DCSD New Charter Application

Renaissance K-12
Submitted to: *Douglas County School District - Choice Programming*
Submitted by: *Amy Stuart*
Submitted at: *04/02/2025 07:55 AM*

Application Elements

Elements Completed: **22 / 22**

1. APPLICATION MATERIALS AND INSTRUCTIONS

A) INTRODUCTION

Reviewer Instructions

This application element is not evaluated.

Status: Completed

Form Result

Form for this application element has no data

Evaluation Rubrics

This application element is not evaluated

B) NEW CHARTER SCHOOL APPLICATION AND EVALUATION STANDARDS

Reviewer Instructions

This application element is not evaluated.

Status: Completed

Form Result

Form for this application element has no data

Evaluation Rubrics

This application element is not evaluated

2. ASSURANCE CHECKLIST

Status: Completed

Form Result

Assurances checklist with data

Assurances Checklist Renaissance Charter
Application 2025.pdf

85.31 KB • Added 7 days ago

The proposed charter school Steering Committee intends to apply for the CCSP Grant	Yes

3. CHARTER APPLICATION

A) Executive Summary

Reviewer Instructions

> **This section summarizes the key points of the proposal for the reviewers to prepare them for the upcoming content and is no more than two to three pages.**

A concise summary of the core sections of the application that includes: mission and vision, grades served the first year and at full build out, target student population and community, educational philosophy and program, professional development, and school governance and leadership.

Status: `Completed`

Form Result

1. Proposed name of the charter school	Renaissance PK-12 Charter School
2. Proposed location of the charter school	The proposed location for the school is in the Castle Rock area. We expect that the Renaissance PK-12 Charter School name will be amended to include a location-based identifier, such as a neighborhood or site name, when the location is finalized. This will help differentiate between Renaissance Elementary Charter and Renaissance Elementary Magnet.

3. The philosophy of the proposed charter school (vision and mission statements)

Vision

The vision of Renaissance PK-12 Charter School is to empower students to explore, discover, and understand the world around them and the passions within them and to graduate students who are:

- creative, reflective, fulfilled individuals;
- active, compassionate citizens; and
- courageous builders of a harmonious and sustainable world.

Mission

Through authentic, integrated learning experiences, Renaissance PK-12 Charter School will empower students to become modern learners who are critical thinkers and problem solvers, communicators, collaborators, and creative innovators who contribute to the world around them.

4. The circumstances and motivations that brought the applicant team together to propose this charter school

The Renaissance team is requesting an amended contract for the addition of grade levels at a new site. This is not a new charter application. The proposed addition of grade levels at a different location near the current site does not meet the DCSD definition of an Expansion or Replication. Therefore, the DCSD Choice Office provided us with the New Charter Application template for our proposal. DCSD Charter Schools have expanded their programming to additional grade levels when located on large enough sites to accommodate the expansion. These grade levels have been approved for expansion without requiring the application process.

The following factors contributed to this application submission:

- Demand from families in the Castle Rock area and the broader Douglas County School District for elementary Expeditionary Learning programming exceeds what Renaissance Elementary Magnet School can currently accommodate; **only one in three students who apply are offered enrollment.**

- Significant population growth continues in the Castle Rock area and several Castle Rock neighborhoods lack elementary school sites close to their communities.

- Renaissance Secondary opened in the fall of 2017; the original charter proposal planned for serving 696 students by year 5. The current school site and building were designed to temporarily accommodate Grades 6-12 and accommodate middle school (Grades 6-8) long term. A second location and building were envisioned within a few years of opening to increase enrollment to full buildout and provide an appropriate campus for Grades 9-12, inclusive of STEM, performance, and athletics facilities appropriate for the high school level.

- The school's current campus serves approximately 440 students in Grades 6-12, and is limited in its ability to meet the unique needs of our growing middle and high school community.

  - The existing building lacks capacity to accommodate school needs for additional course offerings, especially those that require specialty space such as science labs, music, and performing arts areas.

  - The current campus lacks adequate athletic facilities and fields.

5. Primary Contact Person   Amy Stuart

amys@rensec.org

+1(720) 689-6120

6. Whether the school expects to contract with an outside educational management company and the name of the company, if already selected

Renaissance PK-12 Charter School is not planning to contract with an outside educational management company.

7. Identify any organizations, agencies, consultants or institutions of higher education that are partners in planning and establishing this charter school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development

The Renaissance Steering Committee is working with the Colorado League of Charter Schools, and will seek to obtain the Great Schools Colorado grant.

8. Steering Committee:

- Identify names and roles of all Steering Committee members
- Indicate if any of the Steering Committee members currently operate or are otherwise involved with other charter schools
- Cite the individual and collective expertise or focus of the Steering Committee members to establish a high-quality charter school
- Cite the capacity of the Steering Committee members to assume responsibility for public funds, administration, and governance
- Identify which (if any) Steering Committee members will become founding board members

First Name	Last Name	Role
Amy	Stuart	Head of School, Renaissance Secondary School
Brittnee	Pierse	Business Director, Renaissance Secondary School
Shannon	Andrus	Board Secretary, Renaissance Secondary School
Tim	Reckseen	Board Treasurer, Renaissance Secondary School
Ryan	Stuart	Founder, Renaissance Secondary School
Scott	Mengel	Founding Executive Director (retired), Downtown Denver Expeditionary School

No Steering Committee members currently operate or are otherwise involved with other charter schools at this time.

All members of this Steering Committee serve or have served in various capacities at Renaissance Secondary School. Collectively and individually they have a demonstrated record of establishing a high quality charter school, and the capacity to successfully assume the responsibility for public funds, administration, and governance.

Dr. Amy Stuart is currently the Executive Director at Renaissance Secondary School. Her resume is included herein. Dr. Shannon Andrus and Tim Reckseen currently serve on the Renaissance Secondary Board of Directors - their information can be found in Section H) Governance. They will continue to serve Renaissance PK-12 Charter School in their current capacities.

Brittnee Pierse has over 25 years of experience in financial planning and analysis. She started her career as a consultant for Arthur Anderson and later FTI Consulting, with a focus in data analytic services. After transitioning to the financial services industry, she went on to hold senior level financial planning roles within both E*TRADE Financial and then Fifth Third Bank, eventually serving as the lead financial officer for various business lines within the Chicago area. Brittnee has a Bachelor of Business Administration degree in Economics from the University of Iowa. She will continue to serve Renaissance PK-12 Charter School in her current capacity.

Ryan Stuart is a founder of Renaissance Secondary School. He has extensive experience with governance, including having served in various capacities on the Douglas County School Board and the Highlands Ranch Metro District Board. He holds a Bachelor's degree in Economics from Stanford, a Master's degree in Education Policy from Harvard, and a J.D. from Georgetown University Law Center. Having previously worked as an attorney, he currently serves as chief judge of the 23rd Judicial District.

Scott Mengel has had a long career in public education, serving as a teacher and a principal in the Cherry Creek School District, a founding school principal in DCSD, and then as the Chief Growth Officer at EL Education. He most recently retired from his position as the Founding Executive Director of the Downtown Denver Expeditionary School. Scott brings a wealth of elementary level and Expeditionary Learning experience to the

Steering Committee. He currently serves as the SAC Community Representative at Renaissance Secondary School.

9. Provide aggregate information concerning the grade levels and schools in which prospective pupils are currently enrolled, along with demographic information for the target population

Renaissance PK-12 Charter School will serve Grades PK-12 at full buildout. Since the current school serves 6th-12th grade, enrollment of students who will be in Pre-K through 5th grade when the school opens are the target population.

Because the requested opening date of PK-5 programming is fall 2027, many prospective students are not currently enrolled in K-12 schools, though some may be enrolled in preschool programs.

Prospective Kindergartners for the 2027 opening are currently around 2 years old. Prospective 1st graders are around 3 years old, and prospective 2nd graders, 4 years old.

Students who are currently in Kindergarten, 1st, and 2nd grade would make up the inaugural Renaissance Elementary Charter classes of grades 3, 4, and 5, respectively. We expect that the prospective pupils for these grade levels are currently enrolled in schools in the Castle Rock area, as well as surrounding cities and towns (Parker, Highlands Ranch, etc.), homeschool programs and out-of-district schools.

Attach any supporting documents

10. Provide a rationale for the added value that the proposed charter school would bring to the authorizing school district

The addition of Renaissance Elementary Charter School will have a significant and positive impact on both the immediate surrounding area and the district as a whole by directly addressing the ongoing imbalance between demand and capacity for Renaissance Elementary Magnet School (REMS). With application numbers consistently far exceeding available seats, the current capacity of REMS leaves many families without access to this sought-after educational program; only **one in three students who apply are offered enrollment.**

While there are other charter schools in the Castle Rock area offering unique educational options, most follow a classical or core knowledge model; no other schools provide a program similar to Renaissance's, particularly with its emphasis on Adventure Education. Renaissance programming at both the elementary and secondary levels is distinctive and unlike anything else currently offered in the Castle Rock area. Expanding this model to include additional elementary grades at Renaissance PK-12 Charter School will give more families access to an educational experience that is in high demand but currently limited in availability.

By increasing capacity for this unique school choice option, the proposed school will help diversify the district's educational landscape, providing families with greater access to this innovative, experience-based learning environment. Additionally, it will create a more seamless Renaissance K-12 pathway, reducing student transitions and ensuring continuity in educational experience. This expansion will not only alleviate pressure on the existing REMS waitlist, but also enrich the variety of educational opportunities available to families in Castle Rock.

11. Address how the proposed school will effectively meet the educational challenges impacting the targeted student population

Renaissance Secondary School is an existing, high-performing school in the Castle Rock area. The school has a record of effectively meeting the needs and challenges impacting students and families in the same area proposed for the addition of PK-5 grade levels.

12. Resume of Lead Administrator (if known)

Amy Stuart Resume- 2025.pdf

137.7 KB • Added 7 days ago

13. List of board members, or plan for recruitment of initial Board members to be in place by contract approval

First Name	Last Name	Role
Tina	Howell	President
John	Shukie	Vice President
Tim	Reckseen	Treasurer (Ex-Officio, non-voting member)
Shannon	Andrus	Secretary
Jessica	Simmons	Director
Steve	Witter	Director

Plan for recruiting board members

The school will be continue to be governed by the existing Renaissance Secondary School Board of Directors.

14. Educational program (Paideia, Core Knowledge, Classical, Project Based, Montessori, etc.):

Expeditionary Learning (EL Education)

15. Any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.

Several unique features set Renaissance apart from other schools.

Culture of Crew
Renaissance's commitment to a culture of crew is based on the EL Education model, and inspired by Outward Bound founder Kurt Hahn's quote "We are crew, not passengers, and strengthened by acts of consequential service to others." Daily Advisory/Crew meetings create time and space for students and staff to develop meaningful relationships, monitor academic progress, and focus on character development. Additional programming such as Crew in Action recognitions, Adventure Education, Restorative Practices, and community partnerships help create a culture of crew throughout the school community.

Adventure Education
The Adventure Education program has two overarching goals: growth and connection. Adventure Education helps students learn how to work together, support each other, and solve problems. The natural world becomes the classroom, offering rich opportunities for growing and connecting. Further, Adventure Education helps to build a sense of crew at Renaissance, offering unique circumstances for connection amongst students and staff through outdoor activities and challenges. The program uses a 'challenge by choice' model, facilitating student growth by pushing students outside of their comfort zone in a supported environment, but only to the level of appropriate challenge they choose for themselves.

16. Describe the school's core values about teaching and learning. Provide key programmatic features the school will implement to accomplish its vision and mission:

Renaissance is committed to the principles of **Deeper Learning.**

Expeditionary Learning and Project-Based Learning are the guiding pedagogies of Renaissance PK-12 Charter School, as they are approaches that transform teaching from the "sage on the stage" model to a "guide on the side" approach, in which students take an active role in their learning.

Teachers develop engaging learning experiences involving complex, real-world problems, which serve as a vehicle for developing and applying skills and knowledge, aligned to state content standards. Students are active participants in their learning. They frequently demonstrate learning publicly through presentations, performances, projects, or portfolios, often for an authentic audience beyond their peers and teachers.

Renaissance Design Principles

◆ **Strong School Culture**
➢ The school's motto, "We are crew, not passengers" embodies the ethos that each student is expected to actively participate in his/her learning and to help others in their pursuits.
➢ Character education is embedded into the culture and structures of the school, including an emphasis on service learning.
➢ An adventure education program will challenge students, pushing them outside of their comfort zones.

◆ **Teachers and Students as Designers**
➢ Teachers, with student input, design learning experiences that meet standards, using researched-based curriculum resources.
➢ Learning experiences provide opportunity for voice and choice. Students design and lead learning for themselves and others, with increasing complexity over the elementary years.
➢ Teachers are involved in decisions regarding professional development, curriculum, hiring, and other significant areas of the school, promoting teacher efficacy which has significant impacts on student learning.

◆ **Integrated, Project/Problem based Approach**
➢ Students develop critical, creative, and reflective thinking skills to solve complex problems through

authentic, relevant and integrated curriculum.
➢ Students communicate effectively to organize information, listen, act on and give feedback, and construct messages for specific audiences.
➢ Students demonstrate skills and knowledge through performance assessments and portfolios, exhibitions of student work, and authentic, real-world assessments.

◆ **Personalized Learning**
➢ Students set goals, monitor their own progress, and reflect on their strengths and areas for improvement.
➢ Students have voice and choice in the selection of content and ways to demonstrate learning.
➢ Students often have flexibility and choice in how they learn from seating arrangements to who they work with, etc.

◆ **Real-world Connection**
➢ Students engage in fieldwork and other community-based learning opportunities.
➢ Students develop meaningful relationships with a variety of adults who work within and beyond the school community, gaining exposure to diverse people and ways of contributing.
➢ Exploration of students' interests, passions, gifts and talents are embedded in learning experiences.

◆ **Arts Integration**
➢ Students use the arts to support and demonstrate their learning.
➢ Presentation and products integrate different art mediums, demonstrating a commitment to high-quality work.
➢ The arts give students varied perspective on how they view themselves and the world around them.

17. Five year enrollment projections for each offered grade level:

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-K	48	48	48	48	48
Kindergarten	72	72	72	72	72
1st Grade	72	72	72	72	72
2nd Grade	72	72	72	72	72
3rd Grade	78	78	78	78	78
4th Grade	78	78	78	78	78
5th Grade	78	78	78	78	78
6th Grade	60	60	60	60	60
7th Grade	90	90	90	90	90
8th Grade	90	90	90	90	90
9th Grade	60	60	60	60	60
10th Grade	60	60	60	60	60
11th Grade	60	60	60	60	60
12th Grade	51	60	60	60	60
Summary	969	978	978	978	978

18. Projected enrollment percentages of the following:

	Percent (%)
English Language Learners	5
Exceptional and Educationally Disadvantaged Students	35
Free and Reduced Lunch Students	15
Row Label	0
Minority	20

Identify the rationale for how the projected demograhics were determined

Historical and current rates at Renaissance Secondary School and Renaissance Elementary Magnet School were used as predictors of future demographics for Exceptional and Educationally Disadvantaged Students, Free and Reduced Lunch Students, and Minority Students. The English Language Learners percentage mirrors that of DCSD's percentage of English Language Learners.

Exceptional and Educationally Disadvantaged Students are interpreted to include Gifted and Talented students, as well as students who benefit from an IEP.

Row Label is interpreted as a template error.

Upload any documents that support the content of this application element (optional)

B) Vision and Mission Statements

Reviewer Instructions

The vision statement clearly describes the school's proposed impact on the community.
The mission statement clearly describes how the school will accomplish this vision, with a focus on the target student population.

Status: Completed

Form Result

(1) Provide a Vision Statement that is no more than two to five sentences and provides a clear description of how the school will impact the community.

Enter content here

The vision of Renaissance PK-12 Charter School is to empower students to explore, discover, and understand the world around them and the passions within them and to graduate students who are:
- creative, reflective, fulfilled individuals;
- active, compassionate citizens; and
- courageous builders of a harmonious and sustainable world.

This vision is designed to impact the community by fostering engaged, thoughtful, and innovative leaders who contribute positively to society.

(2) Provide a Mission Statement that is no more than two to five sentences and defines how the school will accomplish the vision statement and how the school will meet the needs of the school's specific target population. (Either address measurable outcomes within the school's Mission or within the Goals and Objectives section.)

Renaissance's mission statement is:

Through authentic, integrated learning experiences, Renaissance PK-12 Charter School will empower students to become modern learners who are critical thinkers and problem solvers, communicators, collaborators, and creative innovators who contribute to the world around them.

By emphasizing these skills, we will meet the diverse needs of our students and ensure they are prepared to succeed in an ever-changing world. This mission supports the academic and social development of students in our community, fostering the growth of individuals who are not only academically skilled but also compassionate and proactive contributors to society.

Development and Adoption of Mission and Vision

The school's vision statement was originally developed by Renaissance Elementary Magnet School and adopted by Renaissance Secondary School, as the purpose of Renaissance Secondary's opening was to continue the educational program that was offered at the elementary level.

The mission statement was crafted by the Renaissance Secondary team prior to opening, after a deliberative and collaborative process. The mission statement is reviewed regularly by the Renaissance Secondary Board of Directors. It was last reviewed by the Renaissance Secondary Board of Directors during their last strategic planning process, where the Board elected to maintain the current vision and mission.

Specific information on how the school will meet student needs and measure outcomes is provided in Section C.

The school's vision and mission statements are rooted in concepts supported by scores of research that discuss the skills and dispositions that are necessary for success in the 21st century, including creativity, compassion, courage, collaboration, communication, and problem solving.[1]

1. National Education Association (2010). Preparing 21st Century Students for a Global Society: An Educator's Guide to the "Four Cs". http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf

Upload any files that support the content of this application element (optional)

C) Goals, Objectives, and Pupil Performance Standards

Reviewer Instructions

The applicant articulates annual and interim goals for the school that align to the school's vision and mission, relate to state and authorizer performance indicators, and accelerate student achievement. There is a clear rationale for the development of the stated goals and plan for addressing performance gaps.

Status: Completed

Form Result

Renaissance Secondary School has consistently received a 'Performance' rating on the Colorado School Performance Framework, demonstrating excellence in academic achievement and growth and having been named a John Irwin School of Excellence. This track record of success in secondary education will be leveraged as Renaissance Elementary Charter begins its educational journey, ensuring similar academic rigor and performance standards.

Renaissance has developed SMART goals that are aligned with our mission of nurturing critical thinkers and problem solvers. These goals, including measurable performance targets, will be expanded across all grade levels as we implement kindergarten through fifth-grade programming, ensuring a seamless educational journey for all students.

Overall School Performance Goals

The Renaissance team is confident in our ability to achieve and maintain high performance ratings, drawing on the success of our middle and high school programs and accounting for the target student population. Our progress will be regularly assessed to ensure we are on track to meet the state's accountability measures and performance expectations.

Annual Performance Measures

The Renaissance team has set forth the following SMART goals for the Renaissance Elementary Charter program:

Academic Achievement Goals

Academic excellence lies at the core of our educational philosophy. We are dedicated to preparing students not only with the knowledge necessary for success in the modern world but also with the critical skills of problem-solving and resilience in the face of challenges. We are committed to ongoing evaluation of student performance, using a variety of metrics to assess growth and achievement both annually and at key points throughout the school year.

The following academic achievement goals have been established for our elementary grades, designed to be both challenging and realistic. We are confident in our ability to meet these targets, thanks to the proven success of our educational model and the strong performance of our leadership and teaching staff. These goals are in alignment with the mission of

Renaissance Elementary Charter to foster well-rounded, capable learners. Further details about our educational and evaluative strategies can be found in Section F of our plan for evaluating student performance.

- **Year 1 Goal:** In the first year, Renaissance Elementary Charter will achieve at least a "meets" rating for Academic Achievement on the CDE School Performance Framework, with student proficiency (or strong command) levels at or above 62.5% in reading, math, and science, as measured by the Colorado Measures of Academic Success (CMAS), following the CDE cut-points for performance indicators.

  Rationale: This goal aligns with the performance of schools serving our target population and reflects our commitment to ensuring student proficiency in critical academic areas in the early stages of operation.

- **Year 3 Goal:** By the third year, Renaissance Elementary Charter aims to achieve an "exceeds" rating for Academic Achievement on the CDE School Performance Framework, with student proficiency (or strong command) levels at or above 87.5% in reading, math, and science as measured by CMAS.

  Rationale: This more ambitious target reflects our long-term vision for excellence and our belief in the potential for exceptional academic achievement, mirroring the achievements of our secondary school program.

Academic Growth Goals

The following growth targets are designed to ensure that all students, regardless of their starting point, are making measurable progress each year.

- **Year 1 Goal:** In year one, Renaissance Elementary Charter will receive at minimum a "meets" rating for Academic Growth on the CDE School Performance Framework, with student proficiency levels at or above 62.5% in reading and math, based on CDE cut-points for performance indicators.

  Rationale: This target establishes a foundation of academic growth in the initial year, ensuring that students demonstrate meaningful progress in key subject areas.

- **Year 3 Goal:** By year three, Renaissance Elementary Charter will achieve an "exceeds" rating for Academic Growth on the CDE School Performance Framework, with student proficiency or strong command levels at or above the 62.5th percentile in reading and math, based on CDE growth metrics.

  Rationale: This goal reflects our aim to foster not only proficiency but also high levels of academic growth, especially for students at varying levels of achievement.

- **Growth of All Students:** By year three, students who are not proficient or who do not yet have a strong command will demonstrate growth percentiles higher than the state average (above the 50th percentile); students who are proficient will meet or exceed their growth targets to either "keep up" or "move up", as measured by the Colorado Growth Model.

  Rationale: This target emphasizes that growth is a priority for all students, particularly those who need additional support. We aim to provide sufficient challenge for proficient students while ensuring significant growth for students requiring more targeted interventions.

Academic Growth Gaps

The Renaissance team is deeply committed to addressing the achievement gaps that exist across various subgroups. These growth goals reflect our commitment to addressing growth gaps.

- **Year 1 Goal:** In the first year, Renaissance Elementary Charter will receive at least a "meets" rating for Academic Growth on the CDE School Performance Framework, with student proficiency or strong command levels for students in the Free and Reduced Lunch (FRL), English Language Learners (ELL), Special Education (SPED), and minority subgroups at or above the 50th percentile in reading, writing, math, social studies, and science, based on CDE cut-points for performance indicators.

  Rationale: This goal ensures that we are focusing on closing achievement gaps from the very first year of operation. The 50th percentile is a reasonable target for growth, allowing for meaningful improvement in these

subgroups within the initial year.

- **Year 3 Goal:** By year three, Renaissance Elementary Charter will achieve an "exceeds" rating for Academic Growth on the CDE School Performance Framework, with student proficiency or strong command levels for FRL, ELL, SPED, and minority subgroups at or above the 65th percentile in reading, writing, math, social studies, and science, based on CDE cut-points for performance indicators.

  *Rationale: This goal reflects our commitment to accelerating the academic growth of traditionally underserved student populations. By year three, we aim to see significant progress, pushing subgroups toward stronger academic outcomes that will align with district-wide averages and beyo*nd.

Alignment with Schools Serving Target Population

Renaissance Elementary Charter's goals for growth and achievement are grounded in data from local schools and reflect a realistic plan for performance. Below is a snapshot of the 2024 Single-Year School Performance Framework Ratings for other elementary schools in the target community:

- Academy Charter School - 82.6%

- Aspen View Academy - 81.0%

- Castle Rock Elementary - 72.7%

- Clear Sky Elementary - 68.7%

- Meadow View Elementary - 71.7%

- Renaissance Elementary Magnet School - 79.0%

- Rock Ridge Elementary - 67.4%

- Sage Canyon Elementary - 71.7%

- Soaring Hawk Elementary - 94.3%

- World Compass Academy - 73.4%

Other Pupil Performance Standards

Renaissance Elementary Charter will employ both formal and

informal assessments to evaluate student achievement and growth, ensuring alignment with the school's pupil performance standards. Key data sources will include annual CMAS results and interim data from assessments such as iReady. These measures will provide a comprehensive view of student performance and guide instructional decisions.

Math Standards

- Renaissance Elementary Charter students will demonstrate average or better achievement in mathematics, as measured by both formal and informal assessments.

- Renaissance Elementary Charter students will exhibit average or better growth in mathematics, as compared to district averages.

Literacy Standards

- Renaissance Elementary Charter students will achieve average or better proficiency in literacy, based on both formal and informal assessments.

- Renaissance Elementary Charter students will demonstrate average or better growth in literacy, as compared to district averages.

Science Standards

- Through the implementation of an integrated, inquiry-based curriculum, students will achieve above-average proficiency in science, as measured by the CMAS science test, when compared to other schools within the DCSD.

- Students will demonstrate competency in grade-level science standards through internal assessments.

Social Studies Standards

- By utilizing an integrated, inquiry-based curriculum, students will demonstrate competency in grade-level social studies standards through internal assessments.

Writing Standards

- Each year, students will meet or exceed their individual growth targets in writing, as defined by internal assessments, measured from the beginning of the year to the end of the year.

Planning to meet or exceed state accountability measures and expectations begins with the selection of evidence-based curriculum and the recruitment and retention of skilled instructional staff.

Renaissance Elementary Charter will leverage the selected evidence-based curricular resources, outlined in Section E, which support both rigorous academics and alignment with the school's vision and mission. A commitment to recruiting and retaining skilled faculty and staff members is also a foundational component of this work. These key factors will set the stage for meeting or exceeding state accountability measures and expectations.

An important next step is the collection and analysis of schoolwide growth and achievement data. Renaissance Elementary Charter's Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs) will regularly gather and analyze student data to be considered not only for student-specific instruction, but for analysis on a schoolwide level. This plan includes:

Unified Improvement Planning

The Education Accountability Act of 2009 requires each Colorado school to create an annual improvement plan. Renaissance Elementary Charter will be included in the school's Unified Improvement Plan (UIP), using the template provided by the CDE. The UIP process includes a root cause analysis and plan for improvement. The UIP is reviewed by multiple stakeholder groups including the SAC and the school's Board of Directors.

Instructional Leadership Team (ILT)

The Renaissance ILT meets at least twice monthly. A large part of their role is to analyze and assess schoolwide data as it pertains to the specific UIP goal. However, additional ongoing analysis of schoolwide data across the board is an integral part of this work. This team works in conjunction with the school's Professional Learning Communities (PLCs) to ensure a systematic approach to data analysis and improvement.

Professional Learning Communities (PLCs)

Level and content-specific Professional Learning Communities (PLCs) provide the forum for continuous improvement, focused

on student outcomes. PLCs are held least once every two weeks to discuss student data and instructional strategies. PLCs include:

- *Collaborative Planning:* PLCs focus on designing and/or evaluating common assessments, sharing best practices for differentiating instruction, and collaboratively designing interventions for students who need additional support.

- *Actionable Feedback:* PLCs are also focused on gathering and providing actionable feedback regarding curriculum and instruction, based on classroom observations and student data, with the aim of refining instructional methods and ensuring vertical and horizontal alignment in conjunction with schoolwide goals.

- *Student-Centered Focus:* PLCs take a data-driven approach to student achievement by focusing on performance data from state and district assessments, formative assessments, and classroom observations to refine instructional methods.

By utilizing evidence-based curricula, conducting root cause analyses, engaging in regular data-driven discussions, and fostering ongoing professional development through PLCs, Renaissance Elementary Charter has a comprehensive strategy for meeting or exceeding state accountability measures.

Enter content here

To address growth gaps as they emerge, Renaissance Elementary Charter will build on a proactive, data-driven approach that involves continuous monitoring of student performance, targeted interventions, and collaborative problem-solving. We will leverage data analysis, individualized support, and professional development to ensure that every student is supported in reaching their full potential.

Specific Strategies to Address Growth Gaps:

1. *Data Collection and Analysis:*

    - Data Monitoring: The school's leadership team and Professional Learning Communities (PLCs) regularly review student performance data from assessments like i-Ready, state tests, and formative classroom assessments. This frequent data analysis ensures that growth gaps are identified as soon as they emerge.

    - Progress Monitoring: Teachers utilize progress monitoring tools such as DIBELS, Aimsweb, EasyCBM, or IXL, to track student performance on a frequent basis. If data shows a student falling behind, teachers will have immediate access to trends and areas of need to respond quickly.

2. *Root Cause Analysis:*

    - Once a growth gap is identified, the team will conduct a root cause analysis, involving looking at multiple data sources—academic performance, student attendance, behavior data, and socio-emotional factors—to determine whether the gap is related to curriculum, instructional strategies, or external factors such as student engagement or classroom environment.

    - Collaborative Reflection: Teachers meet in PLCs to analyze and reflect on the instructional strategies being used and to pinpoint whether changes are needed to address gaps effectively.

3. *Targeted Interventions:*

    - Differentiated Instruction: To address emerging growth gaps, teachers adjust their instruction through differentiated strategies, such as using tiered assignments or providing additional small group instruction. This allows for tailored learning that meets

the diverse needs of students at varying achievement levels.

- Instructional Supports: Teachers implement targeted interventions that provide increasingly intensive support as needed. For example, if a student is struggling with foundational skills, they will be placed in a targeted small group.

- Technology Integration: Teachers may use technology tools like iReady instruction for personalized learning, which can help fill gaps in knowledge or skills through adaptive learning pathways.

4. *Ongoing Professional Development:*

- Professional Learning Communities (PLCs): PLCs focus on developing strategies for specific areas where students are struggling. By sharing effective practices and reviewing student work together, teachers improve their ability to address individual and schoolwide growth gaps.

- Targeted PD for Teachers: Teachers receive professional development that focuses on differentiated instruction, data analysis, and effective interventions.

5. *Student Support Services:*

- Tutoring and After-School Programs: To provide additional support, Renaissance high school students may offer tutoring sessions designed to target specific gaps.

- Social-Emotional Support: As emotional and behavioral factors can impact student growth, the school offers support through counseling and SEL programs to ensure students have the skills needed to succeed academically.

6. *Family and Community Engagement:*

- Regular Communication: Families will be informed of their child's progress through regular updates on academic growth, and they will be encouraged to participate in the intervention process by working with teachers to reinforce skills at home.

- Stakeholder Collaboration: Renaissance leverages partnerships with community resources and outside agencies that may provide additional support for students facing socio-economic challenges or needing specialized academic help.

By implementing these strategies, Renaissance Elementary Charter ensures that when growth gaps emerge, they are quickly identified and addressed with targeted interventions, data-driven decision-making, and collaborative support systems for both students and teachers. This comprehensive approach enables the school to stay responsive to the evolving needs of its students, ensuring that all learners have the opportunity to succeed and close any achievement gaps over time.

Upload any files that support the content of this application element (optional)

D) Evidence of Support

Reviewer Instructions

The applicant provides sufficient evidence that an adequate percentage of parents, pupils, and community members support the formation of the charter school, including a sufficient number of parents and pupils intending to enroll in the school should it open. Authorizers should consider whether they can determine a realistic number to insert here that reviewers can use to assess if the school has enough committed enrollees.

Status: Completed

Form Result

Renaissance plans to serve Grades PK-12 at full buildout. Since the school currently serves Grades 6-12, prospective students in Pre-K through 5th grade will be the target population when the school opens. With the proposed PK-5 opening in Fall 2027, many of the prospective students are not yet enrolled in K-12 schools, although some may be attending preschool programs.

Demographic data for Renaissance Secondary School provides valuable insights into the target student population, which will remain relevant as the school expands to include elementary grades. While there will be some variation due to the different age groups, the current secondary student body reflects broader community trends that will likely continue as the school grows. Additionally, demographic trends in the Castle Rock area, along with data from comparable schools in the region, offer a broader context for understanding the community Renaissance serves.

Current Secondary School Data

Renaissance Secondary School currently serves a diverse and dynamic student population. The school is committed to providing an inclusive and supportive environment that meets the needs of various student subgroups, ensuring all students have the resources and opportunities they need to succeed.

At Renaissance Secondary, about 17% of students qualify for free and reduced price lunch. The school also serves approximately 15% of students with special education needs. Additionally, almost 15% of Renaissance students are on 504 plans. About 20% of Renaissance Secondary students are identified as gifted and talented. Minority students make up about 19% of the student body, and multilingual learners represent about 2% of the school's population.

Projected Variances for Elementary

Because younger students may be more likely to remain in the category of multi-language learners, and older students are more likely to have been exited from this program, this number is expected to be higher at the elementary level. Gifted education numbers may be lower due to the timing of identification typically taking place in 2nd grade or later.

Regional Castle Rock Schools Data

The regional data for Castle Rock schools, provided by the Douglas County School District, is inclusive of elementary and

secondary level schools. This data indicates that students qualifying for free and reduced price lunch in the region make up about 19.7% of students. The region also serves around 17% special education students and 7% multilingual learners. The region serves approximately 8% gifted and talented students. Minority students in the region account for about 31% of students.

Castle Rock Demographics

U.S. Census Bureau data provides an overview of demographics in the Castle Rock area. The town of Castle Rock continues to experience significant growth, with its population increasing from 73,158 in 2020 to an estimated 81,415 in July, 2023.[1]

2023 data for Castle Rock Colorado, according to the U.S. Census Bureau indicates the following makeup of residents[2]:

- White (Non-Hispanic): Approximately 79.4%

- Hispanic or Latino: 11.3%

- Two or More Races: 5.6%

- Asian: 2.2%

- Black or African American: 0.9%

- American Indian and Alaska Native: 0.4%

- Native Hawaiian and Other Pacific Islander: 0.0%

Socioeconomic Indicators:

- Median Household Income: $143,031[3]

- Per Capita Income: $58,993

- Poverty Rate: 3.8%

Age Distribution:

The age distribution in Castle Rock as of July 2024 is as follows:

- *Under 5 years:* Approximately 7.3% of the population

- *Under 18 years:* Approximately 26.8% of the population

- *65 years and over:* Approximately 10.7% of the population

Educational Attainment:

About 54.9% of individuals aged 25 and over hold a bachelor's degree or higher.

1. U.S. Census Bureau. (n.d.). QuickFacts: Castle Rock, Colorado. U.S. Census Bureau. Retrieved March 31, 2025, from

https://www.census.gov/quickfacts/fact/table/castlerocktowncolorado/PST045224

2. https://www.census.gov/quickfacts/fact/table/castlerocktowncolorado/RHI525223

3. https://www.colorado-demographics.com/castle-rock-demographics

The Steering Committee has strong, established ties to the Castle Rock community. In addition to living and working in the area, numerous members of the Renaissance PK-12 Charter School team have been deeply involved with the Renaissance Elementary Magnet School (REMS), which has served the community for decades. The team's involvement was crucial to the successful expansion to the secondary level in 2017, enabling the introduction of Expeditionary Learning and Adventure Education programming for secondary grades within DCSD.

The team is integrated into the community through meaningful partnerships with the town and local organizations, strengthening student learning and engagement by fostering a supportive network.

Renaissance PK-12 Charter School's commitment to authentic, relevant learning experiences is reflected in our numerous community partnerships. These collaborations not only enhance student education but also make a positive impact on the broader Castle Rock community.

Town of Castle Rock

Renaissance Secondary School has developed a strong partnership with the Town of Castle Rock in various community initiatives. Key collaborations include:

- **Parks, Open Space, and Trails (POST) Partners:** Renaissance students work with the Town's POST Partners on habitat restoration, trail maintenance, and environmental monitoring. These hands-on projects contribute to local conservation efforts, helping the town achieve its sustainability goals while enriching students' learning experiences.

- **Parks and Recreation Department:** We have an agreement to share access to the school gym and local recreation center courts, providing students additional facilities for physical education and extracurricular activities.

- **Metzler Park:** Renaissance's Environmental Club has adopted Metzler Park for community clean-up efforts, engaging students in service-learning activities that emphasize environmental stewardship.

- **Lost Canyon Ranch:** With the Town of Castle Rock's recent acquisition of Lost Canyon Ranch open space, Renaissance Secondary staff members have been engaged in conversations with the town regarding maximizing the potential of this site. This budding partnership contemplates immersive, hands-on outdoor educational experiences for students and data collection on biodiversity (bio blitz and species inventory). In addition to providing authentic learning opportunities for students, this collaboration supports the town's goals for environmental education, community engagement, and increased public access to the space.

Service in the Community

- **Bonaventure Senior Living:** Our middle school choir performs three times per year at Bonaventure Senior Living. After each performance, students connect with residents, fostering intergenerational relationships.

- **Silver Heights Skilled Nursing and Rehabilitation Center:** Through the "Small Acts, Big Impact" elective class, students regularly visit Silver Heights to engage with residents. They participate in activities, offer companionship, and create meaningful interactions that bridge generational gaps while gaining lessons in empathy, communication, and social responsibility.

Adventure Education Partnerships

Renaissance's Adventure Education team partners with local organizations to enhance student experiences. Notable collaborations include Ben Delatour Scout Ranch, YMCA Camp Shady Brook, Centennial Canoe, and numerous state parks, national monuments, and Bureau of Land Management areas. Our commitment to "Leave No Trace" principles is consistently recognized. Recently, a park employee at Roxborough State Park commented that Renaissance's students were among the most curious, respectful, and professional adolescents he had encountered in his decades of service.

Other Partnerships

- **Colorado River Watch:** Renaissance's Environmental Science students participate in the Colorado River Watch program, a partnership with Colorado Parks and Wildlife. Students collect water samples from a local Plum Creek site, test them for various factors, and send them to Colorado State University for further analysis. The program provides students hands-on environmental science experience while contributing to the Colorado Department of Public Health and Environment's river science data.

- **U.S. Army Corps of Engineers:** Renaissance partners with the U.S. Army Corps of Engineers (USACE) to study local watersheds and water management practices. Through this collaboration, students work alongside USACE experts, gaining insights into water conservation and sustainability practices. This partnership deepens their understanding of watershed science and provides real-world applications of

scientific principles.

- **Colorado Soccer Association:** Renaissance was the first school to pilot a partnership with the Colorado Soccer Association (CSA) to train students as certified soccer referees. CSA generously covers the certification fee, and the program also helps CSA increase the number of qualified referees in the area, addressing the current shortage. The course, now in its second year, offers students opportunities such as:

    - Weekly guest speakers, including a World Cup referee

    - Mentor referee visits

    - Assignor sessions to help students secure games and advance in the referee pathway

    - Paid game opportunities in Castle Rock

- **Help and Hope Center:** Renaissance has partnered with the Help and Hope Center to address food insecurity in Castle Rock. Students volunteer regularly at the center, participating in activities that directly impact local families. A recent example of this collaboration was the Empty Bowls Dinner organized by the National Art Honor Society (NAHS), which raised over $1,200 for the center in just one evening.

- **RUN to Change Lives:** Our students participate in the annual "Turkey Rock Trot" hosted by RUN to Change Lives, where Renaissance has won the "Fittest Flock" award for over five years in a row due to our high participation rates. Students not only run in the event but also volunteer for race logistics, registration, and event support. This partnership fosters a love of fitness, teamwork, and community engagement, while also supporting a nonprofit organization that empowers individuals through fitness, education, and mentorship.

These partnerships strengthen our community ties, offer valuable resources, and align with our mission of fostering well-rounded, compassionate citizens.

The addition of the proposed Renaissance Elementary Charter School will have a significant and positive impact on both the immediate surrounding area and the district as a whole by directly addressing the ongoing imbalance between demand and capacity for Renaissance Elementary Magnet School (REMS). With application numbers consistently far exceeding available seats, the current capacity of REMS leaves many families without access to this sought-after educational program.

While there are other charter schools in the Castle Rock area offering unique educational options, most follow a classical or core knowledge model; no other schools provide a program similar to Renaissance's, particularly with its emphasis on Adventure Education. Renaissance programming at both the elementary and secondary levels is distinctive and unlike anything else currently offered in the Castle Rock area. Expanding this model to include additional elementary grades at Renaissance PK-12 Charter School will give more families access to an educational experience that is in high demand but currently limited in availability.

The proposed Renaissance Elementary Charter School will continue to meet community demand for this innovative educational program. Additionally, it will create a more seamless Renaissance PK-12 pathway, reducing student transitions and ensuring continuity in educational experience. This expansion will not only alleviate pressure on the existing REMS waitlist, but also enrich the variety of educational opportunities available to families in Castle Rock.

Demand for Renaissance Elementary Programming
(Renaissance Elementary Magnet School (REMS) enrollment data)

School Year	Total Applications	Offers Extended	Ratio of Total Applications to Offers Made	% Receiving an Offer	# Waitlisted
24/25*	242	70	3.5	29%	172
23/24	265	117	2.3	44%	148
22/23	298	145	2.1	49%	153
21/22	293	140	2.1	48%	153

20/21	321	133	2.4	41%	188
19/20	258	82	3.1	32%	176
18/19	247	88	2.8	36%	159
17/18	354	70	5.1	20%	284

*As of March 31, 2025

Over the past several years, demand for enrollment at Renaissance Elementary Magnet School (REMS) has consistently exceeded available capacity, as evidenced by persistent application and waitlist trends.

For the 2024-25 school year (as of March 31st), REMS has already received 242 applications for 2025-26 enrollment, yet only 70 offers have been made—meaning **there are more than three applicants for every available seat.** Notably, **70 students are currently on the waitlist for Kindergarten** this fall alone, as both Kindergarten sections are fully enrolled. This trend is consistent with previous years, where the ratio of total applications to offers made has ranged between 2.1 and 5.1, underscoring the persistent gap between demand and availability.

Despite slight fluctuations in application volume, the percentage of applicants receiving offers has remained consistently low, ranging from just 20% to 49% over the past eight years. The waitlist numbers have remained significant, with between 148 and 284 students left without an offer each year. Notably, even in years when the school made more offers, demand continued to surpass capacity, leaving a large number of families unable to secure enrollment.

These figures highlight the overwhelming interest in REMS and the urgent need for expanded capacity to meet the Renaissance-specific elementary programming demand within the Castle Rock community.

Further, this waitlist data only accounts for families who have submitted applications and does not capture those deterred by the school's reputation for a long waitlist.

Current Intents to Enroll (Also called LOIs - Letters of Intent)

The Renaissance team has gathered 183 intents-to-enroll in grades PK-5 as of March 31, 2025. The intent-to-enroll form has

only been available for one month, yet current submissions have already met 40% of the 450 K-5 seats anticipated for Fall 2027. The team will continue to gather additional intents-to-enroll throughout this process. We are confident the school will be fully enrolled at opening, based on REMS waitlist alone - regardless of intents-to-enroll.

Factors in New Intents-to-Enroll for Renaissance Charter Elementary (Additional Elementary Site)

1. **Relationship with Renaissance Elementary Magnet School (REMS):**

   The Renaissance Secondary team initially intended to demonstrate demand based on REMS's existing waitlist alone, rather than conducting a separate intent-to-enroll campaign, in order to minimize confusion and concerns amongst REMS staff and families.

   In order to prevent any disruption to REMS's enrollment process, Renaissance Secondary did not survey existing REMS families or those on its waitlist about their interest in the new PK-5 expansion. Additionally, Renaissance Secondary refrained from directly soliciting intents-to-enroll from REMS siblings or families, ensuring that REMS's enrollment stability was not impacted. Given that families with elementary age students are more likely to have siblings who are toddlers (the target age for Fall 2027 Kindie enrollment), there are likely many families with young children who are not included in the intent-to-enroll data at this time.

2. **Brief intent-to-enroll campaign:** Due to reasons cited above with regard to our relationship with REMS, the formal intent-to-enroll campaign launched only one month prior to this application's submission. Renaissance will continue gathering intents both during the application review process and after approval.

3. **Timing Considerations:** With a proposed opening in Fall 2027, prospective students will be three grade levels ahead of where they are today when the school opens. For example, prospective Kindergarteners are approximately 2 years old, prospective 1st graders are about 3 years old, and prospective 2nd graders are 4 years old. Students who are currently in Kindergarten, 1st, and 2nd grades would make up the inaugural Renaissance Elementary Charter classes of Grades 3, 4, and 5, respectively. This longer

timeline presents some challenges in gathering intent data, as families with infants and toddlers are not always prepared to consider school options several years in advance. However, the Renaissance PK-12 Charter School team believes a longer time horizon will better ensure readiness for opening.

File Upload

Support Letter_ RTCL - Community Org.pdf
226.4 KB • Added 17 days ago

CTP_RSS.pdf
76.87 KB • Added 11 days ago

Renaissance Support Letter 3_25.pdf
156.69 KB • Added 9 days ago

Indigo Oak Fund_ Letter in support of RSS expansion .pdf
61.25 KB • Added 7 days ago

Renaissance Support Letter from CCO.pdf
143.71 KB • Added 7 days ago

Ewers Architecture Letter of Support.pdf
280.88 KB • Added 7 days ago

EL Education Letter of Support.pdf
222.14 KB • Added 7 days ago

RSS community impact.pdf
297.15 KB • Added 6 days ago

Rising Star - Renaissance Letter of Support.png
399.06 KB • Added 5 days ago

Letter of Support For RenSec Expansion - Pencil 9.pdf
112.5 KB • Added 5 days ago

	Number of students/classrooms in Year 1 of operation	LOIs Received to Date
Pre-K	48	16
Kindergarten	72	26
1st Grade	72	28
2nd Grade	72	26
3rd Grade	78	34
4th Grade	78	30
5th Grade	78	23
6th Grade		
7th Grade		
8th Grade		
9th Grade		
10th Grade		
11th Grade		
12th Grade		
Summary	498	183

E) Educational Program

Reviewer Instructions

There is a strong research-based rationale for the selection of educational model, curriculum, and instruction that is evidence-based and effective with the target population. This includes Include a description of how the school developed a curriculum that is culturally responsive and free of bias.

Status: Completed

Form Result

Section 1
Educational Program Model and Philosophy

Provide a rationale for selecting the chosen educational program model, curriculum and instructional practices, including research-based evidence that supports the effectiveness of the selected model with the targeted student population.

Aligned to Renaissance's mission of empowering students to become modern learners who are critical thinkers and problem solvers, communicators, collaborators, and creative innovators who contribute to the world around them, Renaissance Elementary Charter will implement the core practices, principles, and curriculum of EL Education (formerly Expeditionary Learning).

EL Education's work is grounded in the belief that the purpose of education is to help students become ethical people with strong academic, social and emotional skills. At Renaissance, we want students to grow as effective learners AND great people who contribute to a better world.

The EL Education program is grounded in a three-dimensional view of student achievement that values mastery of knowledge and skills, character, and high-quality work. This expanded view of student achievement is supported through core practices that include curriculum, instruction, student-engaged assessment, culture & character, and school leadership.

Character and a strong school culture are central to this work. At Renaissance, character traits (see below) support the development of positive student identity, including: sense of belonging, purpose, and agency. We want students to feel included and valued, see their work as having meaning to a larger community and be empowered as leaders of their own learning.

Renaissance Elementary Charter will use compelling curricula that connects learning to real-world/ local topics to make learning rigorous and relevant. These "Learning Expeditions" require students to dive deeply into questions and explore subjects through robust, interdisciplinary projects. Students think and work as professionals do, creating high-quality work that extends beyond the classroom. Academically rigorous Learning Expeditions, case studies, products, fieldwork, and service learning integrate the principles of deeper instruction, challenging, engaging, and empowering children of all backgrounds and ability levels. Expeditions are complemented and supported by rigorous instruction in reading and math to ensure that students master the Colorado State Academic Standards for each grade level.

Since its founding, the EL Education model has been honored with high praise and positive reviews from many third-party observers and researchers including The Rand Corporation, The American Institutes for Research, The National Staff Development Council, and The Center for Research on the Education of Students Placed At Risk (CRESPAR). These organizations and others have evaluated the EL Education model and practices, and cite positive outcomes such as higher student achievement and participation, and a more positive and productive school culture.[1] In highly implementing EL Education schools nationwide, students from all sub-groups consistently outperform state peers in language arts and math.[2] Closer to home, a study of 6 schools in Jefferson County that implemented the EL Education content-based ELA curriculum showed that students scored nearly four times higher on CMAS than their district peers, and improved at a rate that far outpaced the state. Students also saw gains in their abilities to persist with challenging tasks, demonstrate higher order thinking skills, and share their work outside the classroom.[3]

The EL Education Model aligns closely with the Renaissance PK-12 Charter School Design Principles.

Renaissance Design Principles

◆ **Strong School Culture**
EL Education Character & Culture Core Practice
➢ The school's motto, "We are crew, not passengers" embodies the ethos that each student is expected to actively participate in his/her learning and to help others in their pursuits.
➢ Character education is embedded into the culture and structures of the school, including an emphasis on service learning.
➢ An adventure education program will challenge students physically and mentally, pushing them outside of their comfort zones.

◆ **Teachers and Students as Designers**
EL Education Curriculum & Leadership Core Practices
➢ Teachers, with student input, design learning experiences that meet standards,using researched-based curriculum resources.
➢ Learning experiences provide opportunity for voice and choice. Students design and lead learning for

themselves and others, with increasing complexity over the elementary years.

➢ Teachers are involved in decisions regarding professional development, curriculum, hiring, and other significant areas of the school, promoting teacher efficacy which has significant impacts on student learning.[4]

◆ **Integrated, Project/Problem based Approach**
EL Education Curriculum Core Practices

➢ Students develop critical, creative, and reflective thinking skills to solve complex problems through authentic, relevant and integrated curriculum.

➢ Students communicate effectively to organize information, listen, act on and give feedback, and construct messages for specific audiences.

➢ Students demonstrate skills and knowledge through performance assessments and portfolios, exhibitions of student work, and authentic, real-world assessments.

◆ **Personalized Learning**
EL Education Instruction and Student Engaged Assessment Core Practices

➢ Students set goals, monitor their own progress, and reflect on their strengths and areas for improvement.

➢ Students have voice and choice in the selection of content and ways to demonstrate learning.

➢ Students often have flexibility and choice in how they learn from seating arrangements to who they work with, etc.

◆ **Real-world Connection**
EL Education Curriculum Core Practices

➢ Students engage in fieldwork and other community-based learning opportunities.

➢ Students develop meaningful relationships with a variety of adults who work within and beyond the school community, gaining exposure to diverse people and ways of contributing.

➢ Exploration of students' interests, passions, gifts and talents are embedded in learning experiences.

◆ **Arts Integration**
EL Education Instruction Core Practices

➢ Students use the arts to support and demonstrate their learning.

➢ Presentation and products integrate different art mediums, demonstrating a commitment to high-quality work.
➢ The arts give students varied perspective on how they view themselves and the world around them.

*****

1. https://eleducation.org/our-results/research-studies

2. https://eleducation.org/our-results/equity/

3. https://eleducation.org/our-results/case-studies/jefferson-county-colorado-a-case-study/

4. https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/

If substantially different from current offerings in the region, provide rationale for the chosen program.

n/a

If not substantially different from current offerings in the region, provide rationale for the added value the proposed educational program will provide.

The addition of Renaissance Elementary Charter School will have a significant and positive impact on both the immediate surrounding area and the district as a whole by directly addressing the ongoing imbalance between demand and capacity for Renaissance Elementary Magnet School (REMS). With application numbers consistently far exceeding available seats, the current capacity of REMS leaves many families without access to this sought-after educational program; only **one in three students who apply are offered enrollment.**

While there are other charter schools in the Castle Rock area offering unique educational options, most follow a classical or core knowledge model; no other schools provide a program similar to Renaissance's, particularly with its emphasis on Adventure Education. Renaissance programming at both the elementary and secondary levels is distinctive and unlike anything else currently offered in the Castle Rock area. Expanding this model to include additional elementary grades at Renaissance PK-12 Charter School will give more families access to an educational experience that is in high demand but currently limited in availability.

By increasing capacity for this unique school choice option, the proposed school will help diversify the district's educational landscape, providing families with greater access to this innovative, experience-based learning environment. Additionally, it will create a more seamless Renaissance K-12 pathway, reducing student transitions and ensuring continuity in educational experience. This expansion will not only alleviate pressure on the existing REMS waitlist, but also enrich the variety of educational opportunities available to families in Castle Rock.

Describe how the school will ensure that educational practices are aligned to the school's educational philosophy and are demonstrated to be successful with the identified targeted student population.

Renaissance Elementary Charter School, at full capacity, will serve approximately 500 students in grades PK-5. The planning team anticipates that the majority of students will come from the Castle Rock area. Based on the popularity of REMS, the new Renaissance Elementary Charter will provide the necessary K-5 capacity to meet existing parent demand. The expansion of Renaissance PK-12 Charter School will ensure a PK-12 pathway for Douglas County students.

Renaissance Elementary Charter School's academic program begins, first and foremost, with the school's mission: "Through authentic, integrated learning experiences, Renaissance will empower students to become modern learners who are critical thinkers and problem solvers, communicators, collaborators, and creative innovators who contribute to the world around them."

The curriculum at Renaissance Elementary Charter School is well-suited for the intended student population. The current secondary school has demonstrated success with this model, leveraging authentic, problem-based learning. The current Renaissance Elementary Magnet School in Castle Rock has demonstrated success with a very similar learning model with the same target population.

Renaissance Secondary School, which will expand to be Renaissance PK-12, has a strong record of success with Douglas County students. In 2023 Renaissance Secondary School was recognized as John Irwin School of Excellence, an award that is given to schools that demonstrate exceptional academic achievement. As such, Renaissance Secondary School received an Exceeds Expectations rating on the Academic Achievement indicator of the School Performance Framework reflecting exceptional performance in Math, English Language Arts, and Science.

Section 2
Curriculum and Alignment

Describe how the proposed curriculum is aligned to state model content standards. Provide examples such as:

Scope and Sequence

Renaissance Elementary Charter will follow the scope and sequences delineated by our selected curriculum providers, EL Education and Illustrative Math, to address the standards. These curricula were chosen based on their high-ratings on EdReports, their demonstrated effectiveness with varied student populations, and their alignment to our mission and beliefs about teaching and learning.

Language Arts & the Science of Reading:
We will use EL Education's comprehensive ELA curriculum to address reading, writing, communicating, and foundational skills standards.

- Content-Based Literacy (2025 version)

- Foundational Skills / Unlock Phonics (grades 3-5)

Math:
We will use Illustrative Math to address math standards. Illustrative Math has a variety of tools, to ensure that each standard is addressed. These include:

- Scope and Sequence (grade 3 example)

- Standards by lesson (grade 3 example)

- Alignment to the Standards for Mathematical Practices (K-5)

- Pacing Guide (K-5)

Social Studies and Science:
Based on our commitment to creating rigorous and relevant Learning Expeditions based on student interests and local needs, we will support our teachers as designers using professional development and other school resources to help them to choose, adapt, or enhance various curriculum in order to meet the Colorado State Standards. We will engage teachers in building a scope and sequence for social studies and science by:

1) Auditing our literacy units for the science and social studies standards addressed and enhancing selected units in order to extend the depth and breadth of the standards addressed.

2) Using research-based, standards-aligned curricula from other providers that align to our instructional model as the content backbone of an expedition or a stand-alone intensive to address standards not addressed within integrated learning expeditions. These include:

- [STEMScopes](#)/[KideScience](#) (ages 3-8): These award-winning, hands-on curricula use real-world connections and the inquiry-based 5E instructional model to make learning engaging, rigorous and relevant. It aligns well with our secondary curriculum creating a clear PK-12 continuum.

- [inquirEd](#): Inquiry Journeys, elementary curriculum is well aligned to our philosophy. There is a growing body of evidence[5] that when implemented well, inquiry-based learning supports both achievement and engagement. Like Learning Expeditions, these units engage students in a compelling inquiry question, deep investigation using a variety of resources, and the creation of a culminating product for an authentic audience. It is aligned to the National Council of Social Studies *Inquiry Design Model.*[6]

3) Designing local, relevant, standards-aligned case studies and expeditions from the ground up.

4) Identifying other structures in which to incorporate standards. For example, many of the civic standards for the primary grades may be addressed / supported through Crew.
*****

5. Lazonder, A. W., & Harmsen, R. (2016). Meta-Analysis of Inquiry-Based Learning: Effects of Guidance. Review of Educational Research, 86(3), 681-718. https://doi.org/10.3102/0034654315627366 (Original work published 2016)

6. Swan, Kathy, et al. Inquiry Design Model: Building Inquiries in Social Studies,. United States, National Council For The Social Studies And C3 Teachers, 2018.

Curricular Framework, including subjects to be taught by grade

We will teach Language Arts, Math, Science, Social Studies, and the Arts at each grade level. Our curricular framework will be grounded in state standards, our selected curriculums, and Learning Expeditions that integrate social studies and science standards, the arts, and literacy skills.

EL Education Language Arts Curriculum
Content-Based Literacy Module Topics (2025 Edition)
EL Education's content-based literacy curriculum builds word and world knowledge, leveraging the Science of Reading and ensuring that students build deep knowledge to help them contribute to a better world. While we will be using the soon-to-be-released 2025 version, the K-2 Plan and 3-5 Plan provide a clear sense of how the modules integrate content and how the ELA standards are addressed. In addition to the module lessons, K-2 curriculum is complemented by hands-on Labs to deepen literacy skills and build habits of character. (Example of 2nd grade Lab sequence)

Skills Block (K-2) & Unlock Phonics (3-5, as needed)
In the primary grades, foundational skills will be explicitly taught through the K-2 Skills Block which includes carefully sequenced whole group and small group lessons and independent practice and activities (see scope and sequence above) with the goal of mastering the Colorado State Reading Foundation standards. The new "Unlock Phonics" will be used in Grades 3-5 as needed to ensure that students have mastered these critical phonemic awareness, phonics, and decoding skills.

Illustrative Math (K-5)
Illustrative Math is fully aligned to the Common Core State Standards and provides the proper focus, rigor, and coherence required to achieve grade-level mathematics. Courses, units, lessons, activities, and representations are sequenced to help students develop an understanding of mathematical concepts, build fluency with procedures, and solve mathematical problems that reflect their lived experiences. Each unit and lesson is designed to build on what students previously learned and is part of a mathematical story that spans units and grade levels. This coherence allows students to view mathematics as a connected set of ideas. To view the high-level unit overviews for each grade level, click here.

Learning Expeditions (K-5)
Teachers will select ELA Content-Based Literacy topics based on their alignment to Colorado State Science and Social standards and local connections. Based on these selections, we will

determine how best to address any remaining standards, either by making content-based literacy units more robust, adopting curriculum from other providers such as STEMScopes/KideScience (science) inquirEd (social studies),designing mini Expeditions/ projects, or addressing them through other structures such as Crew. In addition to content and literacy standards, Learning Expeditions will incorporate visual and performing arts standards to support and demonstrate learning. In the primary grades, Labs will often be incorporated in the Learning Expedition Block. (Example of 2nd grade Lab sequence)

Sample lessons showing alignment to state standards

ELA Module Lesson: Small Group Research: Using Text to Gather Information About Insect Pollinators (Grade 2)
Daily Learning Targets

- I can collaborate with classmates to research information about my pollinator using the text What Is Pollination? (RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7)

- I can create and label a scientific drawing of my pollinator. (W.2.7)

Standards & Mission Alignment

- Aligned to CO ELA standards. Lesson integrates reading, writing, listening, and speaking

- Supports 2nd grade Life Science Standards
  1. Plants depend on water and light to grow and on animals for pollination or to move their seeds around.

- Integrates art, music, and movement

- Supports 21st Century Skills including collaboration

Expedition Lesson/ Lab Sequence for Pollinators aligned to ELA unit (Grade 2)
Expedition lessons focus on content standards and incorporate literacy standards and practices strategically, usually connecting to literacy content. In the primary grades, Labs will deeply inform the Expedition Block and content instruction.

Standards & Mission Alignment

- Aligned to 2nd grade Life Science Standards
  1. Plants depend on water and light to grow and on animals for pollination or to move their seeds around.

- Support CO ELA Standards, especially Listening and Speaking Standards (Note: All ELA standards are assessed in the module lessons.)

- Integrates art, movement, exploration and STEM

- Supports habits of character and 21st Century Skills including perseverance, collaboration, and responsibility

Sample Skills Block Lesson (Grade 2)
Standards & Mission Alignment

- Aligned to CO Reading Foundation standards

- Incorporates research on the science of reading

- Integrates art, music, and movement

Sample Math Lesson (Grade 2)

Learning Goals

- Explain (orally) strategies for subtracting and strategies for finding the value of an unknown addend within 1,000.

- Interpret (orally) representations of subtraction strategies that show taking away tens and ones and those that show counting by place value.

Standards & Mission Alignment

- Aligned to CO Math standards and Math Practice Standards

- Provides opportunities for students to grapple and construct knowledge

- Supports 21st Century Skills including collaboration and perseverance

Research that led to the curricular choices

These curricular choices are grounded in a variety of research.

EL Education ELA Curriculum
Both the Modules (Content-Based Literacy) and the Skills Block components of the EL Education ELA Curriculum received high ratings from EdReports earning 96% of points are more for text quality, building knowledge, and usability. In a number of independent studies, students using the EL Education curriculum out scored their peers.

The Module lessons, a content-based literacy curriculum, are endorsed by Knowledge Matters, an organization that focuses on the importance of knowledge building for reading comprehension and critical thinking. From the baseball study which suggested the importance of reader's knowledge in understanding text to cognitive psychologist Daniel Willingham's "Matthew Effect" that asserts "knowledge builds knowledge" (and the "rich get richer") the evidence that students need content (not just skills) is overwhelming.

We will use the new version of the Skills Block curriculum (K-2) which has been revised to ensure even deeper alignment to the Science of Reading and the new Unlock Phonics (3-5) to ensure the mastery of foundational skills. These curriculums are based on Dr. Linnea Ehri's Phase Theory and provide detailed support through the microphases of learning to read through whole group, small group, and independent lessons.

The EL Education curriculum is on the Colorado Department of Education's approved curriculum list as it aligns to the science of reading, ensuring that students receive explicit instruction in foundational skills AND robust instruction in content-based literature, helping them to build both world and word knowledge.

Illustrative Math
The Illustrative Math received perfect scores K-5 for focus and coherence, and rigor and mathematical practices and near perfect for usability from Ed Reports. Problem-based math has been shown to increase student engagement, strengthen critical thinking and creative problem solving, and lead to greater retention.

Learning Expeditions
Learning Expeditions are the curriculum cornerstone of the highly effective EL Education model. Through Learning Expeditions, students research real-world problems, engage in deeper learning both in the classroom and out in the field, and

create authentic products. Learning Expeditions are a form of Project-Based Learning (PBL) which research shows can increase retention of content, build skills, and improve students' attitudes towards learning. Learning Expeditions also build content knowledge which supports reading comprehension and critical thinking skills.

Expeditions integrate a number of practices to support students in becoming effective modern learners. Expedition tasks are clearly defined at the start of the project, and include multiple opportunities for feedback, reflection, and time for students to revise their work. To ensure that students truly understand final assessment criteria, teachers can ask students to help define the criteria. Students who have clear criteria for success spend more time discussing and evaluating content, increasing student learning. Researchers suggest that end goals should reflect professional practice, such as public exhibitions, portfolios, and presentations, which signal the social value and relevance of student work.

Crew & Adventure

In addition to our chosen ELA and math curriculums, both crew and adventure have a strong research base. Research shows the positive association not just between belonging and mental health but also engagement, behavior, and academic performance. Similarly, Adventure Education supports academic performance, self esteem, and 21st century skills such as collaboration and critical thinking.
*****

7. https://eleducation.org/our-results/research-studies/k-2-language-arts-curriculum-study/

8. Recht, D.R. and Leslie, L., 1988. Effect of prior knowledge on good and poor readers' memory of text. Journal of Educational Psychology, 80(1), p.16.

9. Willingham, Daniel. "How Knowledge Helps | Reading Rockets." Www.readingrockets.org, 2024, www.readingrockets.org/topics/background-knowledge/articles/how-knowledge-helps

10. Lane, Holly. How Children Learn to Read Words: Ehri's Phases. 2022.

11. Matthews, Lisa. "Elevating Math Education through Problem-Based Learning - EdSurge News." EdSurge, 14 Feb. 2024, www.edsurge.com/news/2024-02-14-elevating-math-education-through-problem-based-learning.

12. Strobel, J., & van Barneveld, A. (2009) When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms; Walker, A. & Leary, H. (2009) A problem-based learning meta analysis: Differences across problem types, implementation types, disciplines, and assessment levels, Interdisciplinary Journal of Problem-based Learning, 3(1): 12-43.

13. Barshay, Jill. "Why Content Knowledge Is Crucial to Effective Critical Thinking." KQED, 18 Sept. 2019, www.kqed.org/mindshift/54470/why-content-knowledge-is-crucial-to-effective-critical-thinking.

14. Barron, B., & Darling-Hammond, L. (2008) Teaching for meaningful learning: A review of research on inquiry- based and cooperative learning (PDF). Powerful Learning: What We Know About Teaching for

Understanding;

15. Berger, Ron, et al. *Leaders of Their Own Learning : Transforming Schools through Student-Engaged Assessment.* San Francisco, Ca, Jossey-Bass, A Wiley Brand, 2014.

16. Barron & Darling-Hammond (2008).

17. Barron & Darling-Hammond (2008).

18. Blad, Evie. "Students' Sense of Belonging: What the Research Says." Education Week, 21 June 2017, www.edweek.org/leadership/students-sense-of-belonging-what-the-research-says/2017/06.

19. Office of the Superintendent of Public Instruction, Washington State Empirical Evidence Supporting Benefits of Outdoor School and Experiential Learning Programs. 2015.

Detail how curriculum objectives, content, and skills will be aligned horizontally and vertically.

The EL Education ELA Curriculum aligns to state ELA standards both horizontally and vertically. You will notice on the K-2 Plan and 3-5 Plan that the modules follow a similar sequence year after year, helping to ensure a deepening of the standards. The curriculum maps for each grade level show how the standards spiral throughout the school year to support mastery.

The topics of the ELA Curriculum will provide the foundation for Learning Expeditions. We will build a content map for social studies and science standards to identify content, objectives, and skills that:

1. Are already met through existing ELA units/ Expeditions.

2. Can be easily added to existing ELA units/ Expeditions.

3. Will be built into mini Expeditions/ projects either by using other research based curriculum or teacher designed.

4. Will be addressed in other structures such as Crew.

Over time, we imagine that experienced teachers may write new Expeditions to address the standards. As needed, we will adjust the curriculum map to ensure that all standards continue to be supported but not replicated.

Similarly, the Illustrative Math curriculum provides a robust scope and sequence to ensure vertical and horizontal alignment. While math standards will not usually drive expedition content, math standards may be reinforced through these interdisciplinary units of study. As appropriate, math standards will be included on the content map.

Describe how the school will monitor implementation of curriculum with fidelity to include scope and sequence and exit standards.

Based on EL Education's Implementation Rubric that prioritizes 26 Power Practices that have the greatest impact on student achievement, we will use a variety of strategies to monitor implementation of the curriculum. Key strategies include:

1) Student Work: Through regular, public exhibitions of learning, leadership and the larger community will have the opportunity to view student work. Student work will also be examined regularly through PLCs and team meetings to inform instruction and to ensure pacing aligned to the scope and sequence.

2) Data Analysis: Through scheduled data team meetings, teachers will bring summative assessments aligned to the curriculum to evaluate the effectiveness of instruction and student learning needs.

3) Classroom Observations: Through learning walks, formal and informal observations and other structures, leadership will gather and analyze data to monitor the implementation of the curriculum.

4) Regular reflection: At the end of each unit of study, teachers will reflect on and share their success and challenges with curriculum fidelity and pacing and the impact on student learning. They will document strategies to implement in the future to ensure student success.

Describe an organized, cohesive curricular design that aligns to the vision, mission and philosophy of the school, along with research to demonstrate that it will meet the needs of the target population.

Through authentic, integrated learning experiences, Renaissance will empower students to become modern learners who are critical thinkers and problem solvers, communicators, collaborators, and creative innovators who contribute to the world around them.

- Renaissance Mission

The EL Education model helps to create a cohesive and unified curricular design and philosophy that aligns to our mission, design principles, and RISE UP character traits (responsibility, integrity, stewardship, empathy, useful service, perseverance).

Both the individual components of our curriculum and our curriculum design as a system supports a three-dimensional view of student achievement that includes mastery of knowledge and skills, character and high-quality student work.

- Problem and project based curriculum for ELA, math, and expeditions provide an authentic context to master knowledge and skills.

- Students develop robust content knowledge in both ELA and Expeditions to support deeper literacy skills. Research has consistently shown the importance of knowledge building to support reading comprehension.

- Each component of the curriculum design embeds 21st century skills such as problem solving, communication, and creativity as students collaborate to create high-quality work.

- Social emotional learning and character education are embedded in all aspects of the curriculum design helping students to develop responsibility, integrity, empathy, and perseverance.

Providing relevant, rigorous learning will support Renaissance Charter Elementary students build skills and knowledge to meet or exceed state standards and to develop the confidence and character needed to positively contribute to our community.

Provide information for high school courses offered, graduation plans and credits as applicable.

n/a

Section 3
Instructional Strategies

Discuss the process and methods that will differentiate instruction based on identified student needs.

A variety of instructional methods will be employed by Renaissance Charter Elementary faculty to differentiate instruction according to student needs and interests.

Teachers will facilitate differentiated learning according to student interests, learning styles, and academic needs.

❖ Differentiation in Learning Expedition Content
We are committed to providing a guaranteed and viable curriculum to all teachers through the EL Education ELA curriculum. Over time, we anticipate that teachers will modify the content and create mini Learning Expeditions to address some of the standards. These expeditions will often be based on student interests, community needs, and current events.

❖ Differentiation based on Academic Needs, Strengths, and Interests
Student choice in content will allow for ample differentiation. Throughout Learning Expeditions students will have a voice in selecting specific areas of study (e.g. which bird to become an expert in), how to demonstrate their learning, and the strategies they use for learning. (e.g. working with a partner, working alone, etc.)

❖ Differentiation in Skills Instruction
Data on the academic needs of students will drive teacher instructional choices across the content areas. The Skill Block curriculum is differentiated by design to ensure that emerging readers develop the critical skills to master phonemic awareness and decoding skills.

❖ Instructional Practices that support differentiation
Teachers will rely on one-on-one conferencing with students as both an evaluative and instructional tool to support differentiation of instruction based on student needs. Small group instruction will be used frequently for conferencing with students involved in projects and as a means for teaching specific skills.

❖ Intervention
While the core curriculum will be differentiated to meet the needs of students, we will also use a variety of assessments (including interim iReady assessments, summative Unit assessments, etc.) to ensure that students receive focused Tier 2 support when appropriate to master grade-level standards. The daily schedule will include a dedicated intervention/ W.I.N. (Whatever I Need) block. Teachers will select appropriate supports, interventions, and extensions. For ELA these may

include: iReady, IXL, Orton Gillingham, and Unlock Phonics. For math, these may include: iReady, IXL, or Zearn.

Describe school-wide instructional methods and strategies that will promote rigor and high expectations for all students.

At Renaissance Charter Elementary, Learning Expeditions will be an important vehicle for ensuring student engagement in rigorous thinking and meeting high expectations.

In expeditions, students take on the role of experts. While other students may learn about birds, our students take on the role of ornithologists, doing the work of the experts and scientists who study birds. Students have the opportunity to work with experts, engage in fieldwork, and to receive critique of their work from knowledgeable community members. In addition to exposing students to rigorous content, this depth of learning also supports student engagement which has a positive impact on student achievement.[21]

Deep understanding of content also supports the creation of high-quality work for authentic audiences. At Renaissance Charter Elementary, we are committed to making student work public. The hierarchy of audience for student products ranges from the school through regular exhibition nights to experts in the field, the community, and even as acts of service. When students know that their work serves a real purpose and that they have an audience beyond their teacher or parents, it raises the stakes.

For students to meet the challenge of creating high-quality work for authentic audiences, they must be supported through the classroom culture, instruction, and habits of learning.

Building a culture of belonging and high-expectations is the foundation for rigorous learning. Through crew and other structures, our teachers will deeply know our students and communicate high expectations and their love and belief in them.[22]

Students and teachers will use models, critique, and descriptive feedback to support the creation of high-quality work that demonstrates complexity, craftsmanship, and authenticity.[23] By examining examples of strong and weak work, students will co-create clear criteria for projects that meet or exceed standards. Students will have ample opportunities for revision based on class-led critique sessions and feedback from teachers and peers. Providing students with feedback that they act upon produces significant learning gains.[24] Frequent feedback enables teachers to adapt their instruction to target students' learning needs, while providing students with information to develop their work. Students come to understand that learning is

the result of cumulative effort. This, in turn, improves their resilience and academic achievement.[25]

Finally, students will be explicitly supported in learning how to learn. We will use learning targets to make learning objectives clear and provide opportunities for students to reflect on their achievement AND their learning process.[26]

This combination of creating high-quality work for an authentic purpose and audience AND supporting students through culture, instruction, and learning strategies will ensure rigor and high expectations for all students.

*****

21. Renzulli, Joseph. T*he Relationship between Student Engagement and Student Achievemen*t

22. "The Opportunity Myth." TNTP, 11 Aug. 2016, tntp.org/publication/the-opportunity-myth/

23. Berger, Ron, et al. *Leaders of Their Own Learning : Transforming Schools through Student-Engaged Assessment.* San Francisco, Ca, Jossey-Bass, A Wiley Brand, 2014.

24.Black, P., & William, D. (1998). Assessment and classroom learning (Abstract). Assessment in Education: Principles, Policy & Practice,

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

25. Dweck, C. (2000). Self-Theories: Their role in motivation, personality and development. Essays in social psychology. Psychology Press/Taylor & Francis Group.

26. Anderson, Jenny, and Rebecca Winthrop. *The Disengaged Teen*. Random House, 7 Jan. 2025.

Describe culturally responsive, research-based instructional methods and strategies that will be employed to meet the needs of the targeted student population.

At Renaissance PK-12 Charter School, our vision is to empower students to explore, discover, and understand the world around them and the passions within them and to graduate students who are: creative, reflective, fulfilled individuals; active, compassionate citizens; and courageous builders of a harmonious and sustainable world. One way we do this is by providing students with "mirrors, windows, and sliding glass doors." [27]

- **Mirrors** help students see and understand themselves better, building their identity, sense of belonging and self esteem.

- **Windows** give students a view into the lives of others, building empathy, considering multiple perspectives, supporting their ability to collaborate and communicate.

- **Sliding glass doors** represent opportunities to walk in someone else's shoes and to be of useful service as they contribute to the world.

Many of Renaissance's methods and strategies support culturally responsive teaching including:

School Culture and Crew

- The school's character traits, RISE UP (responsibility, integrity, stewardship, empathy, useful service, perseverance) require students to know themselves and to build understanding of others.

- Crew meetings develop connections between students and students and teachers, providing opportunities to build their sense of identity, to learn about others, and to create a culture of belonging.

- The spirit of "we are crew not passengers" communicates that we are all in this together, and that this is a place where we all belong and where we all can succeed.

Expeditions

- Expedition content and guiding questions require students to consider multiple perspectives as they engage with varied texts and interact with experts.

- Students demonstrate their learning through authentic performance tasks that have a meaningful impact on their

communities. Students find motivation in learning with a purpose.

- Opportunities for stewardship and useful service help students to more deeply understand the experiences of others and to contribute to building a better world.

EL Education ELA Curriculum

- Book characters, topics, and stories include diverse, intersecting cultural identities. Students see themselves and their lived experiences reflected while learning about different cultures.

- Text authors represent diverse communities and speak from authentic experience, including many primary sources. Students are encouraged to interrogate the author's perspective and how it may differ from their own.

- Class discussion questions and protocols welcome students to share their experiences.

*****

27. Bishop, Rudine Sims. "Mirrors, Window, and Sliding Glass Doors." Perspectives 6 (1990) ix-xi.

Section 4
Structures and Supplemental Programming

Describe the supplemental programming will be offered (i.e., electives, special courses, summer school, extra-curricular activities, social/emotional programming, remediation and intervention and staffing and funding needs).

Visual Arts, Performing Arts, and Music

Students at Renaissance Elementary Charter will have significant opportunities in music, visual, and performing arts. Students will explore the arts through 'specials' in both performing and visual arts, receiving direct instruction focused on specific arts skills, as well as utilizing art as a vehicle for learning and demonstrating understanding via arts integration in the core content areas. In addition, final products will often include high-quality musical or visual arts components.

Research supports the use of integrated arts as a means of keeping students interested and involved and supporting and encouraging creativity, imagination, and innovation.[28] The Kennedy Center defines arts integration in this way: Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.[29]

Students will also use the arts as a method for learning core content. For example, in a humanities-based Learning Expedition, the arts aspect of a culture often plays an important role in understanding an issue, event, or people. The artistic practices, artists, and artifacts of a culture provide key information in defining and representing that culture and context. Both visual and performing arts teachers will facilitate understanding of the context surrounding an issue, event, or people, and students will demonstrate understanding through both visual and performing arts forms.

Physical Education and Movement

Students will have regular PE classes to promote well-being and healthy habits as well as time for independent play during regular recesses. Research has shown that regular movement supports memory, brain function, attention span, and lowers stress and anxiety.[30]

Adventure Education

Adventure Education is another significant and unique component that differentiates Renaissance Elementary Charter from other schools. Renaissance's intention is to prepare each student for the challenges of life outside the walls of the school.

Adventure Education helps facilitate this goal through knowledge of self and a strong, positive school culture.

Adventure Education at Renaissance Elementary Charter will be inclusive of all students, rather than an optional program. Students will have frequent opportunities for adventure/ outdoor education including hikes, snowshoeing, rock climbing, etc. They will also participate in one to two "Voyages" (multi-day trips) per school year, facilitated by Renaissance Elementary Charter staff. Voyages will vary in number and length, according to student age/readiness and goals of the trip.

Research supports Adventure Education as significant in aiding students in developing their capacity for empathy through challenging, shared experiences, as well as contributing to physiological and psychological well-being. [31] Adventure Education encourages all of its participants to reach and stretch beyond their abilities. It involves teamwork, communication, problem-solving, trust-building, and goal-setting.

The goals and objectives of Renaissance's Adventure Education program are:

1. Growth - Students will challenge themselves to move outside of their comfort zones into their growth zone. Students are supported to select their appropriate level of challenge. When students are able to embrace challenges outside the classroom, they build the neural connections for challenges in other parts of their life.[32] Teachers and peers can harken on success in adventure challenges to encourage the growth and perseverance in other contexts.

2. Connection - Students will connect with one another and adults through adventure education activities and experiences. Through adventure, students often find that they have interests or values in common with students they may not be friends with or they may discover unexpected strengths in each other. This builds mutual respect that permeates every aspect of the school. Similarly, as students face and overcome challenges together, they experience first- hand the necessity of collaboration and build a sense of community and pride.

Fieldwork

Fieldwork is a vital aspect of a Learning Expedition and illustrates Renaissance Elementary Charter's commitment to authentic learning. Fieldwork is not just another name for a field trip.

Indeed, Fieldwork has aspects of a field trip, but what sets Fieldwork apart from a field trip is:

- Opportunity to gather data in the course of a Learning Expedition

- Opportunity to revisit fieldwork--collect new data from the same location--during the course of a Learning Expedition

- Opportunity to work with experts in the field

- Opportunity to learn about content through "real-world" experiences and formats

- Opportunity to engage with models of excellence from the field (e.g. world class art, sculpture, reports, presentations, etc.)

Culture of Crew

Renaissance Elementary Charter will build deep connections among individuals through mutual understanding and trust, shared values and behaviors through a variety of structures and practices.

Circles

Gathering in circles for everything from Morning Meeting to Closing Circles (and even our faculty meetings) is an integral part of Renaissance's culture of Crew. Circles foster interactions that build community, promote respect, create a balance of power, and teach empathy.

Renaissance Charter Elementary students will start each day in Crew with their grade-level teacher. This Opening Circle, modeled after Responsive Classroom's Morning Meeting structure, provides a time for students to connect with each other and their teacher. Through activities like greetings, sharing, a group activity, and a morning message, the class will take on a collaborative atmosphere, fostering a supportive environment and a sense of belonging for each child.[33]

Each day will end with a Closing Circle to help students celebrate the accomplishments of the day, reflect on their work and learning, make a calm transition to home, and build excitement for the following day.

Character Traits

Aligned to the Core Values of the school, the **6 Habits of Crew** are: responsibility, integrity, stewardship, empathy, useful service, perseverance.

These character traits, which together spell RISE UP, will be interwoven into Renaissance Elementary Charter's educational program as they are at the secondary level. For example, empathy and useful service are cornerstones of service learning projects. Stewardship will play a role in the daily care and keeping of Renaissance Elementary Charter, as well as may be an emphasis in certain Learning Expeditions surrounding the effects humans have on the environment, etc. Students will have ample opportunity to demonstrate perseverance in both academic and physical pursuits (e.g. Adventure Education, rock climbing) at Renaissance. The use of integrity will be expected and encouraged throughout the school.

Students will be held to a high standard for empathy, responsibility, and integrity when it comes to interactions between students and/or students and staff. Crews may also choose to emphasize these character traits in some of their team building exercises.

Traditions

Traditions will be included in a variety of school structures including crew, adventure, and all-school gatherings.

At Renaissance Elementary Charter students will participate in school-wide community meetings with the goal of sharing learning, building community, sharing leadership responsibilities, and having positive, shared experiences. Community gatherings will be designed and run by students, with the assistance of a performing arts teacher and will be a large part in developing and maintaining the culture of crew.

Community meetings may include:
- Presentations of learning (skits, formal presentations, book talks, etc.)
- Performances: school play/musical, dance, voice, or musical exhibitions
- All school drum circles (end-of-year culmination)
- Closing Ceremony at the end of the year to celebrate 5th grade students.

Social and Emotional Learning

Social and emotional learning is built into culture-building

structures like crew, providing students opportunities to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. All students at Renaissance Elementary Charter will participate in social and emotional learning provided by the School Counselor as the universal multi-tiered level of student support within their crews. In addition, those students with identified social emotional and mental health needs will receive more intensive and targeted support through small groups and individual brief counseling services.

*****

28. Sloan, W. (2009) Making Content Connections through Art Integration. Association for Supervision and Curriculum Development, ASCD Education Update.

29. https://artsedge.kennedy-center.org/educators/how-to/arts-integration/what-is-arts-integration

30. Ratey, John J, and Eric Hagerman. *Spark: The Revolutionary New Science of Exercise and the Brain*. New York, Little, Brown, 2008.

31. Brassard, E. Adventure and Experiential Education: Principles, Adaptations and a Case Study; Williams, Randall (2011). https://www.thersa.org/discover/publications-and-articles/rsa- comment/2011/02/the-benefits-of-outdoor-adventure/Watters, Ron. Idaho State University (1999, 2013).

http://www.isu.edu/outdoor/CADefine.htm

http://www.englishoutdoorcouncil.org/Values_and_benefits.htm

32. Stixrud, W. R., & Johnson, N. (2019). *The self-driven child: The science and sense of giving your kids more control over their lives.* Penguin Books.

33. Cline, Emily, et al. "Responsive Classroom Curriculum and Its Impact on Student Behavior." *The Turkish Online Journal of Educational Technology*, vol. 21, no. 4, 2022, files.eric.ed.gov/fulltext/EJ1365552.pdf.

Describe how technology will be implemented into the overall educational program. Describe a technology plan that clearly meets the vision and mission of the school.

Technology will be used to support instruction, data-driven decision making, and communication.

Instruction

All students will have access to devices to support their work and learning. In K-2 students will use tablets. As students' fine motor skills develop, they will transition to laptops in Grades 3-5.

Expeditions
Students will use technology as a tool to support research and the creation of high-quality work using the tools of the field.

Differentiation & Student support
Students will access technology for differentiation such as additional math or reading support, stories read aloud, voice to text, etc. We will employ a variety of tools such as iReady, IXL, and Zearn.

Skilled and ethical use of technology
While today's students are digital natives, they may not have had instruction in how to use digital tools efficiently or ethically. We commit to ensuring the students learns skills such as:

- Keyboarding and word processing

- Evaluating sources

- Responsible use

Planning & Delivery of Lessons
Teachers will have access to a variety of digital tools to support lesson planning and delivery. Digital teacher-editions for both math and ELA will support planning, customization of lesson plans, lesson delivery, and assessment design.

Data-Driven Decision Making

iReady Diagnostics
We will use iReady to administer interim assessments to support differentiation, reteaching, and intervention.

On-going assessment data
Both EL Education ELA curriculum and Illustrative Math provide digital tools to quickly use individual, class and school-wide data to make instructional decisions.

Communication

Learning management system
Students will learn to use Google Classroom or other learning management systems to track their assignments with increased independence throughout the elementary school years. These systems will help students in taking responsibility for their learning and serve as a tool for home-school communication.

Parent communication
We will use a variety of technologies to ensure seamless communication and transparency between home and school.

Submit a proposed annual calendar, bell schedule, and student-teacher contact time as an attachment to the application.

Renaissance Annual Calendar.pdf
76.59 KB • Added 10 days ago

Contact Time_ Sample Bell Schedule_ 2nd Grade.pdf
80.44 KB • Added 10 days ago

Provide a description of the ongoing professional development for faculty and staff, such as individual professional development plans, staff-wide trainings, and the assessment of progress made toward professional performance goals.

Professional Development at Renaissance Elementary Charter will be driven by the school's work plan and Unified Improvement Plan goals. Working in concert, these documents will set goals for teacher learning and student achievement across the three dimensions of student achievement: mastery of knowledge and skills, high-quality work, and character/ work habits. As much as possible professional development activities will be aligned to and monitor these goals.

Working in partnership with our EL Education school designer/ coach, the Principal and AP/PLS will serve as the lead contact for professional development. However, there will be avenues for all the faculty and staff to impact the content of professional development.

Structures for On-Going Professional Development & Staff-Wide Learning

Professional Development

Professional development at Renaissance Elementary Charter will include but not be limited to:
- Professional Learning Communities (PLCs)
- Mini PD (every-other week by grade band (K-2 & 3-5))
- Faculty meetings
- Teaching team meetings
- On-campus workshops including content delivered by Renaissance Elementary Charter faculty and EL Education school designers
- Off-campus workshops/conferences including EL National Conference, EL institutes, and curriculum support from EL Education and Illustrative Mathematics

Assistant Principal / Professional Learning Specialist

An Assistant Principal or Professional Learning Specialist (PLS) will serve as the lead for the in-school mentoring program. The AP/PLS will have the primary role of:
- Overseeing the professional development and assessment calendars.
- With the Principal and school Leadership Team, analyzing school wide data, designing, and in some instances, delivering professional development.
- Coaching and supporting teachers and teacher mentors.
- Mentoring and/or choosing mentors for individual teachers.

● Coordinating with the EL Education School Designer.

Instructional Leadership Team

As with the existing school, the Instructional Leadership Team (ILT) will be responsible for analyzing data and making recommendations with respect to the overall school professional development plan. The leadership team consists of two permanent positions, the Principal and the AP/PLS. At least three and up to five teachers and other certified staff members have the opportunity to serve on the leadership team. Faculty positions will be voluntary and subject to change on a rotating basis.

Individual Professional Development Plans & Assessment of Progress

Each teacher will have a PGP (professional growth plan) based on the indicators of the Continuous Improvement of Teacher Effectiveness (CITE) rubric. The SMART goals are established by teachers and reviewed by an administrator. Teachers often choose to work with an administrator to collaboratively develop their goals based on areas identified for growth. A formal mid year check in takes place which includes review of PGP goals and progress and end of year review occurs at close of school year.

Training of Inaugural Staff

Inaugural staff for the Renaissance Elementary Charter school site will receive training in alignment with that provided for teachers at the secondary level who are new to Renaissance both before the school site opens and throughout the first year. The Summer-Kick Off high-level agenda (DRAFT) provides an overview of how the 10-day summer institute will orient teachers and prepare them for this work.

Training doesn't end when school starts. All teachers will take part in a year-long induction to ensure full training in Expeditionary Learning and our selected curriculums. Meeting the diverse needs of learners including students with IEPs, 504s, ELLs, and GT students will be incorporated throughout the trainings.

F) Plan for Evaluating Pupil Performance

Reviewer Instructions

The applicant proposes a thorough plan for evaluating student performance across the curriculum, that considers both student needs and the effectiveness of the educational program, has appropriate systems for maintaining and monitoring student information and using information to make changes to the educational program as appropriate, and includes procedures for taking corrective action in the event that performance falls below goals and standards.

Status: Completed

Form Result

Section 1

Describe how the school will use assessment data (baseline, formative, summative, yearly and state and federally required testing) to monitor the progress of all students. Describe how various forms of data will be managed and the systems that will be used. Describe how student progress will be shared with the school community.

Providing a rigorous, differentiated education for each student requires multiple methods for determining their abilities. Renaissance Elementary Charter School will measure academic achievement of each student using a well-rounded approach to assessment including formative, interim, and summative assessments and evaluations. Staff will use this data to guide the design of curriculum, adjust instruction, and provide extra support and interventions.

Data Collection and Monitoring

Monitoring the success of our students and our approach will include but not be limited to the following:

● State CMAS Assessment - This data will be used to monitor student achievement and growth over time and to evaluate the long-term success of the curriculum.
● Benchmark and Interim assessments in reading and mathematics through iReady and DIBELS - This data is collected at least three times a year and used to impact programming and individual students' next steps.
● Summative assessments in mathematics, literacy, and learning expeditions based on the curriculum -This data will be used to reteach, inform small group instruction, and to adjust upcoming units.
● Authentic Performance Assessments and Products
- Performance assessments will be evaluated through co-created rubrics and used to demonstrate learning to parents and the larger community.
●Presentations of Learning, Digital Portfolios, and Public Exhibitions of Work - Primarily used as a reflection tool for students to assess growth across the three dimensions of student achievement (mastery of knowledge and skills, high-quality work, and character/ work habits.) They also provide a way to publicly acknowledge accomplishments.
● Formative data collection including daily checks for understanding given by crew leaders - Data is used by students and crew leaders to identify strengths and impact next steps in learning.

The Assessment Plan provides a more detailed explanation of the assessments that will be used.

Data Management & Data Support for Teachers

Renaissance PK-12 Charter School will use a comprehensive data dashboard system to compile, sort, aggregate and assist

with the analysis of a variety of kinds of academic and financial data. We will use DCSD's selected data management systems to manage student information, state data, assessments, and student plans such as IEP, 504, ALP, and MTSS.
The current DCSD Purchased Services agreement with Renaissance Secondary School will be expanded to ensure appropriate data management services at the elementary level.

Academic Data Tracking

Our data tracking system will accomplish the following tasks:
● Allow teachers to compile data from multiple sources in a user-friendly format
● Allow data to be sorted in a variety of ways to benefit teacher and student
● Allow data comparisons
● Create dashboards for classrooms to highlight areas and students in need
● Create reports for teachers, parents, board members, authorizer, and other stakeholders
● Provide appropriate data needed to guide professional development decisions

Sharing Data with Families & the Community

Renaissance PK-12 Charter School will use Infinite Campus as its student information system.

We will also share evidence of student achievement across the three dimensions of student achievement with the larger community through Presentations of Learning, Digital Portfolios, and Public Exhibitions of Work.

Section 2
Describe the corrective actions the school will take if it falls short of student academic achievement or growth goals.

Enter content here

Renaissance Elementary Charter school will use a holistic approach if students fall short of academic achievement or growth goals. This will include, but not be limited to understanding the test and student performance, providing targeted support, continuing to build a culture of achievement, and leveraging the expertise of our staff. Here are some of the specific steps we will take.

Understand the Test and Student's Strengths/Weaknesses

- Analyze the test: Identify the specific skills and knowledge areas the test assesses, and understand the format and types of questions.

- Assess student performance: Analyze individual student results to pinpoint areas where they struggle and where they excel.

- Zoom out: Create a holistic view of student performance rather than relying on a single measure. If standardized scores are not reflective of other assessment scores/ the student's demonstrated abilities, consider other factors like learning styles, cultural background, testing environment and test anxiety and how to evaluate and address these in the future.

Develop Targeted Interventions

- Address specific gaps: Create individualized learning plans that address the identified weaknesses, focusing on specific skills and concepts.

- Provide targeted instruction: Use a variety of teaching methods and resources to reinforce concepts and build skills.

- Offer extra support: Provide opportunities for extra help, tutoring, or small group instruction for students who need it.

- Teach test-taking strategies: Equip students with effective strategies for approaching and completing standardized tests, such as time management, reading comprehension, and question-solving techniques.

Build a Culture of Achievement

- Emphasize effort and learning: Encourage students to see challenges as opportunities for growth and learning, rather

than as a reflection of their intelligence.

- Celebrate progress: Acknowledge and praise effort and improvement, not just high scores. Remind students and parents that the primary goal is to learn and grow, not just to achieve high scores on standardized tests.

- Communicate with parents: Keep parents informed about their child's progress and involve them in the process of supporting their child's learning.

- Reduce test anxiety: Help students manage test anxiety by practicing mindfulness techniques like giving / growth mindset messages, promoting a positive attitude towards testing, and ensuring a calm and supportive testing environment.

- Listen to the Learners: Even young children are often able to self assess or provide insights into why something is easy or challenging. We will ask them.

Leverage the Expertise of Staff

- Engage teachers in problem solving: Teacher efficacy has a significant impact on student achievement.[34] Our teachers are our greatest allies and resources in closing any achievement gaps. Use professional learning time to research, problem-solve, and pilot new approaches.

*****

34. https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/

Section 3

Provide the school's proposed Assessment Plan. Be sure to address the following:

Describe the types of assessments that will be given and their frequency.	The attached assessment plan for an overview of the assessment types and their frequency.
Describe how assessments will measure what the students are intended to learn.	The attached assessment plan for an overview of the purpose and use of each assessment.

Describe how the school will assure that the assessment measures are relevant, reliable and valid.

Renaissance Elementary Charter School will assure assessment relevance, reliability, and validity through a multi-faceted approach, including clear alignment with learning targets (objectives), standardized administration, rigorous item development, and ongoing data analysis and feedback.

Below are some of the steps we will take and support through professional learning to ensure that assessments are relevant, reliable and valid:

Planning

- Plan formative and summative assessments at the beginning of the unit, ensuring assessments match the rigor of the standards.

- Ensure long term and supporting learning targets scaffold instruction to meet assessment criteria.

- Ensure lesson content aligns to the learning targets.

Instruction & On-going Assessment

- Teach to the learning targets. Ensure alignment between targets and tasks.

- Use formative assessments to monitor and adjust instruction.

- Develop shared criteria/ a shared vision of success with students for extended written responses and performance assessments. Document them on a rubric.

Administration

- Train teachers on test administration to ensure consistency of administration.

- Ensure that test conditions are aligned to student needs.

Scoring & Data Analysis

- Evaluate data and implement adjustments promptly.

- For extended writing responses and performance assessments, teams will use a rubric and norm on their use of the rubric/ assessment scoring.

- Analyze patterns and trends to determine the effectiveness of curriculum and instruction, taking into consideration the performance of different sub-groups.

Describe the plan to identify people with assessment expertise who are involved in the school's assessment planning and development.

Assessment planning and development at Renaissance Elementary Charter School will be supported by the expertise of many staff including:

- Train and support all Administrators in assessment and the various uses of data.

- Reading and Math Interventionists will provide expertise in their respective content areas.

- The GT Coordinator, Special Educators, Psychologist, Social Worker, Speech Language Pathologist (SLP), and other licensed staff members will provide expertise in the area of assessment as it relates to students who have special plans such as ALPs, IEPs, and 504 plans.

- Accessing available Douglas County School District resources and expertise in assessment.

Describe the professional development that will be provided to faculty to implement the assessment plan and identify alternative assessments.

There will be a range of professional development to ensure that faculty implements the assessment plan and identifies alternative assessment opportunities.

Orienting to Assessment Plan

At the beginning of the year, all staff will be oriented to the assessment plan. They will then map their units of study in relationship to the map to ensure thoughtful pacing of interim and summative assessments throughout the school year. Throughout the year and at the end of the year teachers will reflect on the assessment pacing to inform the following year's plan.

Orienting to the Assessments

All teachers will be supported in understanding the purpose, format, and uses of the various assessments used at Renaissance Elementary Charter School.

Teachers who administer interim assessments like DIBELS or standardized state assessments will be trained on test administration to ensure reliability.

Alternative Assessments

Alternative assessments including products, presentations of learning, and portfolios are a key part of evaluating student performance at Renaissance. Dates for presentations of learning and portfolio presentations will be a part of the assessment plan.

During professional development we will address topics such as:

- Designing High-Quality Products. Teachers will learn the attributes of high-quality work, map steps for supporting product creation, and get feedback on their design. Teachers will be supported in "test driving" key culminating tasks/ products for learning expeditions and the EL Education module lessons in order to "unpack" the sometimes hidden skills students may need.

- Portfolios. Aligning on the purpose of portfolios, and the the content, criteria, and quality of portfolio artifacts.

- Presentations of Learning. Developing shared expectations for community-wide presentations of learning.

Describe how the assessment plan will inform and guide professional development.

The assessment plan will inform and guide professional development in a number of ways. Since Renaissance Elementary Charter School holds a three dimensional view of student achievement that includes the mastery of knowledge and skills, character/ SEL, and high-quality work, data will be drawn from multiple sources including analysis of student work and the analysis of the implementation of curriculum.

The school has several structures in place to support the use of data in decision-making. These include Professional Learning Communities (PLCs) for Mathematics and English Language Arts, as well as a school-wide Instructional Leadership Team. These teams meet regularly to evaluate data and instructional practices. State standardized testing data (CMAS) and interim assessment data (e.g. iReady) are the primary data sources used to evaluate school-wide programming and instruction.

The professional development calendar, including PLC and Instructional Leadership Team meetings, will reflect the assessment plan in order to ensure timely analysis of data and integration of strategies into daily instruction. Whole staff workshops will help staff plan for assessment (unit planning and mapping, assessment creation, etc.) and reflect on the effectiveness of the curriculum.

Describe how the assessment results will inform and foster refinement of curriculum and instruction.

Renaissance Elementary Charter School will use several structures to evaluate and modify curriculum based on assessment data. Teams will regularly use interim assessments on summative assessment data from the curriculum to adjust instruction and unit plans. This is a regular part of the practice at Renaissance Elementary Charter School and will be supported through a variety of structures including Professional Learning Communities, professional development workshops, and coaching with the PLS.

Based on data over time, including CMAS data, teams that identify significant gaps in curricular materials will make recommendations for adjustments or changes to the Instructional Leadership Team, which holds a broader view of the school's instructional program.

If needed, a collaborative process for selection and adoption of additional resources is facilitated prior to the purchase of additional resources or modifications to the currently used tools.

Identify how assessments will be used to allow early detection of students who are struggling.	School-based teams will review student data regularly during grade-level team meetings and Professional Learning Community meetings, in order to identify students in need of additional support. Data sources include: standardized test data (CMAS)), interim standardized data (iReady, DIBELS), classroom assessment, and teacher observation. Interim assessment data is reviewed frequently, no less than three times per year (at the beginning, middle, and end of year). Students identified as needing additional academic support are provided Tier 1 interventions within the classroom, including but not limited to small group instruction and/or scaffolding of assignments. Specific, individual student concerns are brought to the MTSS team for further discussion and identification of potential interventions and supports. If a student does not respond to Tier 1 interventions, they may be identified for Tier 2 interventions of increased intensity and duration. If data demonstrates that a student is not responding to intervention over the course of this process, referral for special education services is considered. Students with a Significant Reading Deficiency (SRD) as assessed by DIBELS and/ or iReady in the primary grades will be placed on a READ plan. This early identification is a critical step in ensuring we close the gap quickly. Students on READ plans will be provided additional Tier 2 interventions to ensure that they have the systematic, explicit instruction and family engagement necessary to master reading skills. Based on state law, we will keep READ plans in place and provide additional reading support until they consistently demonstrate mastery.
Describe how assessments will inform daily instructional practice.	Formative assessments and checks for understanding will be integrated into every lesson, helping teachers accurately assess student progress and to make in the movement/ next day adjustments to instruction. At Renaissance Elementary Charter School, students will engage in regular self assessment and self grading. These highly-effective, research-based practices will help students identify and advocate for their learning needs and push themselves to higher levels of achievement.

Describe how student assessment data will inform course completion and grade-level advancement.

Renaissance Charter Elementary will use a standards-based grading system that ensures all students learn and master Colorado Academic Standards. Student achievement will be measured through a variety of assessments and students will have multiple opportunities to show mastery. Students will "complete" a course when they have demonstrated a strong grasp of the standards.

Renaissance Charter Elementary School will use the Douglas County School District standards for grade-level advancement.

Upload any documents that support the content of this application element (optional)

Notes

🔒 Question was added at 04/02/2025 12:39 PM by Dan Mcminimee

Can you please provide specific examples in these three areas for PK-6 students?

- Authentic Performance Assessments and Products - Performance assessments will be evaluated through co-created rubrics and used to demonstrate learning to parents and the larger community.
- Presentations of Learning, Digital Portfolios, and Public Exhibitions of Work - Primarily used as a reflection tool for students to assess growth across the three dimensions of student achievement (mastery of knowledge and skills, high-quality work, and character/work habits.) They also provide a way to publicly acknowledge accomplishments.
- Formative data collection including daily checks for understanding given by crew leaders - Data is used by students and crew leaders to identify strengths and impact next steps in learning.

🔒 Question was added at 04/02/2025 12:43 PM by Dan Mcminimee

In regards to:
Our data tracking system will accomplish the following tasks:
● Allow teachers to compile data from multiple sources in a user-friendly format (what sources?)
● Allow data to be sorted in a variety of ways to benefit teacher and student (how?)
● Allow data comparisons (specific example)
● Create dashboards for classrooms to highlight areas and students in need (specific example?)
● Create reports for teachers, parents, board members, authorizer, and other stakeholders (example)
● Provide appropriate data needed to guide professional development decisions (tie which data to which professional development?)
Is this a purchased software program or an inhouse compilation?

🔒 Question was added at 04/02/2025 12:46 PM by Dan Mcminimee

Can you share a single teacher plan that illustrates this narrative:

At the beginning of the year, all staff will be oriented to the assessment plan. They will then map their units of study in relationship to the map to ensure thoughtful pacing of interim and summative assessments throughout the school year. Throughout the year and at the end of the year teachers will reflect on the assessment pacing to inform the following year's plan.

G) Budget and Finance

Reviewer Instructions

The applicant describes reasonable, functional and accountable business operations.

Status: Completed

Form Result

Section 1
Establishing Business Operations

(1) Provide the school's draft financial policies and procedures as attachments.

Policy 403 - Procurement.pdf
77.47 KB • Added 10 days ago

Policy 402 - Financial and Accounting Control.pdf
668.74 KB • Added 10 days ago

(2) Describe how the school will establish functional and accountable business operations. Include the following:

The structure of the proposed business office, including identifying critical positions and roles.

Renaissance Secondary School has an established business office, with all critical positions and roles filled. Existing policies, procedures, and workflows will extend to the new locations; FTE will be adjusted for volume as necessary.

Describe how the school will establish an accounting system (cash management, purchasing, accounts payable/receivable, payroll, tracking of fixed assets).

Renaissance Secondary School has an established accounting system; these existing systems, processes, and frameworks will remain intact while maintaining the flexibility to accommodate increased volume. Established procedures, ongoing operations, and current workflows will continue unchanged.

Additionally, Renaissance will continue its relationship with Bart Skidmore, CPA, a firm that reviews Renaissance financials on a monthly basis to ensure compliance.

Describe the process for developing and managing the school's budget from year to year.	Renaissance Secondary School has an established protocol for developing and managing the school's budget. Existing systems, processes, and frameworks that support budget development and management will remain intact. Please see Policy #402 – Financial and Accounting Controls for more information.
Identify checks and balances applicable to financial transactions, including spending limits, required additional signers, and other financial safeguards.	Current financial safeguards in place for financial transactions, such as spending limits, required co-signers, and other checks and balances will continue unchanged. These safeguards are memorialized in Policy #402 – Financial and Accounting Controls, Policy#403 - Procurement, and in the Executive Limitations.
Describe the school's plan to contract for an annual independent audit.	Renaissance will continue to contract for audit services with John Cutler & Associates.
Describe any core services that will be contracted out related to business operations (i.e., bookkeeping, payroll, HR.)	No essential business operations are currently outsourced, with no plans to do so in the future. Renaissance will continue to utilize Bart Skidmore, CPA for accounting compliance oversight.
Describe anticipated private revenue sources, including contributions and grants. Note which have already been obtained and which are anticipated, as well as how each revenue stream will be used in support of non-core operational expenses.	Renaissance intends to apply for the Great Schools Colorado (GSC) grant, providing up to $2 million of start-up funding. One of the submitted budget scenarios contemplates a $1.8 million grant award, per the Colorado League of Charter School's (CLCS) suggestion that the average award will be $1.8 million. The GSC grant administered by the CLCS was formerly known as the CCSP grant administered by the Colorado Department of Education (CDE). Renaissance was awarded the CCSP grant when the 3954 Trail Boss location opened; this three year grant award was for $196,500 per year, for a total grant award of $589,500. Renaissance has joined the CLCS GSC Prospect Cohort to stay apprised of new developments in light of the grant administration transition from CDE to the CLCS. Renaissance has a proven track record of securing grant awards, with approximately $2.3 million in funding obtained to date. Most recently, Renaissance received a $5000 Seed Grant from the CLCS to provide technical assistance. Please see the provided attachment for more complete details around grant awards.

| Describe the school's plan for compliance with district, state, and federal accounting and reporting requirements. | Renaissance's current operations are compliant with district, state, and federal accounting and reporting requirements. The existing systems, processes, and frameworks that support this compliance will remain intact. |

Describe the school board's commitment to oversight of financial practices, including clear alignment to the other financial components in the application.

The Renaissance Secondary School Board's existing commitment to oversight will continue.

Include a description of anticipated salary and benefit costs.

Compensation will continue to be comparable to both the DCSD salary scale, as well as those of surrounding districts. Given the DCSD budget template assumption of a 2.4% year-over-year PPR increase, a conservative 1.5% year-over-year increase in salaries is contemplated in the two full enrollment budget scenarios. In the 85% enrollment scenario, a 1% increase is contemplated.

Section 2
Budget Narrative

(1) Clearly explain revenue and cost assumptions and the source of the assumptions.

Revenue assumptions were based on current per pupil revenue estimates with a 2.4% per year growth rate. Student participation fees are based on a $1500 per pupil fee; this once-per-year flat fee covers the cost of all Adventure Education related expenses, as well as Fieldwork. This fee is in keeping with other DCSD charter schools whose programming includes trips. Renaissance does not charge additional course specific or course related fees.

While at-risk funding has been a reliable source of revenue for Renaissance, per template instructions no title fund revenue was assumed for ELL or at-risk students.

In keeping with current DCSD practice, no categorical revenue was assumed for qualifying Special Education students and Gifted & Talented students.

(2) Describe basic start-up costs, facility funding, FFE acquisition, curriculum, professional development, and secured grants. Evidence of grant awards should be included as attachments. Title funds and unsecured grants should not be included. NOTE: The applicant should submit a budget that reflects a balanced operational forecast. If the school intends to apply for any grant, including the CCSP Start-Up Grant, a second budget should be submitted that reflects a balanced operational forecast without the proposed grant award(s).

Renaissance anticipates the issuance of tax-exempt bonds by the Renaissance Building Corporation to fund the new facility. FF&E acquisition will either be funded via the Great Schools Colorado (GSC) Grant or the tax-exempt bonds, should Renaissance not receive a GSC Grant award.

Renaissance will leverage its existing agreement with EL Education for curriculum and professional development.

Evidence of grant awards

TITLE VB Charter School C1 44xC 0900 Renaissance.pdf
44.82 KB • Added 8 days ago

Grant History_March 2025.pdf
63.77 KB • Added 6 days ago

(3) Include anticipated administrative costs and plans for school growth with appropriate projections and timelines.

Renaissance recognized an unrestricted fund balance of $1,048,384 as of June 30, 2024 in addition to reserves of $171,000 as required by TABOR. Renaissance's unrestricted fund balance was 17% of expenses - well over the recommended level of 5 - 8%. For detailed information on Renaissance Secondary School financials, please review the Financial Transparency page of the Renaissance Secondary School website.

Administrative costs will be nominal, as current Renaissance Secondary School leadership has the capacity to plan for growth in anticipation of the 2027 opening date.

(4) Demonstrate how the budget narrative is aligned with the vision and mission and the programs described in each section of the application, particularly identifying anticipated costs associated with the target population, including special populations.

The budget narrative aligns with the school's vision and mission by prioritizing resources that support the academic success of all students, including special populations such as students with disabilities, ELLs, and economically disadvantaged students. Funds are allocated for specialized staff (e.g., special education teachers, interventionists), targeted professional development, and materials to support differentiated instruction. Additionally, costs for technology, assessments, and interventions are included to monitor and support all students' progress. This ensures that the budget directly supports the programs and services needed to achieve our mission of empowering students to become modern learners with the knowledge and skills to help them be successful.

(5) Describe how the projected population enrollment is adequate to meet long-range plans for the chosen school model, staffing and facility needs.

The projected funded pupil count of 450 (K-5) was established based on optimal class and grade level sizes, reflecting Renaissance's current implementation of the EL Education model, but in an elementary setting. Staffing and facility needs are structured to accommodate this enrollment target rather than determine it.

(6) Provide a contingency budget plan based on 85% enrollment, with specific adjustments and related dollar amounts noted, to meet financial need if anticipated revenues (i.e., PPR) are lower than anticipated.

The provided contingency plan includes an 85% reduction in elementary related per student costs. Renaissance anticipates the need to eliminate elementary specialized music, art, and PE staff, as well as interventionists, should a funded pupil count that is 85% of the projected enrollment be realized. Renaissance anticipates economies of scale within its existing staff to still provide programming related to music, art, and PE, albeit less frequently. The 85% enrollment scenario also decreases both support and instructional staff salaries increases.

Additionally, Renaissance may revise the building lease payback schedule to allow for a temporary enrollment shortfall.

(7) Set forth the minimum enrollment needed for viable operations, including maintaining a balanced budget.

In the event of under-enrollment, various operational adjustments can be implemented to maintain a balanced budget. These modifications could sustain a balanced budget with an enrollment of approximately 367 students. However, if enrollment falls below 367 students, it may be necessary to temporarily utilize a portion of the fund balance.

(8) Describe how the school will comply with employment law and personnel operations, including tax, payroll, retirement, insurance and background check requirements.

Renaissance's current operations are compliant with employment law and personnel operations. The existing systems, processes, and frameworks that support this compliance will remain intact.

Renaissance will continue to maintain relationships with Kutz & Bethke, Caplan & Earnest, John Cutler & Associates, Bart Skidmore, CPA, and Highstreet Insurance Partners - TCW Risk Management.

(9) Address and demonstrate a clear understanding of and plan for compliance with the Financial Transparency Act (C.R.S. 22-44-301) and provide sample financial templates and reports, such as a dashboard template, as an attachment. *Please note, Section S requests information specific to budgets for serving students with special needs.*

Renaissance has a demonstrated history of compliance with the Financial Transparency Act. The existing systems, processes, and frameworks that support this compliance will remain intact while maintaining the flexibility to accommodate increased volume. Established procedures, ongoing operations, and current workflows will continue unchanged.

Sample financial templates and reports

Charter School financial reporting templates 2023-2024.xls

68.26 KB • Added 10 days ago

(10) Summarize the following assumptions included in the budget narrative:

Facility-projected costs.	Facility related costs will be covered by a tax-exempt municipal bond issuance. A building cost of approximately $500 - $600 per square foot is assumed. The facility project will have its own budget financed by the bond issuance, and therefore is not reflected in the operating budgets presented here.
	Some FF&E is contemplated in the operating budget; this is particularly evident in the budget scenario that includes the GSC Grant award.
	The current Renaissance facility was financed via tax-exempt municipal bonds, with Hamlin Capital Management as the singular bondholder. Please see a letter of support for the Renaissance PK-12 Charter School expansion from Hamlin Capital Management, here.
Insurance-costs (liability, Workers' Comp, building, etc.).	Employee driven insurance cost estimates are derived from current policy run rates, with adjustments made to account for a larger workforce.
	Liability and building insurance cost estimates are based on current policy run rates, adjusted to reflect a higher pupil count and the added value of an additional building and its contents.
Employment plans (salary, benefits, PERA, and insurance).	Employment plan cost estimates are derived from current policy run rates, with adjustments made to account for a larger workforce.
Transportation, including field trips (if transportation will be offered).	Existing run rates, adjusted for an increased pupil count, were used to develop assumptions.
Insurance and liability costs.	Employee driven insurance cost estimates are derived from current policy run rates, with adjustments made to account for a larger workforce.
	Liability and building insurance cost estimates are based on current policy run rates, adjusted to reflect a higher pupil count and the added value of an additional building and its contents.
Food Services (if offered)	Renaissance plans to continue its MOU with DCSD Nutrition Services.
TABOR Reserve	Renaissance will continue to maintain an TABOR emergency reserve per Colorado Revised Statutes (C.R.S.) Section 29-1-302.

Section 3

Five-Year Budget

Renaissance Secondary School's consolidated budget templates can be found here:

FY24-25 Charter Budget Application_Renaissance (K-12, with GSC Grant)
FY24-25 Charter Budget Application_Renaissance (K-12, without GSC Grant)
FY24-25 Charter Budget Application_Renaissance (K-12, without GSC Grant, @ 85% Enrollment)

File Upload

Links to Budget Templates.pdf

47.1 KB • Added 7 days ago

Notes

🔒 Note was added at 04/04/2025 03:58 PM by Kristen Haneke

The template is from the previous year and does not escalate required purchase service costs each year. When escalated costs are higher approximately 740k over the 5 years.
Medical costs also do not escalate year to year.

🔒 Note was added at 04/04/2025 04:01 PM by Kristen Haneke

Full media calculation overwrtitten, budget of 100 - is significantly lower than what should be modeled $10k

H) Governance

Reviewer Instructions

The board consists of a wide range of experienced members with the capacity to oversee a successful school, and a commitment to do so. There is a clear description the transition to a formal board, the nature and extent of parent/community involvement in the board, and draft board member agreements and conflict of interest statements.

Status: Completed

Form Result

This section provides detailed information on the governance philosophy and how the board will approach its oversight role, the role and make-up of the board and the role of the school's administration in carrying out the school's mission and vision.
Founding Board/Steering Committee

- *Describes who can serve on the board and the process for recruiting, onboarding and ongoing training for board members.*

- *Describes the number of members, composition of the board of directors, committee names and functions, and member skill sets. Bios or resumes for each board or steering committee member are included as an attachment.*
- *Bylaws and Articles of Incorporation are included as attachments. A board member conflict of interest policy and a policy for handling parent and staff complaints are included as an attachment.*
- *Demonstrates an understanding of the requirements of Open Meetings and Open Records laws, as well as FERPA.*
- *Describes the process for creating and maintaining a School Accountability Committee.*

Board Procedures

- *Provides a clear description of the differences in roles and responsibilities of the board and school administration. A job description for the head of school is included as an attachment.*
- *Describes the plan and timeline for how and when the board will evaluate the school leader and use this information to analyze the leader's need for coaching and professional development is in place.*
- *Describes how the board will regularly monitor key indicators such as finance, student achievement, and school culture. Sets forth a plan for a board annual self-evaluation and how the results will be used to identify areas for board growth and professional development.*

Section 1
Founding Board/Steering Committee Members

(1) Describe the process by which the initial Board or Steering Committee members were identified.

N/A - Existing governing board remains intact.

(2) Provide resumes of committee members as attachments to the application.

Resumes of committee members

2025 Renaissance Secondary BOD Biographies .pdf
3.97 MB • Added 7 days ago

(3) Describe board members' connection to and understanding of the DCSD community.

All Renaissance Board Directors live in the Castle Rock area, and have children in neighborhood and/or charter schools in the district. They are active participants in the Castle Rock community. Mr. Shukie has served on the DCSD Special Education Advisory Committee (DCSEAC), and Dr. Andrus has served on the DCSD Gifted Education Advisory Committee.

(4) Describe the process to appoint or elect the initial governing board.

N/A - Existing governing board and processes remain intact.

(5) Describe the process and timeline by which the founding board will transition to an operational board.	N/A - Existing governing board and processes remain intact.
(6) Describe the nature and extent of parental and/or community member involvement in the board.	At this time, all board directors have children at Renaissance Secondary School. In the past, a few board members have been retired eduators who live in the area and have had a nexus to the school/type of learning through their work in education. There is not a requirement or limitation on the number of directors who are parents vs. community members.

(7) Include a draft Board Member Agreement and Conflict of Interest statement as attachments to the charter school application.

Board Member Agreement and Conflict of Interest statement	RSS BOD Conflict of Interest - Google Forms.pdf 62.92 KB • Added 7 days ago

Section 2
Board Procedures

(1) Include board non-profit articles of incorporation and bylaws as an attachment to the charter school application.

Board non-profit articles of incorporation and bylaws	Bylaws of Renaissance Secondary School.pdf 177.69 KB • Added 7 days ago Articles of Incorporation Renaissance Secondary School.pdf 232.83 KB • Added 7 days ago

(2) Describe the length of board terms, a description of board officers and their roles, how often the board will meet, a description of the key expectations for board members and the following:

Election of new members	Election of new members is outlined in RSS BOD Bylaws in Article III: Board of Directors, Section 3.04: Elections.
Number of parents to serve on the Board	A specific number of parents serving on the Board is not designated in the RSS Bylaws. However, the parent community takes part in Board Director elections. At this time, all board members have children at Renaissance Secondary School, but this is not a required configuration.
Number of positions on the Board voted on by parents, vs number of positions filled by appointment.	Specific procedures for appointment and election are outlined in the RSS Bylaws in Article III: Board of Directors, Section 3.04: Elections. Two positions are filled by election and three by appointment.
Number of community members to serve on the Board	No community members who are not parents currently serve on the board. However, a specific number of community members vs. parents serving on the Board is not designated in the RSS Bylaws.
Duties of individual board members and of the governing board as a whole	Board member responsibilities are outlined in the Bylaws, Article IV: Officers and Agents. More specific board member roles and responsibilities are outlined in Policy 3.0 - Goverance Process.

How members will be held to and will hold themselves to:

How members will be held to and will hold themselves to: Responsibility to develop policies	The board uses a Policy Governance model. All policies are monitored at least annually through monthly monitoring reports provided by the Executive Director. The board also considers any policy changes that may be in order as part of this monthly process. Further details may be found in Policy 3.0 - Goverance Process.
How members will be held to and will hold themselves to: Provide financial and operational oversight.	The board uses an annual agenda planning calendar (example linked here) to ensure the board's ends and executive limitations are monitored throughout the course of each school year. The agenda planning calendar also ensures the annual budget process are followed. Further details may be found in Policy 3.0 - Goverance Process.
How members will be held to and will hold themselves to: Address parent and staff complaints.	The board will use existing procedures for addressing parent and staff complaints.

How members will be held to and will hold themselves to: Commit to Board training regarding governance best practices.	Policy 3.0 - Governance Process guides the board in this work. The Board of Directors is committed to ongoing professional development to ensure effective governance. In addition to self-evaluating governance at each board meeting, training includes:

- Completion of CDE Charter School Board Training Online Modules within 90 days of a director's appointment

- Attendance at the Colorado League of Charter Schools' Annual Colorado Charter Schools Conference for policy and governance training

- Topic-specific training from professionals, based on board needs

- Facilitated Board Retreats to review and update strategic plans

This commitment to governance training ensures that Renaissance PK-12 Charter School benefits from an informed, engaged, and strategically focused Board.

How members will be held to and will hold themselves to: Development of a policy describing the relationship between the Board and the school leader, including a plan for hiring and evaluating the school leader .	This policy has been developed by the existing Board of Directors. See Policy 4.0 Board Management Delegation.

The Board of Directors and the Executive Director operate within the Policy Governance Model, ensuring a clear distinction between governance and management. The Board sets the strategic vision and policies, while the Executive Director is responsible for executing these policies and managing the daily operations of the school. |

The Board supports the Executive Director by providing strategic guidance, ensuring adequate resources, and maintaining a governance structure that fosters autonomy and accountability. The Board does not engage in daily operations but holds the Executive Director accountable through structured performance evaluations and regular review of operational outcomes.

To maintain a collaborative and transparent relationship, the Board and Executive Director engages in consistent communication through scheduled reports, meetings, and strategic planning sessions. Additionally, the Board seeks feedback from the Executive Director to assess and improve its own governance effectiveness.

How members will be held to and will hold themselves to: Compliance with statutory requirements regarding the staffing and role of the School Accountability Committee.	The school's accountability committee (SAC) was established when the school was founded. It is governed by the SAC Bylaws. The Executive Director or designee maintains regular reporting to the Board regarding SAC, including any requirements surrounding compliance with statutory requirements.
How members will be held to and will hold themselves to: Compliance with Open Meeting Statutes (Sunshine laws).	The Bylaws outline compliance with Open meeting statutes under **Board of Director Meetings**. Specific language includes the following: *"All notices of Board meetings shall be given and all such meetings conducted and their minutes kept in conformity with the Colorado Open Meetings Act."* *"All committees shall post notices of meetings, hold meetings open to the public, and keep and disclose minutes, all as required for the Board by the Colorado Open Meetings Law."* Further, *Board Policy 3.0 - Governance Process* outlines the board's responsibility to comlpy with open meetings statutes. Specific procedures are in place to ensure compliance, including a school staff member responsible for support the board in this task.
How members will be held to and will hold themselves to: Compliance with Open Records laws and FERPA	The Board has designated school staff in place who are responsible for procedures to ensure compliance with open records laws and FERPA.
How members will be held to and will hold themselves to: Compliance with Conflict of Interest requirements	Conflict of Interest requirements are fulfilled through an annual process with all Board Directors. Designated school staff ensure this process takes place in the appropriate timeframe and that all requirements are met.
How members will be held to and will hold themselves to: Preparation, attendance and participation in scheduled board meetings	The RSS BOD Bylaws outline expectations for Board Directors in Article III. Policy 3.0 – Governance Processes provides further guidance.

How members will be held to and will hold themselves to: Understanding charter's corporate documents and financial statements	Board members take part in onboarding within 90 days of starting board service. Onboarding includes online trainings specific to charter schools, as well as school-specific sessions. New board members attend onboarding sessions with the Board President, Treasurer, Executive Director, and Business Director to ensure strong understanding of the school's financial and operational organization and structure.

I) Employees

Status: `Completed`

Form Result

Section 1

Include a description of the relationship between the charter school and its employees, including whether employees are serving at-will or are under contract.	Employees serve at-will. An annual agreement specifies the mutually agreed upon terms.

Section 2

Include the proposed charter school's employment policies or a plan for the timely development of employment policies, including a draft staff handbook as attachments, if available.	Existing systems, processes, and frameworks will remain intact. The established Employee Handbook, procedures, and policies will continue unchanged.

A draft staff handbook	**2024-25 Renaissance Secondary School Employee Handbook.pdf** 1.2 MB • Added 10 days ago

Section 3

Organizational Charts and Staffing Plan are provided.

Pre-K - 12 Renaissance Secondary Org Chart - Org Chart.pdf

36.77 KB • Added 5 days ago

Section 4

Description of the process for recruiting and hiring skilled faculty and staff are provided.

Renaissance PK-12 Charter School will continue Renaissance Secondary's successful existing processes for recruiting faculty and staff. At the current school, 64% of teachers have Master's degrees or higher, with 11% holding PhDs.

Further, the school's 2024 TLCC data demonstrates success in retention and support for teachers and staff. **The existing school received an overall rating of 98%, with a score of 99% for both Professional Climate and Support for Staff Wellbeing.** For comparison, averages in the county, state, and other charter schools range from 80-87% for Professional Climate, and 89-94% for Staff wellbeing. The school's positive professional culture and support structures help ensure retention and recuiting efforts remain strong as we recruit and hire faculty and staff at the elementary level.

Job descriptions for positions that will be new at the elementary level are attached here.

Section 5

Job descriptions for all employees, including teachers and administrative staff are provided as attachments.

Renaissance - Elementary School Principal Job Description.pdf
119.12 KB • Added 6 days ago

Renaissance - Elementary Reading Interventionist Job Description.pdf
111.49 KB • Added 6 days ago

Renaissance - Elementary Teacher Job Description.pdf
104.7 KB • Added 6 days ago

_Renaissance - Elementary Assistant Principal Job Description .pdf
154.46 KB • Added 6 days ago

Renaissance - Elementary Math Interventionist Job Description.pdf
117.06 KB • Added 6 days ago

Section 6

Describe the Professional Development Plan for faculty. The discussion should include:

How professional development is aligned and will help teachers operationalize the vision, mission, values, culture and goals of the school.

The Professional Development plan will follow the plan at the current school in terms of whole staff professional devleopment and specialized PD for specific roles. The school will continue to leverage trainings from EL Education and Illustrative Mathematics, as well as other tailored PD specific to teacher and school needs. Training specific to elementary educational programming is discussed at length in Section E) Educational Program.

How the daily schedule, staffing plan and budget align with the professional development plan.

The Renaissance Elementary Charter School schedule incorporates a half-day on Wednesdays to provide ample professional development and collaboratiove work time for faculty to implement the outlined curriculum in alignment with the school's mission and vision and the unique needs of students. The staffing plan and budget account for the provided PD plan.

How professional development will support staff to meet the needs of students with academic challenges, students with IEP's and 504's, Gifted and Talented students and English language learners	Professional Development for Special Education, GT, ELL, and support staff is discussed at length in Section Q) Serving Students with Special Needs. General Education staff will also receive professional development training to provide support for students with academic challenges, GT students, and ELLs. This training will occur as part of induction to the school's program, as well as during targeted PD sessions throughout the school year.
How the professional development plan and teacher evaluations will use and be aligned with performance data	The PD plan and teacher evaluations align with performance data through individual and PLC analysis. Teachers will use student data to identify strengths and areas for growth, which will be discussed in PLCs to share insights and best practices. Evaluations will also leverage these data points, ensuring PD is targeted to meet both individual and collective needs. This approach ensures continuous improvement and a direct connection between teaching practices and student outcomes.
How professional development supports vertical and horizontal alignment	PD is implemented through PLCs and team meetings to ensure both vertical and horizontal alignment. Horizontally, PLCs provide a venue for promoting collaboration among teachers within the same grade level and/or subject area, enabling them to share strategies and best practices. Vertically, PD aligns instruction across grade levels, with teachers collaborating in team meetings to ensure that strategies and content build upon each other year after year. Through PLCs and team meetings, Renaissance ensures cohesive and continuous learning experiences for students, creating alignment within and across grade levels.
How professional development will change as the school grows and matures based on data	As the school expands to include grades PK-5, PD will continue to evolve based on our established practice of being responsive to data. Currently, we analyze data regularly to guide PD, ensuring it meets the needs of both students and staff. As we grow, PD will focus on aligning practices across grade levels, with targeted support based on data at each level. This data-driven approach will ensure that PD remains relevant, effective, and adaptable as the school expands.
How professional development will be evaluated.	Professional development will be evaluated by gathering feedback from staff, analyzing data after implementing specific PD sessions, and engaging in shared leadership. This collaborative approach ensures that PD remains relevant, impactful, and aligned with the needs of both educators and students. Regular feedback and data analysis allow us to adjust and refine PD to keep it engaging and effective for continuous improvement.

Section 7

Describe how the school's teacher evaluation system will meet the intent of Colorado SB 10-191. Be sure to address:

The role student progress and achievement play in teacher evaluations.	Existing systems for using student progress and achievement in the teacher evaluation process will remain intact.
The position that will have primary responsibility for evaluation	The Executive Director will have the responsibility for evaluation of Principals and other direct reports. The Elementary Principal will be responsible for elementary teacher evaluations.
The frequency of teacher evaluations	The frequency of teacher evaluations will remain the same.
How the evaluation system will be communicated to staff	The evaluation system will remain the same, and will be communicated to staff at the new site in alignment with existing processes, which include written and verbal communication.
How the evaluation program will inform instruction	The teacher evaluation program will inform instruction in alignment with current practices, which are outlined in Section E) Educational Program.
Attach any supporting documents (optional)	

J) Insurance Coverage

Reviewer Instructions

Proposed insurance coverage aligns with statutory and district-mandated requirements and aligns with what the school is proposing within the application.

Status: Completed

Form Result

Describe the proposed insurance coverage the charter school will obtain. Be sure to address statutory requirements, including:

Workers Compensation	The existing policy with The Hartford will cover new employees, in keeping with statutory requirements.

Liability Insurance	The existing policy with CSDSIP will be expanded to include coverage for new operations.
Coverage for buildings and contents	The existing policy with CSDSIP will be expanded to include coverage for new buildings and contents.
Attach copies of insurance policies	**The Hartford - Workers Comp.pdf** 75.25 KB • Added 10 days ago **CSDSIP 2024 Member Coverage Packet -** **Renaissance.pdf** 2.56 MB • Added 10 days ago

K) Parent and Community Involvement

Reviewer Instructions

The applicant provides evidence of parent and community involvement in the development of the school as well as the ongoing support of the school once opened.
The applicant addresses outreach efforts conducted to date and planned for the future that reach all student populations, including at-risk students.
The applicant provides opportunities to solicit feedback from stakeholders.
The applicant identifies reasonable plans for external partnerships to support the school.

Status: Completed

Form Result

Part 1
List existing community partnerships anticipated or currently in place with the Steering Committee or Board, including networking relationships.

- Identify all of the partnerships in the Entity box.

- In the Nature of Partnership / Description of any Planned Resources or Agreements column, please provide a brief summary of the nature of the partnership, as well as any planned resources or agreements in place.

- In the Attachment Title column, please identify the attachment that includes the agreement or letter that formalizes the partnership.

Entity Box	EL Education

EL Education provides curriculum, tools and resources, professional development, and coaching for the implementation of expeditionary learning practices.

Part 2

Discuss how students and parents were informed of the proposed charter and what community meetings were conducted.

Renaissance is an existing school requesting to expand grade levels at a new site and upgrade facilities for its current students. Current students and families have been an integral part of the process, and communication about the proposed expansion has been both verbal and written. The school's SAC and Parent Crew organizations have also been a part of this initiative. There is excitement amongst students, parents, and staff about expanding grade levels and upgrading facilities, especially for the inclusion of a full-sized gym (necessary for CHSAA membership) and enhanced performing arts and science spaces.

Part 3

Describe the outreach efforts to prospective students, including at-risk populations, and identify the targeted student population, including at-risk students, for the proposed charter school.

Prospective students and parents have been informed about the proposed expansion to additional grade levels through channels such as email, social media, flyers, and tables at events. Families have also attended information sessions about elementary programming.

Part 4

Describe how parents and community groups were involved in the concept and development of the charter school.

Renaissance Secondary School was founded in 2017 by families who sought to extend Expeditionary Learning and Adventure Education programming at the secondary level. The current team seeks to expand to serve additional students at the elementary level in response to demand. Students, staff, and families have been involved in developing the needs assessment and identifying the best path to full buildout. Students, staff, and families will continue to play a large role as we move forward with the process.

Part 5

Describe the plan to survey parents annually to assess success and satisfaction.

The school conducts an annual survey for families and will continue this practice with expanded grade levels.

Part 6

Discuss the school's plan for ongoing parental and community involvement, including, if applicable, volunteering; monitoring child's education; accountability and governance; and fundraising (if appropriate).

Enter content here

The school has a well-established parent organization (Parent Crew) and SAC. There are established procedures for volunteering and parental involvement, which will remain in place. Elementary-level changes include the addition of "Crew Parents" for each classroom and the inclusion of parents as chaperones on Adventure Education trips and other off-campus activities.

Part 7

Describe how staff and board will engage with external partners to help build a network of support for the school.

Community engagement and partnerships are discussed at length in Section *D) Evidence of Support.* The school has established partnerships and will continue to expand partnerships after expanding to include additional grade levels. We will explore and build any additional partnerships that are best-suited to the elementary level in the same ways we have done so at the secondary level.

Upload any documents
that support the content of
this application element
(optional)

L) Enrollment Policy

Reviewer Instructions

*The applicant details a plan for recruitment of all students, including special populations.
The proposed enrollment policy and priorities for enrollment are non-discriminatory and align with
district policy and procedures and statue as applicable.*

Status: Completed

Form Result

**This section explains how students who want to attend the school will be admitted and
enrolled, and how the school manages the process once students are interested in attending
the school.**

- *Enrollment and lottery policies and procedures are included as an attachment.
  Demonstrates that enrollment is available to all students without regard to race, creed,
  color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for
  special education services. Sets forth any enrollment priority weighting for particular
  groups of students.*
- *Describes how the larger community will receive information about the school, including a
  description of outreach to at-risk and minority communities.*

Section 1

Detail the plan for student recruitment, including students with special needs,
English Language Learners, Gifted and Talented students, at-risk students,
and other educationally disadvantaged students. Describe how the school
will serve a diverse community within its programming description.

Enter content here

The existing enrollment policy, systems, processes, and
frameworks are currently compliant and will remain intact.
Established procedures, ongoing operations, and current
workflows will continue unchanged.

The existing enrollment policy, systems, processes, and
frameworks are currently compliant and will remain intact.
Established procedures, ongoing operations, and current
workflows will continue unchanged.

Section 3

Provide the school's enrollment policy and criteria for enrollment decisions that ensures non-discrimination throughout the enrollment process.

The existing enrollment policy, systems, processes, and frameworks are currently compliant and will remain intact. Established procedures, ongoing operations, and current workflows will continue unchanged.

Section 4

Describe the school's criteria for priority for founding families, staff, etc. For schools using weighted lotteries, set forth the proposed weighting system to be used for educationally disadvantaged students, along with a rationale and formula to arrive at desired enrollment of these groups.

The existing enrollment policy, systems, processes, and frameworks are currently compliant and will remain intact. Established procedures, ongoing operations, and current workflows will continue unchanged.

Section 5

Provide sample Letter of Intent form, draft enrollment packet/registration forms, and draft enrollment and lottery policies and procedures as attachments.

sample Letter of Intent form

Link to Website - Enrollment.pdf
41.94 KB • Added 10 days ago

draft enrollment packet/registration forms

Link to Website - Enrollment.pdf
41.94 KB • Added 10 days ago

draft enrollment and lottery policies and procedures

Amended Policy # 501 - Enrollment Policy.pdf
178.87 KB • Added 10 days ago

If applicable, attach any relevant documents

M) Transportation and Food Services

Reviewer Instructions

If the school plans to offer transportation, the applicant provides an explanation of a transportation plan that meets the needs of the school.
If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs.

Status: Completed

Form Result

Transportation:

This section addresses whether the school plans to offer any transportation services to students and if not, describes how students' transportation needs will be met without transportation services.

- *If the school plans to offer transportation, the applicant explains how this will be provided to include field trips, before and after school, and extracurricular activities.*
- *If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs. This includes low-income students.*

Food Services:

This section addresses whether the school plans to offer food service to its students.

- *If the school plans to offer food service, describes anticipated arrangements with a Food Service Authority or other food service arrangements, including catering.*

Transportation Services

If the applicant is proposing to offer transportation services, this section must be completed. If the school will not offer transportation services, describe what the school plans as an alternative.

Describe how the school will provide transportation services to students, including field trips. Be sure to address, at minimum, the following:

How the plan will serve the needs of low-income students	Renaissance does not plan to provide route transportation, but does utilize Schoolpool to help families coordinate carpool options for day-to-day transportation needs. Renaissance owns two white multi-function activity buses to provide transportation for Adventure Education, as well as field work.
How the plan will comply with insurance and liability issues	Existing systems, processes, and frameworks currently in compliance will remain intact while maintaining the flexibility to accommodate increased volume. Established policies, procedures, ongoing operations, and current workflows will continue unchanged. CSDSIP will continue to provide insurance coverage.
How the plan will comply with state and federal rules and regulations	Existing systems, processes, and frameworks currently in compliance will remain intact while maintaining the flexibility to accommodate increased volume.

Food Services

If the applicant is proposing to offer food services, this section must be completed. Access CDE's website for more information about School Nutrition.

(1) Describe how the school will provide food services to students.
Note: If an application is approved, a likely part of contract negotiations will include that the school address the following:

How the plan will serve the needs of low-income students	Renaissance will request to extend the existing compliant DCSD Nutrition Services Agreement to the new facility.
How the plan will comply with insurance and liability issues	Renaissance will request to extend the existing compliant DCSD Nutrition Services Agreement to the new facility.
How the plan will comply with state/federal rules and regulations	Renaissance will request to extend the existing compliant DCSD Nutrition Services Agreement to the new facility.

(2) If offering a nutrition program offered by a School Food Authority, the applicant should affirm that the school will use federal Free and Reduced-Lunch (FRL) Program forms and will distribute these to families. Further, that the school will apply federal policy in determining FRL eligibility.

Renaissance will continue to use the DCSD FRL program, driving families to apply for benefits via the DCSD MySchoolApps website.

(3) If not offering a nutrition program offered by a School Food Authority

Describe how students who would qualify for a Free and Reduced-lunch/breakfast or how students needing food will be accommodated.

NA

Describe how a Free and Reduced-Price lunch program will be provided. Indicate if the general fund is to be used for this purpose.

Renaissance will request to extend the existing compliant DCSD Nutrition Services Agreement to the new facility.

Upload any documents that support the content of this application element (optional)

N) Facilities

Reviewer Instructions

The applicant provides a comprehensive facility needs assessment that aligns with the proposed school program.

Status: Completed

Form Result

This section provides information on the school's short and long-term facility plans. If the founding committee has not already identified a definite school facility, the committee has identified at least two prospective facility sites and the application contains a cogent strategy for acquiring one or more of the prospective sites.

Needs Assessment

- *Provides a facility needs assessment that aligns with the mission and vision of the school and the anticipated curriculum, including number of classrooms, specials rooms, administrative space, common spaces, outdoor spaces, square foot needs per student/space, and anticipated cost per square foot.*

Facility Options

- *If a facility has been identified, describes any lease or purchase arrangements along with timelines for acquiring the building. Provides a budget and timeline for any needed retrofit or tenant finish for the building. Demonstrates an understanding of zoning and fire code requirements.*
- *If a facility has not been identified, describes the target location(s) for the school building, the appropriateness of the location for the anticipated student population, and whether a permanent or temporary site is anticipated. Sets forth a timeline for securing a site before school opening.*
- *An appropriate and realistic facility contingency plan is provided.*

Needs Assessment

(1) Provide a facility needs assessment, outlining the necessary square footage for the expected student population and a plan for space utilization appropriate to the school design.

Enter response here

Facilities Master Plan Overview

Renaissance has engaged [RB+B Architects](), a firm specializing in educational space planning and design, to develop a long range Facilities Master Plan. This plan will translate Renaissance's long-term facilities vision into logical phases for incremental implementation. It outlines facility needs, priorities, and associated square footage.

Due to the high costs of construction and debt, Renaissance is adopting a strategic, fiscally responsible phased approach that will be implemented gradually over time.

Phase One: New PK-5 Facility & Upgraded Facilities for Grades 6-12

Phase One includes a new 500 student PK-5 facility on a new site. Renaissance anticipates approximately 100-120 square feet of total space needed per student, resulting in a 45,000-60,000 square foot facility. The building will include:

Administration Suite (~3,000 sq. ft.)

The administrative hub will house:

- Offices for the principal, assistant principal, and staff
- Health clinic with a nurse's office, isolation room, and basic medical facilities
- Attendance & reception area, serving as the secure and welcoming main entry point

Counseling Suite (~240 sq. ft.)

A private space for school counselors to provide academic, social, and emotional support, including one-on-one meetings and small group sessions.

Grade-Level Classrooms (21 rooms, ~900-1,200 sq. ft. each)

Designed for collaborative, flexible learning, classrooms will feature:

- Interactive whiteboards and adaptable furniture
- Ample storage and natural light
- PK-K rooms with play-based learning areas and restrooms

Special Education Suite (~2,500 sq. ft.)

A dedicated space for students with special needs, including:

- Resource rooms for individualized instruction
- Breakout spaces for sensory and de-escalation needs
- Small-group instruction areas
- Access to assistive technology and adaptive seating

Science / Maker Suite (~1,200 sq. ft.)

A hands-on STEM learning space featuring:

- Lab stations for experiments
- Maker space with engineering, robotics, and coding tools
- Collaboration zones for group projects

Art Suite (~1,460 sq. ft.)

A creative studio including:

- Dedicated space for painting, drawing, and sculpting
- Kiln area for ceramics
- Gallery walls for student artwork
- Outdoor extension for nature-inspired projects

Music Suite (~1,300 sq. ft.)

Designed for music education, featuring:

- Soundproof practice rooms for lessons and rehearsals
- Instrument storage
- Technology for composition and recording

Athletics Suite / Gym (~7,100 - 9,100 sq. ft.)

A multi-use gymnasium supporting:

- PE classes, sports, and fitness programs
- Retractable seating for assemblies and events
- Climbing wall or adaptive fitness zones
- Equipment storage and locker space

Adventure Education Suite (~1,500 sq. ft.)

A unique experiential learning space, potentially including:

- Indoor climbing elements or challenge courses
- Outdoor education and environmental science activities
- Collaborative problem-solving stations

Learning Commons / Library (~2,500 - 5,000 sq. ft.)

A dynamic, flexible space serving as the school's knowledge hub, featuring:

- Print and digital resources
- Small group collaboration areas
- Makerspace corner
- Reading nooks for independent study

Dining Commons / Cafeteria (~6,000 sq. ft.)

A multi-purpose dining area designed for:

- Flexible seating for multiple lunch shifts
- Performance stage (if combined with a multipurpose space)
- Sustainable food service initiatives (e.g., farm-to-table or composting)

Building Support Suite (~2,200 sq. ft.)

Dedicated spaces for essential operations, including:

- Custodial and maintenance offices
- Mechanical rooms for HVAC, electrical, and plumbing
- Storage for school supplies and facility management

Each space will be designed for flexibility, innovation, and student-centered learning, ensuring the facility meets the needs of students and educators for years to come.

Additionally, the team is committed to ensuring that the facility supports our commitment to safety and accessibility, following all relevant codes and guidelines, including the Americans with Disabilities Act (ADA).

Facility Options

1. If a facility has been identified, describe the facility, the appropriate square footage for the expected student population, a plan for space utilization appropriate to the school design, tenant finish or other improvements needed for the facility and expected debt service, lease costs, and maintenance and upkeep costs of the facility.
2. If a facility has not been identified, describe potential facilities or locations. Address how each aligns with a facility needs assessment, and detail plans for ensuring that the facility

complies with the zoning, fire code, and other requirements including, but not limited to, the Americans with Disabilities Act (ADA).
3. Provide a timeline for identification, selection, construction/repair, and lease or contract negotiations for the facility and a backup plan for the facility if initial plans fall through.
4. Discuss plans for ensuring student safety and security, including anticipated costs.

Upload any documents that support this application element (optional)

Renaissance Secondary - Facility Master Plan (abridged).pdf
13.48 MB • Added 6 days ago

Facility Options Renaissance PK-12 Charter.pdf
83.85 KB • Added 5 days ago

O) Waivers

Reviewer Instructions

The applicant provides a list of state statutes and district policies for which waivers are being requested and provides adequate rationale and replacement plans.

Status: Completed

Form Result

This section includes statements acknowledging a commitment to comply with all laws and policies that are not waived and a list of proposed state and district waivers. The requested waivers should match the proposed autonomy, school mission and vision, goals, operations, governance, and employment relationships of the proposed charter school. In addition, the school should acknowledge if they will accept automatic statutory and policy waivers, or if the school plans on taking the non-automatic state waivers.

- *Presents a list of district policies for which waivers are being requested. Sets forth replacement rationales for the non-automatic waivers being requested, including expected financial impact if any and how the effectiveness of the waiver will be evaluated.*
- *Provides a list of the automatic and non-automatic state statutes for which waivers are being requested. Sets forth replacement rationales for the non-automatic state waivers being requested, including expected financial impact if any and how the effectiveness of the waiver will be evaluated.*

Automatic Waivers of State Rule and Statute
The State Board of Education offers automatic waivers to state statutes and state rules for charter schools. Below is a list of waivers that have been automatically granted to charter

schools upon the establishment of a signed charter contract. More information about waivers can be accessed on CDE's waiver webpage.

Non-Automatic Waivers of State Rule and Law

Charter schools may receive waivers from specified areas of statute once a charter contract has been established. This flexibility is intended to provide charters with the autonomy to fully implement the educational plan outlined in the school's contract with the authorizing district. Charter school waiver requests must meet the requirements set in the Charter School Act (22-30.5-101, C.R.S.). More information about waivers can be accessed on CDE's waiver webpage.

1. Identify the state rule or law for which the school is seeking non-automatic waivers. For each requested waiver, please provide the rationale and a replacement plan specifying the manner in which the charter school will comply with the intent of the waived statute.

Douglas County School District Policy Waivers

DCSD has an established and published waiver request policy and procedure. Waivers requests to District policy must be submitted on the appropriate template, and are subject to the DCSD Board of Education's approval. In the event that an application is approved, DCSD staff will assist with all waiver requests.

- Working Copy of Charter Leaders Master Waiver Document

  - Review status for each waiver

    - Automatic waiver request template

    - Non Automatic waiver template

Upload any documents that support the requirement of this application element

Section O. Waivers - RSS Application 2025.pdf
56.46 KB • Added 7 days ago

P) Student Discipline, Expulsion or Suspension

Reviewer Instructions

The applicant provides a discipline policy that aligns with statute and policy and provides appropriate details for addressing student discipline, expulsion, and suspension.

- *Complies with state law, limiting reasons that may be used to justify expulsion or suspension of students in preschool through grade 2;*

- *Does not discriminate against students on the basis of hair texture, type, or protective hairstyles commonly or historically associated with race.*

Status: Completed

Form Result

This section defines how the school intends to handle student discipline and establish a student culture in which all students are able to learn.

- *Provides a Discipline Policy and Procedures Manual as an attachment that aligns with state law and district policies, unless waived. Sets forth how the policy will address state statutory requirements, policies, processes, due process rights and alignment with school culture.*
- *Describes how disciplinary expectations will be communicated to parents/guardians and students.*
- *Describes how the school will handle discipline for students with disabilities to ensure compliance with the Individuals with Disabilities Education Act (IDEA), and 504 regulations to include Manifestation Hearings and Behavior Plans as appropriate.*

(1) Describe the school's discipline policy, including suspension and expulsion processes, that aligns with federal civil rights, special education law, applicable state statute (CRS 22-33-105 and CRS 22-33-106), and the authorizer's policies.

In order to ensure alignment with regard to disciplinary policies and procedures in DCSD and ensure compliance with district and state regulations, Renaissance PK-12 Charter School will follow the DCSD Code of Conduct. Renaissance follows DCSD policy with regards to discipline, suspension, and expulsion, in alignment with federal civil rights, special education law, state statute and all DCSD policies from which we do not have a waiver and this practice will continue with the elementary grades.

Parents and students receive the DCSD Code of Conduct as part of the online check-in process. Students review the school's Habits of Crew and behavior expectations with their teachers during Crew time and expectations are woven into the culture of the school via Crew lessons.

Special Education staff will be a part of the discipline support team for students who have disabilities. Behavior plans will be in place and updated as necessary. Manifestation Determination Hearings will be held as required, in accordance with law.

(2) Detail how the charter proposes to handle student discipline, expulsion and suspension.

The school uses positive school culture initiatives, including deliberate building of a culture of Crew, as well as Restorative Practices, when such an approach is appropriate. Students who are suspended from school take part in a re-entry meeting with their families, a member of the student support team and an administrator, in order to ensure a plan is in place for Restorative Practices, as well as ongoing support structures for the student who was suspended.

Renaissance's discipline, suspension, and expulsion processes are governed by DCSD BOD Policy JKD/JKE and other relevant DCSD policies.

(3) Detail how the charter will provide for an alternative education for expelled students.

Alternative education for expelled students will be provided in compliance with all federal, state, and district requirements. The school has identified several online learning platforms appropriate for alternative education for expelled students. Some specific online platforms the school has identified include IXL, iReady, and Edgenuity. In recognition that there is not a one-size-fits-all approach to education for expelled students, the Renaissance team will work with the student and family to determine the best fit, given the cirumstances.

(4) Provide a copy of the student discipline policy, including suspension and expulsion as attachments.

DCSD Code of Conduct 24-25SY.pdf
1.6 MB • Added 6 days ago

Renaissance Habits of Crew.pdf
904.79 KB • Added 6 days ago

Q) Serving Students with Special Needs

Status: Completed

Form Result

Programming

(1) Detail how the school will accommodate the needs of all students. Rather than listing law or regulation, provide an explanation of how students will be served in the charter school. Information related to student identification, interventions, programming, assessment, progress monitoring, re-designation and exiting special programming should be addressed.

The Renaissance PK-12 Charter School team will continue to follow the timelines and processes outlined by the Douglas County School District for identification, progress monitoring, re-designation, and existing special programming. Interventions, programming, and assessments will vary based on individual student needs.

Special education service minutes delivered inside the classroom will follow a collaborative model where special educators and general educators spend designated time together planning for instruction with the needs of students who have special plans in mind. Upon selecting appropriate scaffolds and support for instruction, special educators will also work alongside general education teachers to provide specialized instruction through small groups and 1:1 support. Interventions will be provided both during classroom instruction and during designated "W.I.N." (What I Need) time built into the daily schedule.

(2) Describe how the charter school will implement programming and provide oversight for each of the groups listed below:

- Students identified as educationally disadvantaged students
- Students with Individualized Education Programs (IEPs)
- Students with Section 504 Plans
- Students identified as English Language Learners
- Students struggling academically with no learning disability
- Students identified as Gifted and Talented
- Homeless students/ McKinney-Vento Act.

All specialists and teachers responsible for programming for students in any of these groups will receive training and ongoing support in their respective roles. Program leads in each area will participate in DCSD trainings, stay updated through DCSD emails and newsletters, and attend relevant meetings and trainings.

Students with IEPs and English Language Learners will receive support in accordance with the standards set by Douglas County School District. Oversight and compliance will be managed through the school and District. All new Special Educators will complete DCSD Essentials training and are evaluated by the school leader.

Section 504 accommodations will be provided by general education teachers with support from the 504 Coordinator and other appropriate faculty and staff.

Students identified as Gifted and Talented (GT) will collaborate with the GT Facilitator and content-specific teachers (where applicable) to set goals and create plans for progress. Progress monitoring and end-of-year assessments will align with DCSD's timeline and process.

Struggling students who have not been identified as having a learning disability will be referred to the MTSS process for review.

The plan for implementation must include a comprehensive description of:

- Programming models and processes that will be implemented to ensure accommodation, instruction, intervention and support for students on 504 plans or IEPs, or for students who are educationally disadvantaged (i.e., co-teaching, inclusion, resources, curriculum, grouping of students, plan for needed physical space or equipment, etc.)
- Programming models and processes that will be implemented to identify and accommodate students who are Gifted and Talented
- Programming models and processes that will ensure the needs of all English Language Learners are met
- Framework for oversight to ensure compliance with law and regulation (i.e. compliance with individualized plans, methods for progress monitoring and assessment, procedural compliance, chain of command, problem-solving/accountability process, etc.)
- A description of the framework for monitoring all students to determine universal, targeted or intensive needs. (MTSS/RtI)

In keeping with current secondary programming, Renaissance Elementary Charter will implement a comprehensive, inclusive model to accommodate the needs of **students with 504 plans, IEPs, and those identified as educationally disadvantaged.** Co-teaching will be utilized in core academic subjects, where general education and special education teachers collaborate to ensure that students receive differentiated instruction tailored to their individual needs. Additionally, inclusion practices will be employed, allowing students to participate in general education settings with necessary accommodations. Resource support will be provided in both the general education setting and in pull-out sessions as needed. The selected curriculum is flexible and will be adapted for each student, ensuring access to grade-level content while supporting their learning needs. Students will be grouped based on their individual needs, allowing for more targeted instruction. Physical space will be carefully planned to ensure that students with physical disabilities can access classrooms and materials, with appropriate adaptive equipment provided.

Students identified as **Gifted and Talented (GT)** will be supported through differentiated instruction that challenges them beyond grade-level standards. Collaboration between the Gifted Education Facilitator and classroom teachers will ensure that Advanced Learning Plans are tailored to each GT student's strengths and interests. Progress monitoring will be implemented using both formative and summative assessments to ensure that students are progressing at an appropriate pace. Additionally, the school will work to foster a growth mindset among GT students by providing opportunities for creativity, problem-solving, and leadership development.

English Language Learners (ELLs) will receive support through an inclusive, tiered model that addresses both their language acquisition and academic needs. The school will implement sheltered instruction strategies, where language development is integrated into content area instruction. ELL students will receive additional language support in small groups, with interventions designed to build academic vocabulary and language fluency. Classroom teachers will receive ongoing professional development in strategies for working with ELLs, ensuring they can differentiate instruction and provide necessary accommodations. The ELL Lead will work closely with classroom teachers and other staff to monitor progress, provide regular assessments, and ensure that students are making adequate progress toward English proficiency and academic achievement.

Framework for Oversight to Ensure Compliance with Law and Regulation

The **oversight framework** for Renaissance Elementary Charter is designed to ensure full compliance with all applicable laws, regulations, and individualized student plans. Key components of this framework include:

1. Compliance with Individualized Plans:

   - Each student with an Individualized Education Plan (IEP) will have a designated case manager who will ensure that all accommodations and services outlined in their plan are implemented. Regular meetings with families and staff members will ensure that these plans are up-to-date and effective.

2. Progress Monitoring and Assessment:

   - We will implement a systematic process for monitoring student progress. This will include frequent formative assessments, regular reviews of IEP goals, and consistent tracking of academic and behavioral data.

   - We will use evidence-based methods to assess progress and make data-driven decisions for instructional adjustments.

3. Procedural Compliance:

   - Our team will undergo regular training through DCSD and other reputable organizations to stay informed about legal requirements regarding special education and student accommodations.

   - We will maintain thorough documentation to ensure procedural compliance.

4. Chain of Command:

   - Our organizational structure includes a clear chain of command for addressing any issues that arise, from classroom teachers to administrators. Teachers will be responsible for initial identification of issues, with escalating levels of support provided by specialized staff (e.g., interventionists, school psychologists, or IEP case managers).

- Regular meetings at various levels of the chain-of-command (classroom, grade level, school-wide) will ensure that issues are identified and addressed quickly.

5. Problem-Solving/Accountability Process:

- Any issues related to non-compliance or areas requiring intervention will be addressed through a collaborative problem-solving process. This process will involve the student support team, which includes teachers, administrators, and specialists.

- A structured accountability process will be used to ensure that problems are addressed in a timely manner, with follow-up meetings to ensure sustained improvement.

The Renaissance Elementary Charter **Multi-Tiered System of Supports (MTSS) framework** will align with practice at the current school, and will ensure that we monitor all students and provide appropriate supports based on their individual needs. The framework includes:

1. Universal Screening:

- All students will undergo universal screening regularly to identify potential academic or behavioral concerns. This screening will include assessments in areas such as reading, math, and social-emotional development, allowing us to identify students who may need additional support.

2. Tier 1 (Universal Supports):

- The majority of students will receive Tier 1 support through high-quality, differentiated instruction in the general education classroom. Teachers will implement evidence-based practices to meet diverse learning needs and regularly assess student progress.

- Classroom-wide interventions, such as differentiated lessons, cooperative learning strategies, and targeted instructional resources, will be employed to ensure that all students have access to grade-level content.

3. Tier 2 (Targeted Supports):

- Students identified as needing additional support based on screening data or ongoing assessments will be placed into Tier 2 interventions. These students

will receive small-group instruction or additional services such as academic intervention or behavioral support.

- Progress will be monitored closely through assessments to determine if the interventions are effective, with regular check-ins to adjust strategies as necessary.

4. Tier 3 (Intensive Supports):

- Students who show little or no progress after receiving Tier 2 interventions will be provided with Tier 3, more intensive interventions. Initial interventions will be implemented and monitored. These may involve accommodations, specialized instruction, and/or referral for special education evaluations.

- Intensive monitoring and adjustments will be made based on detailed data collection and support plans tailored to the specific needs of the student.

5. Data-Driven Decision Making:

- Ongoing data collection will drive all decision-making processes. Regular data reviews at both the classroom, MTSS team, and school-wide levels will ensure that students receive the appropriate level of intervention. This will also help to identify trends in student performance and inform instructional planning.

6. Collaborative Support Team:

- A collaborative team, including classroom teachers, interventionists, counselors, and administrators, will meet regularly to review student progress, determine the appropriate tier of support, and adjust interventions as needed.

7. Family Involvement:

- Renaissance Elementary Charter staff will engage families in the MTSS process, ensuring they are informed of their child's progress and any interventions being implemented. Regular communication with parents will be essential in creating a unified approach to supporting each student's needs.

Staffing

(1) Based on the intervention plan, describe how the school will hire and retain properly licensed staff to meet the needs of students with individualized needs. Describe the professional development plan for special education teachers, including a calendar of professional development days.

The school currently recruits and retains licensed staff to meet the needs of students with individualized needs and will continue to do so at the elementary level. The school also has an established relationship with an educational staffing agency (Gillem Staffing) to meet short-term needs that may arise. Should challenges arise with hiring licensed professionals in a given area, the school will work with the staffing organization to ensure services are provided.

Tailored Professional Development for staff in this category is primarily provided by DCSD and includes SPED Essentials training, CPI, and other relevant professional development. Additional professional development opportunities are provided by the school based on staff, student, and school needs.

(2) Describe the professional development plan for general education teachers and related service providers to have access to coaching, mentoring, and professional development specific to their practice to serve the needs of students with individualized needs, including a calendar of professional development days.

The professional development plan for general education teachers and related service providers will remain the same as at the current school. This includes mentoring, induction programs (one for new teachers and one for experienced teachers who are new to the school), specialized trainings for specific roles, coaching, tailored professional development based on staff and school needs, and PLCs with targeted PD in subject areas and grade levels. The calendar of professional development days has been explained in detail in Section E) Educational Program.

(3) Describe the teacher-to-student ratio for special service providers that complies with authorizing district's requirements for students with individualized needs.

The current school maintains compliance with all district staffing ratios and will continue to do so with the expansion of grade levels. The most recent DCSD ratios provided are:
SPED Teachers 1:25
Speech Language Pathologists 1:30
Social Workers / Psychologists 1:700 (elementary)
Occupational Therapists 1:30

(4) Describe a plan to modify the instructional programs, practices, and strategies, as well as any schedule adjustments and any additional resources the school will employ to meet the needs of students with individualized needs.

To meet the needs of students with individualized needs, the school will leverage several tools including, but not limited to:

- **Differentiated Instruction**: Tailor teaching methods and content to students' individual needs, using strategies like modified assignments, extended time, and sheltered instruction for ELLs. Gifted students will be provided with advanced coursework at the appropriate level of challenge.

- **Collaborative Teaching**: Co-teaching models will ensure students with IEPs receive support in general education classrooms, with special education teachers working alongside general education teachers.

- **MTSS**: A Multi-Tiered System of Support will provide differentiated interventions for academic and behavioral needs, with targeted and intensive support for struggling students.

- **Schedule Adjustments**: Flexible schedules will allow additional time for subjects requiring extra support or enrichment activities for advanced learners. Some flexibility is built into the daily schedule through "W.I.N." (What I Need) time, with flexibility to make other adjustments as needed.

- **Additional Resources**: Specialized staff, such as literacy and math interventionists, special education teachers, and social workers, along with assistive technology and adaptive tools, will be available to support diverse learners.

Budget Narrative for Serving Students with Special Needs

(1) Detail in the narrative how the budget will ensure required resources are in place and will be maintained to support all students, including students with individualized needs, 504 designations, READ Plans, Gifted and Talented, or educationally disadvantaged students. The description should include curricula and instructional materials; assessment materials; equipment; necessary staffing ratios in each identified area, according to authorizer ratio requirements; and professional development costs.

Renaissance has a strong, demonstrated history of meeting the individualized needs of all students. Assuming a continued 'run rate' of current plan participation, budgeted staffing levels are more than appropriate for compliance.

The budget allows for nine special education team members, well in excess of required compliance ratios. The budget also provides for a full-time Gifted and Talented Facilitator, in excess of currently demonstrated ratios in DCSD.

Population	% 504	% IEP	% ALP
RSS 2025-26	17%	14%	21%
RSS 2024-25	15%	15%	20%
DCSD 2024-25	5%	13%	12%

As is true at the current school, Renaissance Elementary Charter's budget is inclusive of the instructional and assessment materials required to implement programming for students with individualized needs. Professional development costs are also contemplated in this budget, but are minimal in this area, as DCSD requires specific trainings for staff supporting students with special plans and offers them free of charge.

(2) Describe any specialized services that are to be contracted out. Include services contracted to the authorizer, or with outside consultant(s), including special service providers and school nursing services.

Renaissance employs a Nurse Consultant (not contracted out) to oversee the Health Room and train and supervise the Health Room Assistants. The presented budget anticipates an ongoing Nurse Consultant FTE of 0.4, doubling Renaissance's current 0.2 FTE. Renaissance Secondary currently contracts with Gillem Staffing for Psychologist and Occupational Therapist services, due to the low FTE required for our existing student population. However, the proposed PK-12 population will allow for in-house hiring of a School Psychologist and an Occupational Therapist; this additional FTE is provided for in the planned 9.0 FTE of the budgeted for special education team.

Upload any documents that support the content of this application element (optional)

R) Dispute Resolution Process

Reviewer Instructions

The applicant sets forth a method for resolving disagreements which arise from the school's charter contract between a charter school and its chartering district, in compliance with statutory requirements.

Status: Completed

Form Result

This section reflects the school's understanding of and compliance with C.R.S. 22-30.5-107.5, which explains how the school and its authorizer agree to resolve disputes that may arise concerning governing policy provisions of the school's charter contract.

- *Sets forth a method for resolving disagreements which arise of the school's charter contract between a charter school and its chartering district, in compliance with statutory requirements.*

Enter content here

Please see Section 2. 1. G. of the existing DCSD / Renaissance Secondary School contract approved on April 26, 2022. This section will remain unchanged.

Upload any documents that support the content of this application element (optional)

Renaissance Secondary School Charter Contract 2022-2027.pdf
5.06 MB • Added 9 days ago

S) School Management Contracts

Reviewer Instructions

The applicant demonstrates the effectiveness of the proposed school management provider academically, operationally and financially, includes a rationale for the selection of this provider, and identifies any existing or potential conflicts of interest between provider and school and board stakeholders.

Status: Completed

Form Result

If the applicant is proposing to contract with an education management provider, they must complete this section and the authorizer should be provided the opportunity to review and approve the contract prior to it being

executed. If there is no intention of contracting with an education management provider, this section does not apply.

(1) Provide a history of the operations of the education management provider, as well as a summary of the performance data for the schools the education management provider is managing at the time of the application or has managed previously, including documentation of academic achievement and school management success.	Renaissance Secondary does not have any contracts for school management, nor does it intend to enter into any school management contracts in the future.
(2) Provide evidence demonstrating the education management provider's capacity for successful expansion while maintaining quality in the schools it is managing.	Renaissance Secondary does not have any contracts for school management, nor does it intend to enter into any school management contracts in the future.
(3) Provide evidence that there are no existing or potential conflicts of interest between the members of governing board of the proposed charter school and the education management provider.	Renaissance Secondary does not have any contracts for school management, nor does it intend to enter into any school management contracts in the future.
(4) Provide evidence that the management contract is negotiated at arm's-length, with both parties having independent legal counsel.	Renaissance Secondary does not have any contracts for school management, nor does it intend to enter into any school management contracts in the future.

(5) Provide a plan adopted by the charter school governing board to evaluate the performance of the management company at least annually, including a copy of the instrument that will be used to conduct the evaluation.

Renaissance Secondary does not have any contracts for school management, nor does it intend to enter into any school management contracts in the future.

Performance of the management company evaluation tool

(6) State which staff will be employed by the management company vs. the school.

Renaissance Secondary does not have any contracts for school management, nor does it intend to enter into any school management contracts in the future.

(7) Provide a copy of the actual or proposed performance-based contract between the governing board of the school and the education management provider that specifies, at a minimum, the following material terms:

- Performance evaluation measures;

- The methods of contract oversight and enforcement that the governing board will apply;
- The compensation structure and all fees that the proposed charter school will pay to the education management provider; and
- The conditions for contract renewal and termination. The contract must be able to be severed by the school due to lack of satisfactory academic performance or for cause without undue burden to the school.

Performance-based contract between the governing board of the school and the education management provider

If the applicant is proposing to contract with an education management provider, they must complete this section and the authorizer should be provided the opportunity to review and approve the contract prior to it being executed. If there is no intention of contracting with an education management provider, this section does not apply.

EMP Selection

Explains the process by which the ESP/service provider was selected.

Renaissance Secondary does not have any contracts for school management, nor does it intend to enter into any school management contracts in the future.

EMP Track Record

- *Provides evidence that the provider has been successful in the academic and/or business operation aspects of other schools, including demonstrated academic achievement with the target population, as well as successful management of non-academic school functions.*

Renaissance Secondary does not have any contracts for school management, nor does it intend to enter into any school management contracts in the future.

EMP Management Plan

- *Provides a draft management contract as an attachment, including the cost, length of contract, and the process to evaluate, oversee, renew, or terminate the contract without adversely affecting the viability of the school.*

Renaissance Secondary does not have any contracts for school management, nor does it intend to enter into any school management contracts in the future.

Legal and Contractual Relationship with EMP

- *Provides an explanation of any existing or potential conflicts of interest between the governing board of the proposed charter school and the education management provider.*
- *Provides clear evidence that the ESP/service provider is authorized to conduct business in Colorado.*

Enter content here

Renaissance Secondary does not have any contracts for school management, nor does it intend to enter into any school management contracts in the future.

Upload any documents that support the content of this application element (optional)