course material. Students are also assessed based on their performance on independent work including papers, projects, and other assignments, embedded in the curriculum. Specific criteria are established for assessing all work to minimize subjectivity in the evaluation process. Standardized assessment instruments, including the PSSA, Terra Nova and Benchmarks results are used to provide an objective measure of evaluating student learning, teacher performance, and curriculum alignment with subject matter tested. Benchmark results are aligned to Pennsylvania State Standards and are analyzed on a monthly basis by teachers, curriculum coordinators and administration.

Each program provides resources for formal and informal assessments throughout the school year to establish reachable goals for teachers and students and to gauge student progress.

As teachers complete their lesson plans, they are asked to include the Pennsylvania State Standard they are targeting during each lesson that drive our curriculum. Although we do not teach to the test, we do teach to the standard to ensure that our students will be successful in and eventually reach the proficient and advanced categories in both reading and mathematics.

Rigorous Instructional Program - Attachments

- Annual Measurable Goals 2007-2008
- Induction Approval Letter
- PEP Approval Letter

English Language Learners

RACS families complete a Home Language Survey upon registration with the school. At this time the school has not identified any English Language Learners. However, if and when the school receives its first ESL student, the following plan may be implemented:

1. **Program Goals and Objectives:** This multicultural education program has been designed to give English language learners the opportunity to reach their highest potential. It will enable children to transition more smoothly into American culture.

2. **Student and Parent Orientation Procedures:** The students and parents will be required to attend and participate in the schools ESL orientation before enrollment. Students are also invited to visit the Welcome Center sponsored by the School District of Philadelphia.

3. **Identification and Placement Procedures:** At the orientation, the students and parents will receive an overview of the curriculum, screening process for placement, entry/exit criteria and meet school staff. The tool that the school will use to assess the English language learner is IDEA Proficiency Test Level I and II Oral English. This assessment will take place before entry, every nine weeks and before exiting.

4. **Instructional Program:** The instructional program will be extremely rigorous. The students will be highly engaged in lessons pertaining to growth; Grammar Exercises, Basic English as a Second Language, Everyday Mathematics, and Comprehensive Literacy. The students will be exposed to a rigorous curriculum in Physical Education, Art, Music and Spanish. The schools curriculum is aligned to Pennsylvania State Standards. Therefore, the English language learner will receive the allotted time for service instruction.

5. **Student Participation in Related and Extracurricular Activities:** This is an on-going process and all students are allowed to participate in the school's after-school programs.

6. **Pupil Personnel Services:** The school has a Support Service Team (Counselor, Social Worker and Special Education Team) who provide support to children with special needs. In addition, the school also has bilingual staff members who are able to provide language services to ESL students. The school utilizes the inclusion and/or self-contained models for students based on their Individualized Education Plan.

7. **Staff Development Related to Program:** Staff Development is a high priority. All teachers and paraprofessionals receive training on a monthly basis and during pre-service. The same will apply to an English Language teacher.

8. **Community Involvement:** Community involvement is second nature for student and parents at Renaissance Advantage Charter School. Parents are required to volunteer 50 hours per year and 8th grade students are required to complete a community service project in order to fulfill promotion requirements. Additionally, the National Association of University Women has adopted the school. Most recently, the school has begun to develop partnerships with businesses in the new community to which the school has moved.

9. **Program Evaluation Procedures:** The ESL/Bilingual Education Program has a process in place that requires the full participation of the parent before any final decisions are made regarding a child.

There is no attachment C because Renaissance Advantage Charter School does not currently have an ELL/Bilingual Program

Graduation Requirements

Because Renaissance Advantage Charter School currently enrolls student from Kindergarten to Eighth grade no Graduation Requirements are Applicable.

Special Education

Renaissance Advantage Charter School is fully accountable to federal laws and regulations governing special education, including teacher certification, provision of related services, IEP development, record keeping and all Due Process requirements.

All students' registration forms include a series of questions to ascertain if the student has been eligible for special education services. Prior to school opening, these registration forms are screened and conversations are initiated with parents of students identified as having IEPs or as needing special access or accommodations (504). Parents of students with special education needs are warmly welcomed into the school. They are fully informed about the curriculum, supports and special features of RACS program, as well as being fully informed about their rights, procedures and responsibilities of the special education law.

Related services providers are hired to provide therapies and assessments for students currently with IEPs, as well as assess students in the referral pipeline. The percent of time required for related services is determined by the student's IEP, in addition to the mandated requirements.

Special Education at RACS encourages Responsible Inclusion, a well-delineated, flexible, intergraded and intensive support system for students with disabilities. Through this supportive arrangement, both special educators and classroom teachers are committed to working with students with special education needs in the general education classrooms. Under the direction of the Special Education Coordinator, Special Education Support (SES) teachers co-plan with

their classrooms, providing intensive remediation as needed, and developing differentiated instruction to meet their students' needs.

Responsible Inclusion does not mean that all students must be fully included in all general education classrooms. But, there are many resources to fully exploit before determining that, as more restrictive arrangement is truly needed by an individual student. Before arranging either pull out or self-contained programs for a particular student, it is necessary to:

1. Allow supported, responsible inclusion a full trial period;
2. Provide professional development, increase resources, and try alternative strategies

COMPREHENSIVE SUPPORT PROCESS

REFERRAL PROCEDURES

In order to refer a student for CSAP the following steps must be completed:

1. Referring staff member must complete an initial assessment form
2. In Tier I, regular education teachers implement intervention strategies for struggling students during a 30 day period. The focus is on a group of students with similar barriers to learning and/or inappropriate behaviors that are exhibited in the classroom. Information is gathered, resources/strategies are identified and intervention plans are developed and implemented
3. Referring staff member will follow all of the recommendations
4. If there is no improvement, the case is referred back to Support Services Team for Tier II review. Core team members are assembled (general education teacher, special education teacher or coordinator, math and/or reading curriculum coordinator) to review intervention strategies. Specific goals are monitored during an additional 30-60 day period.
5. If the above steps fail to improve the situation the student will then be referred to the multidisciplinary team for further evaluation.

*Please note that all of these steps must be followed in order for this process to be successful for the student and the teacher.

During the 2007-2008 school year, the school did not have any special education students with transportation needs. If the need arises in future years, the school will follow all guidelines and regulations set forth by the School District of Philadelphia and Pennsylvania Department of Education. In addition, the school remains abreast with the policies and procedures the school is in contact with the PSD and PDE with regards to policies and procedures concerning special education transportation needs.

***The Attached Penn Data Report has a column cut off. Our printer for this system only allows for portrait printing while this document is landscape.

Special Education - Attachments

- SPED Policies
- Assistive Technology
- Confidentiality Policy
- Independent Education Evaluation Policy
- SPECIAL ED DATA WORKSHEET

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A	1.0	Learning Support	RACS	20	SPED
Teacher B	1.0	Learning Support	RACS	16	SPED
Teacher C	1.0	Learning Support	RACS	12	SPED
Teacher D	1.0	Learning Support	RACS	9	SPED

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not Applicable	NA	NA	NA	0	NA

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	RACS	1.0
Social Worker	RACS	1.0
Counselor	RACS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapeutic Consultant/ J. Clifford	Psychologist	.2
Therapeutic Consultant/J. Clifford	Speech Pathologist	1.0
Therapeutic Consultant/ J. Clifford	Occupational Therapist	.4

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA/PASA	No	No	No	Yes	Yes	Yes
Terra Nova	No	Yes	Yes	No	No	No
Monthly Benchmark Assessment	No	No	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA/PASA	Yes	Yes	Yes	No	No	No	No
Monthly Benchmarking System	Yes	Yes	Yes	No	No	No	No

Student Assessment

Renaissance Advantage Charter School utilizes a number of assessment tools. Data-driven instruction is critical when making decisions about instructional delivery and curriculum materials. Students are assessed monthly for mastery of skills taught. All students in grades 2-8 take computerized, standards-based benchmark assessments each month in three subject areas: reading, mathematics and language arts. Students and teachers receive instant feedback on students' mastery toward grade-level skills in each of these subject areas. Teachers and administrators, in conjunction with a support team from Edison Schools, Inc., review these data to determine student needs and plan for differentiated instruction. Potential gaps in content knowledge or process skills are identified. Student portfolios are used to gauge student progress as well. Students at Renaissance Advantage Charter School are also assessed three times per year in the reading program, using publisher-designed assessments. Skill mastery is the primary goal of these efforts.

Analysis of benchmark assessment data reveals steady improvement in student mastery of grade-level mathematics skills from September 2006 through May 2008. Reading benchmark data suggest students are performing very similar to their baseline data as late as June of 2008. Results from the 2007-08 PSSA Math Tests indicate that 42.8% of students in grades 3-8 scored Proficient or Advanced in mathematics an increase 3.1% from 2006-2007. Results from the 2007-08 PSSA Reading Test indicated that 33.4% of the students in grades 3-8 scored Proficient or Advanced in reading an increase of 2.6% from 2006-2007. Analysis of the Terra Nova indicated that 32% of the students were Proficient and 4% were Advanced in Grade 1 in Reading. Additionally, the Terra Nova results reveal that 29% of the students were Proficient and 3% were Advanced in Grade 2 in Reading. The Terra Nova data also shows that only 26% of the students were Proficient and 2% of the students were Advanced in Grade 2 in Mathematics.

Measures will be taken in the upcoming 2008-2009 school year to plan for and implement interventions for students not mastering grade level reading skills. Examples of these efforts are: after-school tutoring, small group instruction and intensive review of grade level math and reading skills. Both formal observations and informal classroom walkthroughs will be conducted by administrators and instructional support personnel on an ongoing basis to ensure high-quality, rigorous instruction in reading and mathematics. Feedback from these observations and monthly student assessment data will be shared with teachers and instructional weaknesses will be addressed through regular professional development sessions. RACS has also partnered with the Teacher Advancement Program (TAP) to provide teachers with additional support in the developing of best practices.

RACS has a collaborative three tiered Comprehensive Student Assistance Process (CSAP), by which schools identify barriers to learning and remove barriers by accessing internal (school-based) and external (community-based) resources. The heart of the CSAP is the classroom, where the classroom teacher analyzes the strengths and learning needs of each student and adapts instruction and environment to create optimal learning conditions. The attached flow chart further explains our program.

Student Assessment - Attachment

- Terra Nova 2008

Teacher Evaluation

Teachers are evaluated based on their performance over the course of the year, and they are observed regularly by administrators and consultants retained by the school. All teaching staff were evaluated by the Building Principal a minimum of two times. In the event that he found that a teacher received one or more unsatisfactory evaluations, the teachers was given an additional evaluation or evaluations.

The current principal, Michael Rosenberg, had several years of experience as an administrator in The School District of Philadelphia. The principal participated in instructional leadership and professional development meetings offered by Edison Schools Inc. through the school's management agreement with the company. The content of those conferences is aligned to the academic program and instructional approach utilized at Renaissance Advantage Charter School. School leadership and special education staff also have access to Edison's special education team upon request.

Charles Highsmith, the current CEO, former principal in the School District of Philadelphia and Superintendent in New Jersey provide guidance and support this year in the areas of leadership, curriculum and instruction, teacher evaluation and more. He holds a current PA principal and supervisor /administrative certificates. He also holds a NJ superintendent certificate. Mr. Highsmith conducted training, workshops and regular meetings with the leadership team focused on the following topics including but not limited to CSAP, SPED, Teacher Evaluations and Student Assessment. The team also participate in national professional conferences in best practices in special education, assessment and leadership.

Teacher Evaluation - Attachment

- TEACHER EVALUATION Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In August of 2007 the school began with Michael Rosenberg, an experienced certified principal, serving as the Interim Principal while the board conducted a National Principal Search. During this time arrangements were made to transition Mr. Charles Highsmith into the CEO position to provide stability to the organization which was found to have high administrative turnover. Mr. Highsmith officially became the CEO in January of 2008. He comes to us with over 40 years of educational experience of which 33 years were spent in the School District of Philadelphia. Mr. Highsmith through the board support secured a principal, with a long term commitment, who comes to us with experience from a public school. During this time he conducted a analysis of needs of the leadership from the past 6 years that led to operational changes for 2008-2009.

Board of Trustees

Name of Trustee	Office (if any)
Anthony H. Williams	Chair
Lee B. Tolbert	Vice-Chair/Facilities
Keith Smith	Secretary/Personnel
Wendi Vargas	Personnel Committee
Dawn Chavous	Personnel Committee
Naja M. Muhammad	Treasurer/Finance
Ronald Waters	Student Discipline
Terence Moody	Member

Professional Development (Governance)

Members of the Board of Trustees were provided the opportunity to attend the National Charter School conference, the BAEO conference, and the PA Charter School Conference. A board retreat focused on leadership and volunteerism held at the beginning of the school year. The conferences attended focused on board governance, enrollment and recruitment, charter renewals, facility financing and working with the local charter authorizes. Throughout the year, the Board members receive ongoing board development information and articles related to the trustee responsibility and legal obligation.

Coordination of the Governance and Management of the School

The Board of Directors is staffed by a liaison who coordinates the work of the Board committees and facilitates ongoing communication with school administration, contracted service providers, business manager and legal counsel, thereby keeping Board members informed and involved between Board meetings. In order to maintain a working relationship with the charter school office, the staff and administration attend periodic meetings at the School District of Philadelphia. When necessary we call the charter school office for information and advice.

After January, through the leadership and the collaboration with the CEO and the board liaison, the RACS Principal, Edison Schools, Inc., BMW & Associates provide monthly board reports to the Board of Trustees on their perspective areas of focus. Generally, these reports include an update on achievement, as well as personnel, facilities, discipline, finance and other operational matters. Throughout the month, various modes of interactions are held with the Board of Liaison to assure that communication to the board about time sensitive issues are being handled properly.

Also, there is a finance committee who purpose is to review annual audit reports and other formal reports submitted to the state. This finance committee is composed of board members, Edison Schools, Inc. General Manager and Area Financial Manager, and the RACS Business Service Manager. In addition, the board has contracted with Edison Schools, Inc to provide whole school management services in the areas of professional development, curriculum and operational management.

Meetings are held at 6:30pm in the school gymnasium.

Coordination of the Governance and Management of the School - Attachments

- Board Meeting Schedule 06-07
- Board Meeting Schedule 08-09

Community and Parent Engagement

The Board of Trustees (BOT) makes every effort to promote the school. It does so through its monthly BOT meetings, through the school PTO, and through special events and fundraisers. At the monthly BOT meetings, the board encourages a strong parent turnout and recognizes those parents that attend the BOD meetings on a regular basis. During the BOT meetings, the PTO president is also given the opportunity to provide monthly updates to the board and parents on upcoming events of the PTO. The BOT provides financial support and volunteers for these events when possible, and fully encourages parents to do the same, reminding the parents that the school belongs to the community. To further develop this relationship a former PTO officer and parent joined the BOT.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school did not utilize any major fund raising activities during the 07-08 school year. However, there were some minor fund raising to support the eight grade graduation activities. There were (3) dress-down days that resulted in an estimated \$2,500.

The school does not anticipate any major fund raising activities for the upcoming 08-09 school year. However, the school has decided to target certain grants, and expect to form a fundraising committee to begin planning activities and future efforts.

Fiscal Solvency Policies

In order to maintain fiscal solvency, the school board approved an annual budget with a contingency fund for the 07-08 school year. The contingency funds are maintained in a money market account and is available to cover shortfalls or delay in receiving funds. In addition, cash flow analysis are prepared on a monthly basis and reviewed prior to making disbursements in order to ensure positive cash flow. There is also monthly meetings held with the Finance Committee to review and monitor budget verses actual activities in order to monitor the overall fiscal operations.

Accounting System

Renaissance Advantage Charter School uses the QuickBooks accounting system, which maintains a general ledger, balance sheet and income statements, accounts payable, and accounts receivable ledgers. This is a user-friendly system that allows for easy set-up of a chart of accounts system that is consistent with the guidelines set by the Pennsylvania State Chart of Accounts system requirements. This system also provides the flexibility to produce various sub-reports to facilitate the preparation of the AFR, and monthly Budget vs. Actual analysis.

For the 08-09 fiscal year, the school has decided to implement a more advanced accounting system called IncAcct.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenue, Expenses & Fund Balances 07-08

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

Renaissance Advantage Charter School has engaged the following firm for audit services:

Morris J. Cohen & Co., P.C.
Certified Public Accountants
1601 Market Street
Suite 2525

Philadelphia, PA 19103

The last completed audit report was for the period ended June 30, 2007.

Summary of Auditor's Results

- a. The type of report issued on the financial statements: Unqualified opinion.
- b. Significant deficiencies in internal control were disclosed by the audit of the financial statements: yes. Material weaknesses: yes.
- c. Non-compliance which is material to the financial statements: No.
- d. Significant deficiencies in internal control over major programs: Yes. Material weaknesses: Yes.
- e. The type of report issued on compliance for major programs: Unqualified opinion.
- f. Any audit findings which are required to be reported under section 510 (a) of OMB Circular A-133: Yes.
- g. Major programs:
 - U.S. Department of Education: 21st Century Community Learning Centers/After School Learning Centers.
 - Title 1, Grants to Local Educational Agencies (Title 1, Part A of ESEA)
- h. Dollar threshold used to distinguish between Type A and Type B programs: \$300,000.
- i. Auditee qualified as a low-risk auditee under section 530 of OMB Circular A-133: No.

Findings Related to the Financial Statements Reported in Accordance to Government Auditing Standards

Auditors' recommendation: The school should establish effective review and reconciliation policies and procedures as a customary part of the accounting process. Individuals involved in the year-end closing should have or should obtain training in requirements related to financial statement prepared in accordance with GASB No. 34.

RACS' response: The school has implemented monthly reconciliation procedures and practices to ensure review processes are in place. Additionally, in October 2006, the school was able to hire an experienced bookkeeper to further enhance the operations. The school has also engaged the services of a Certified Public Accounting Firm (LarsonAllen) to provide support with year-end audit procedures.

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

- Audit 05-06
- Audit 06-07
- MNGT Letter 06-07

Citations and follow-up actions for any State Audit Report

The school did not undergo a state audit in the 2007-2008 school year.

SECTION VII. FACILITY RESPONSIBILITIES

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

During fiscal year 07-08, Renaissance Advantage Charter School acquired furniture and equipment estimated as follows:

Furniture and Equipment - \$22,000 - includes student classroom equipment, music department equipment

Text Books - \$80,000 - includes text books and durable instructional material

Future Facility Plans and Other Capital Needs

The school is in a ten-year agreement, that expires June 2009, with the Archdiocese of Philadelphia to lease an existing school building in which it has occupied since January 2003. The Board of Trustees has formed a Building Sub-Committee to pursue and research possibilities to purchase the current building or buy/construct a new one. The Board has also retained a real estate broker to assist with the search.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Fire and emergency evacuation drills are held randomly at least 10 times per school year. Safety procedures are posted throughout the building and staff members are trained on the Emergency Response Plan. After each fire drill, the leadership and executive teams meet to debrief and discuss areas of improvement. (see attached Fire Drill Schedule 07-08)

In regards to the schools' Health Department, a full-time Registered Nurse is on-site and provides services to the students with first aid, assistance with emergency transporting to the hospital for serious injuries, administer daily medications with the permission of medical doctors and parents, facilitates health screenings (vision, growth, hearing,) including scoliosis and dental screenings, confidentially maintains student health records (physicals and immunization), and attends monthly professional development meetings.

In addition, the school has retained the services of Mid Atlantic Consortium of Charter Schools (MACCS) to provide Certified School Nurse Services; School Physician Services; and School Dentist Services. Inclusive of these services are over-site of the schools' RN by an Certified School Nurse, training to staff and students on various health related topics such as nutrition, obesity, CPR, and first-aid training.

Services are provided in accordance with Title 28, Section 23.1 - 23.87 of the Pennsylvania School Code. In addition, the School Health Services report is submitted annually to the Commonwealth of PA, and it contains detailed information regarding the medical services provided to students.

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

- School Health Report 2006-2007
- Wellness Policy
- Health And Safety Requirements
- Health And Safety Requirements

Current School Insurance Coverage Policies and Programs

Health Insurance Coverage

The following health insurance is provided to the employee at 100% coverage
Major medical - Aetna
Dental - MetLife
Vision - Vision Benefits of America

In addition to health insurance, the school offers life, workers compensation and short/long-term

disability insurances.

Commercial General Liability Coverage -

General Aggregate including bodily injury or property damage or both - \$2,000,000
Per Occurrence - \$1,000,000
Personal and Advertising Injury - \$1,000,000
Property Coverage - includes building and contents @ 1712 So., 56th Street, Phila., PA
19143 - \$1,612,200
Medical Expense - any one person - \$5,000

Automobile Liability - combined single limit - \$1,000,000

Workers' Compensation and Employers' Liability -

Each Accident - Bodily Injury by Accident - \$1,000,000
Each Employee - Bodily Injury by Disease - \$1,000,000
Policy Limit - Bodily Injury by Disease - \$1,000,000

Excess/Umbrella Liability Coverage

Each Occurrence - \$4,000,000
Aggregate - \$4,000,000

Professional/Educators/Malpractice/Errors and Omissions: Sexual Molestation and Child Abuse

General Aggregate - \$1,000,000
Per Occurrence - \$1,000,000
D&O - \$1,000,000

Current School Insurance Coverage Policies and Programs - Attachment

- School Insurance Coverage Policies and Programs

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2007-2008 school year, twenty-four (24) instructional staff members, including instructional assistants, resigned or were terminated from the school. The total number of resignations was seven (7). In order to comply with No Child Left Behind, seven (7) uncertified professionals who did not progress towards state certification or highly qualified status were not asked to return for the 2008-2009 school year. As a result, the school hired certified and highly qualified professional staff to fill these positions. A total of thirty-two (32) professional staff members are returning for the 2008-2009 school year.

At the end of the 2007-2008 school year 74% of professional staff were certified and highly qualified. Forty (40) of the fifty-two (52) teaching staff (77%) remained throughout the entire year.

Quality of Teaching and Other Staff - Attachments

- PDE 414 2007-2008
- Public School Support Personnel

Student Enrollment

The Renaissance Advantage Charter School is open to all school children in Philadelphia, with the only limit being the number of available seats. In accordance with Section 1715A(3) of the charter school law, the School does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law. No tests of any sort will be given to determine whether or not admission will be granted, although tests will determine group placement once students are enrolled. For the 2007-2008 school year, it was not necessary to hold a lottery for enrollment. Students were admitted on a first-come-first-served basis based on space availability. The waiting list was compiled in the same manner.

Kindergarten Age Policy: Students entering kindergarten must be at five years old on or before Sept 1.

The total enrollment at the beginning of the 2007-2008 school year was 869 students. Throughout the school year, there were 40 losses and 58 gains. At the end of the school year, the total enrollment was 834 students. Per grade, enrollment for 2007-2008 was as follows:

Kindergarten: 119 students at beginning of year; 8 students dropped; 8 students added; 119 students at the end of the year

First Grade: 148 students at beginning of year; 13 students dropped; 8 students added; 143 students at the end of the year

Second Grade: 113 students at beginning of year; 12 students dropped; 12 students added; 113 students at the end of the year

Third Grade: 114 students at beginning of year; 8 students dropped; 8 students added; 114 students at the end of the year

Fourth Grade: 104 students at beginning of year; 4 students dropped; 8 students added; 108 students at the end of the year

Fifth Grade: 69 students at beginning of year; 5 students dropped; 5 students added; 69 students at the end of the year

Sixth Grade: 55 students at beginning of year; 1 students dropped; 2 students added; 56 students at the end of the year

Seventh Grade: 66 students at beginning of year; 7 students dropped; 2 students added; 61 students at the end of the year

Eighth Grade: 51 students at beginning of year; 1 students dropped; 1 students added; 51 students at the end of the year

There were no expulsions throughout the school year, students transferred out of the school on a voluntary basis, usually because they moved with their families out of the area. RACS does not keep data on the schools students transfer to.

Student Enrollment - Attachments

- Student Enrollment & Admissions Policies & Procedures
- Process for determining ELL students

Transportation

Renaissance Advantage Charter School participates in the transportation program offered by the School District of Philadelphia and other districts of the students what are serviced.

Students who reside more than one and a half miles from the school who are in grades one through eight are eligible to receive a transpass. RACS works cooperatively with the Philadelphia School District (PSD) to design a plan for transportation of students and the PSD determines eligibility. Student's that are in grades 7th and 8th can buy tokens from RACS at a reduced price.

During the 2007-2008 school year, the school did not have any special education students with transportation needs. If the need arises in future years, the school will follow all guidelines and regulations set forth by the School District of Philadelphia and Pennsylvania Department of

Education. In addition, the school remains abreast with the policies and procedures the school is in contact with the PSD and PDE with regards to policies and procedures concerning special education transportation needs.

Food Service Program

Renaissance Advantage Charter School (RACS) participates in the Free and Reduced Lunch Program, and has an agreement with the Philadelphia School District (PSD) to provide the services. RACS has a small kitchen area where the food is prepared off-site, and delivered daily to the school. The PSD provides the kitchen equipment, two lunch aides, and facilitates the food orders with the vendor. For the 07-08 year the school received an "Universal Feeding" status which allowed for all students to receive free breakfast and lunch.

The meals program meets all nutritional requirements including dietary guidelines as recommended by the USDA. The PSD collects all revenues and federal subsidies for the free/reduced meal program and assumes full responsibility of all related expenses. All students are offered breakfast and lunch, and there is a small number of students who choose to bring lunch and/or breakfast to school.

The schools' management has been developing a more enhanced meal program in which it anticipates to implement within the next 2-3 years.

Student Conduct

RACS enforces Code of Civility, which clearly states the discipline policy. Violations result in corrective measures or sanctions. The "Code of Civility" serves as a contract among parents, students and staff. All staff are trained in how to use the behavior management plan. Actions that endanger or harm others, interfere with the education of others, or threaten to compromise the core values of the school are considered serious infractions. A new Discipline Referral sheet was created to track student infractions and allow for a paper document in addition to the Electronic Data Base that we use to document all infractions.

2007-2008 School Year

Suspensions and Expulsions by Student

No Expulsions for the 2007-2008 School Year

Suspensions by Month

Month	Total # of Students Suspended	Male	Female	Total # of Suspension Days
Sept	0	0	0	0
Oct	11	2	9	11
Nov	13	12	1	13
Dec	11	6	5	13
Jan	25	19	6	42
Feb	47	30	17	66
Mar	17	13	4	27
Apr	0	0	0	0
May	9	9	0	15
June	0	0	0	0
Totals	133	91	42	187

Student Conduct - Attachments

- Code of Civility
- Discipline Referral Sheet

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Renaissance Advantage CS within Philadelphia IU 26 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

2008 - 2009 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 Charles Highsmith

Title Education Chair

Phone 215-219-2190

Fax 215-724-2374

E-mail highsmithlam@aol.com

Signature of the Chief Executive Officer and Date

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

Name Anthony H. Williams

Title President

Phone 215-492-2980

Fax 215-492-2990

E-mail ahwillia@dem.PaSen.gov

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Christina Lewis

Title Coordinator

Phone 215-724-2343 x 2072

Fax 215-724-2374

E-mail christinele@racs.edisonschools.com

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page & Quality Assurance Signatures 2008