

New Charter Application

Completed on 4/1/2026

Summary

Application status: evaluation

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Application Materials and Instructions -

Introduction -

This Charter School Application and Evaluation Standards are the result of a collaborative effort that was led by the Colorado Association of Charter School Authorizers CACSA. This document incorporates extensive feedback from district authorizers, the Colorado Charter School Institute CSI , the Colorado Department of Education CDE Schools of Choice Unit, and the Colorado League of Charter Schools CLCS. It is intended as a resource for Colorado charter school authorizers who desire to have a charter school application and evaluation standards that is aligned to statute and reflects best practice.

The charter application and accompanying evaluation standards that are used by an authorizer articulate local priorities and decisions about how to support a variety of charter applicants. Colorado districts make decisions in crafting their material that reflect trade-offs. CACSA intends this resource to help authorizers create a rigorous charter review process that is based on the merits of each applicant and that articulate what the authorizer expects of charter applicants. These tools are also designed to make it feasible for charter founders from varying backgrounds to propose the school they want in their community or that they hope to operate.

Application materials that are too detailed can limit the ability of schools to innovate or make it difficult for groups that have not already operated successful charter schools to succeed. They can also coach applicants to write an application that appears strong on paper, but that is not supported by deep knowledge or capacity to implement the plan that was written merely to respond to a highly detailed application or evaluation standards. Application packages that are too sparse provide too little information to allow authorizers to make accurate judgements regarding an applicants' likelihood of success, which can produce unduly-political processes that do not focus on the merits of a proposal. Colorado authorizers are encouraged to work with CACSA and their peers in other districts to develop a final set of materials that support rigorous authorizing practices and that reflect local priorities.

A Note on CCSP Grant Applications and the CCSP Grant Appendix

The authorizer and applicant should identify whether the applicant is proposing to apply for a Colorado Charter School Program CCSP) grant, ensuring that charter eligibility requirements and CCSP program requirements are included within the charter school application to the extent practicable. If the CCSP requirements are not aligned to the charter application, a school that is approved by its authorizer may discover that it is not eligible for CCSP funding. This can lead to budget challenges, delays in funding, or require the school and the authorizer to amend the charter contract. Aligning the CCSP grant and charter school applications can reduce these risks. Including specified CCSP grant criteria in the charter application may assist with the alignment of the charter and grant applications and potentially avoid delays caused by misalignment. Districts may decide not to include such information, but is helpful to ensure the charter applicant is aware of details in their plan that can affect their eligibility for CCSP funding or their ability to compete for such funds.

Authorizers and applicants should understand that including CCSP grant criteria in the charter application does not guarantee grant eligibility or grant funding, nor should grant awards be an indication of a complete and viable charter application. The applicant should also contact CDE's School of Choice Unit for additional information regarding the CCSP grant. See the Appendix and the links throughout this document for more information.

Advice from the Colorado League of Charter Schools CLCS

Recommendations from the CLCS are included in the text. CACSA recommends that applicants work with CLCS and follow CLCS recommendations as they prepare their application.

Acknowledgements

The creation of this document was supported by the work of many authorizers and the expertise of our partner organizations. CACSA is particularly indebted to the leadership of Tom Weston, and the contributions of Russel Coomes, Janet

New Charter School Application and Evaluation Standards

Applicant Eligibility

Colorado Revised Statutes CRS) defines a charter school as a school that "...shall be a public, nonsectarian, non-religious, non-home-based school which operates within a public school district." CRS 2230.51041 . Further, statute states that "A charter school applicant cannot apply to, or enter into a charter contract with, a school district unless a majority of the charter school's pupils, other than on-line pupils, will reside in the charter school district or in school district contiguous thereto" CRS 2230.5104 2 a.

An application may be submitted by one or more individuals, or by a nonprofit, governmental, or other entity or organization. The applicant must either have in place a governing board or be able to provide a clear proposed governance structure.

Application Timeline

- Letter of Intent Due: 01/15
- Application Range: 02/01-04/01
- Public Hearing #1: 04/23
- Applicant Present to District Board/Public Hearing #2: 05/28 OR 06/18
- Applicant Capacity Interview with Review Team: 04/23 and 04/24 (if needed)
- Board Action: 05/28 OR 06/18

Contacts

The following table includes a list of contacts that may be helpful during the application process.

- Gordon Mosher (DCSD, Director of Choice Programming)
- Kristin Schmidt (DCSD, Coordinator of Choice Programming)
- Bill Knous ([Colorado League of Charter Schools](#), Senior Director of School Quality and Growth)
- Janet Dinnen ([Colorado Charter School Institute](#))
- Mackenzie Khan (Colorado Association of Charter School Authorizers)

Application Requirements

Page Limits

Limit responses so that the completed narrative version of the New School Application Template document does not exceed 125 pages, not including all addendums (supplemental material, such as Letters of Interest, Letters of Support, draft policies, etc.). All relevant attachments must be submitted in the appropriate application sections in this system REPORTWELL. External Google Drives/Electronic Document Hubs will not be considered.

Application Completeness Check

As described in statute, the authorizer is required to review the application for completeness prior to initiating the application review process, which results in board action. The following Application Checklist should be used by the applicant to ensure all sections of the New School Application as well as any required supporting documentation have been completed.

Assurance Checklist

Assurance Checklist

Please complete the form attached (under provided files) and submit it as an attachment to this section.

File Upload

[2026 Renaissance Charter Application Assurance Checklist.pdf](#)Appendix A2.1

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

- ☒ Yes
☐ No

Charter Application

A. Executive Summary

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.

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 K-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. ”

18. Projected enrollment percentages of subgroups

Attach completed template and identify the rationale for how the projected demographics 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. ”

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

“ Multiple unique features set Renaissance apart from other schools, most notably its Crew program and Adventure Education curriculum, which together foster teamwork, leadership, and experiential learning.

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.

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

Vision:

The vision of the Renaissance 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 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. ”

8. Steering Committee (complete template and answer questions below)

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

“ 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 & Head of School 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 resumes can be found in Section H. Governance. They will continue to serve Renaissance PK-12 Charter School in

their current capacities.

Brittnee Pierse is currently the Business Director at Renaissance Secondary School. Her resume is included herein.

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. "

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

" The planning team is requesting an amended contract for Renaissance Secondary School in order to expand its EL Education-based programming to serve K–5 students at a new site near its current campus. This request is not for a new charter, but a contract amendment to add grade levels at a new site.

The proposal is grounded in sustained demand and programmatic success. Renaissance Elementary Magnet School (REMS) has a waitlist of over 200 students, and over 400 letters-of-interest have already been submitted for the proposed K–5 program—more than two years ahead of the planned opening. These early indicators exceed historical enrollment benchmarks and reflect meaningful interest from Castle Rock families.

The proposed addition of grade levels at a nearby site does not align with DCSD's definition of an Expansion or Replication. As a result, the DCSD Choice Office directed the team to apply using the New Charter Application.

In other cases, DCSD charter schools have expanded to additional grade levels without a formal application when operating on campuses with sufficient excess land. While those conditions differ from this proposal, the underlying programmatic expansion is similar.

The National Association of Charter School Authorizers (NACSA) urges authorizers to modernize how they evaluate new school proposals. NACSA recommends moving beyond an overreliance on letter-of-interest numbers alone and instead adopting a more holistic approach that includes multiple forms of community interest—such as waitlists at nearby schools, strong early interest, and evidence of unmet need. The guidance also emphasizes the value of phased or delayed openings and prioritizing the capacity and track record of the school team—"people over paper"—as key indicators of likely success. While Renaissance's request is technically a grade-level expansion, NACSA's recommendations are directly relevant to the assessment of this proposal.

RSS is a high-performing, fully enrolled school with deep roots in Castle Rock, a proven model, and a successful track record of partnership with DCSD. The team's 2025 application received a recommendation for approval with conditions from the district's Charter Application Review Team (CART).

The following factors contributed to the team's submission of this proposal:

1. Strong local demand: Family interest in elementary Expeditionary Learning programming in Castle Rock exceeds Renaissance Elementary Magnet School's capacity—only one in three applicants are offered enrollment. The National Association of Charter School Authorizers indicates that waitlists at nearby and similar schools be considered as

evidence of demand. Renaissance Elementary Magnet School is both nearby and similar.

2. Population growth and access: Castle Rock continues to experience population growth, and several neighborhoods lack nearby elementary school options. The school district's demographic reports indicate the need for about 400 additional elementary school seats in the Castle Rock area in the next eight years. This number does not include the additional elementary capacity needs that will be generated by the development of Dawson Trails in the near future.

3. Original long-term vision: Renaissance Secondary opened in Fall 2017 with a plan to serve 696 students by Year 5. The current site was designed for Grades 6–12 temporarily, with middle school (Grades 6–8) as the long-term focus. A second location was envisioned to expand enrollment to full buildout and provide appropriate high school facilities, including STEM, performance, and athletics spaces.

4. Facility constraints: The current campus serves roughly 440 students in Grades 6–12 but cannot fully support the school's growing middle and high school programs. Space is limited for additional course offerings, especially those requiring specialized facilities (science labs, music, performing arts), and the campus lacks adequate athletics facilities and fields to provide CHSAA 2A offerings to high school students. "

2. Proposed location of the charter school

" The school is proposed to open in the Castle Rock area. We anticipate amending the Renaissance K-12 Charter School name 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. "

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 K-5 grade levels. "

12. Resume of Lead Administrator (if known)

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[Amy Stuart Resume.pdf](#)Appendix A3.6

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 collaborating with the Colorado League of Charter Schools to pursue the Great Schools Colorado (GSC) grant, formally known as the federal Charter Schools Program (CCSP) grant.

Note that the Douglas County School District (DCSD) and this application platform refer to the grant as the CCSP grant; however, the official name of the program is Great Schools Colorado (GSC). "

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

" Expeditionary Learning (EL Education) "

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

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[Five-Year Enrollment Projections Renaissance.xlsx - Sheet1.pdf](#)Appendix A3.8

[Five-Year Enrollment Projections \(1\).xlsx](#)Appendix A3.8

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

Attach roster and describe your plan for recruiting board members

“ Roster attached. This is an existing board currently overseeing the school as it operates with grades 6-12. ”

5. Primary Contact Person

Include first/last name and email address

“ Dr. Amy Stuart
astuart@dcsdk12.org ”

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. "

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

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

1. Proposed name of the charter school

" Renaissance K-12 Charter School "

B. Vision and Mission Statements

This section reflects the school's mission and vision statements as developed and agreed upon by the members of the founding committee and the school community once the school is formed. These statements should answer the questions, "What is the purpose for the school and what is the applicant team's vision for the school?" An explanation should be given as to the process and impetus for developing both the Mission and Vision Statements.

The vision statement articulates what the school hopes to be, but not how the school will reach that vision. The statement is focused on the future (10 years). It concisely and succinctly defines what the school looks like when it is "all grown up."

The mission statement articulates clear guiding purposes and priorities that are meaningful, measurable, and attainable, and explains how the school will reach its vision.

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 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 next, 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> "

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.

" The vision of the Renaissance Secondary 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. "

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.

This section focuses on the specific outcomes anticipated for the school and its students within the terms of the charter (usually four or five years). The majority of the goals and objectives are focused on specific student outcomes (pupil performance or educational performance goals); others are broader school-based goals and objectives (organizational and management performance goals).

- All goals are written as "SMART" goals, which means they are: Specific, Measurable, Ambitious and Attainable, Reflective of and Relevant to the School's Mission, and Time-Specific with a Target Date
- Goals demonstrate an understanding of and strategy for complying with state and district achievement and reporting requirements including those related to accountability reporting and Accreditation.
- Goals reflect the unique aspect of the application. Specific measures and metrics for monitoring these additional goals are included.

Articulate a clear plan to meet or exceed state accountability measures and expectations that aligns with School District performance framework.

" 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:

1. 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.

2. 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.

3. 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:

3.1. 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.

3.2. 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.

3.3 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. ”

Outline the clearly measurable annual and interim performance measures and metrics related to student achievement, growth, and postsecondary and workforce readiness as applicable. Ensure these goals are aligned to the vision and mission of the school in establishing and monitoring its progress in accelerating student achievement. Include a rationale for how the proposed measures, metrics and goals were developed.

“ 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 the school expands to accommodate grades K-5, 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.

A. 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.

B. Annual Performance Measures

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

B.1. 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 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. Although new schools do not typically receive a rating in year 1, this is a grade-level expansion and therefore it is anticipated the school will receive a sub-rating for the elementary level. Should a rating not be provided, the school team will calculate the rating using CDE's SPF Calculation Guidebook to determine a rating and measure progress whether the state issues an official rating or not.

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's elementary program will 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.

C. 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. Although new schools do not typically receive a rating in year 1, this is a grade-level expansion and therefore it is anticipated the school will receive a sub-rating for the elementary level. Should a rating not be provided, the school team will calculate the rating using the appropriate state metrics to measure progress whether the state issues an official rating or not. Although new schools do not typically receive a rating in year 1, this is a grade-level expansion and therefore it is anticipated the school will receive a sub-rating for the elementary level. Should a rating not be provided, the school team will calculate the rating using CDE's SPF Calculation Guidebook to determine a rating and measure progress whether the state issues an official rating or not. Although the school will only have one year of data, students who attended school elsewhere in Colorado should receive growth

scores, allowing the school to calculate this data using state metrics and guidance.

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.

D. 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's elementary sub-category will show a “meets” 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 districtwide averages and beyond.

E. 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 and 2025 Single-Year School Performance Framework Ratings for other elementary schools in the target community:

Renaissance Elementary Magnet School - 79.0%, 84.2%

Academy Charter School - 82.6% and 80.5%

Aspen View Academy - 68.3% and 61.0%

Castle Rock Elementary - 72.7% and 53.0%

Clear Sky Elementary - 68.7% and 73.6%

Meadow View Elementary - 71.7% and 68.1%

Rock Ridge Elementary - 67.4% and 65.2%
Sage Canyon Elementary - 71.7% and 69.4%
Soaring Hawk Elementary - 94.3% and 66.8%
World Compass Academy - 74.4% and 80.0%

F. 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.

F.1. 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.

F.2. 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.

F.3. 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.

F.4. Social Studies Standards

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

F.5. 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. "

Explain the means for addressing growth gaps as they emerge (all school levels) and postsecondary and workforce readiness (secondary schools).

" 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:

1.1. 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.

1.2. 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:

2.1. 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.

2.2 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:

3.1. 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.

3.2. 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.

3.3. 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:

4.1. 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.

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

5. Student Support Services:

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

5.2. 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:

6.1. 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.

6.2. 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. ”

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.

This section provides detail on the student population to be served, how the founding committee has reached out to parents of targeted students, how many parents have expressed interest in the school by submitting Letters of Intent to Enroll, and what community organizations, colleges and universities, nonprofits, and local groups are in support of the school as evidenced through Letters of Support.

- Describes the student population based on publicly available demographic data including racial/cultural, socioeconomic, special needs, MLLs, and achievement data for the proposed school’s area and comparable schools. The educational program reflects an understanding of the identified student population.
- Identifies community members and leaders who are in support of the school and current and future partnerships, including the role in the school pre and post school opening. Letters of Support or draft Service Agreements are provided as an attachment.
- Captures the types of outreach the founding committee conducted to make the student population, their families and community members aware of the proposed charter school. Outreach is diverse and designed to reach target population. A timeline is included to reflect ongoing outreach, student recruitment, next steps, and the current number of Intent to Enroll forms.

Targeted Student Population

Based on your meeting data, how many participants represent the target student population (e.g., families living within the district boundaries or specific zip codes)? How did you ensure meetings were accessible to diverse populations (e.g., translation services provided, meetings held in various neighborhoods)?

“ All of the letters of interest were collected in the Castle Rock area. LOIs were solicited through direct mail, email, or in-person events. Email and mail campaigns were specifically sent to families in Castle Rock who represent the target student population. Local events were selected for their nexus to young families in Castle Rock. ”

4. Provide an “impact statement” that summarizes the overall impact the addition of the proposed school will have on the immediate surrounding area and the district overall, specifically with regard to the proposed school’s effect on the overall school options for students considering current saturation levels of schools within the applicant’s target location.

“ 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 K-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 meet community demand for this innovative educational program. 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.

Demand for Renaissance Elementary Programming:

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.

As of March 31st, REMS had already received 283 applications for 2026-27 enrollment, yet only 78 offers had been made—meaning there are more than three applicants for every available seat.

Notably, 82 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. Table 1 and Table 2 in the attached file provide detailed information about the demand for Renaissance Elementary programming over time.

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.

REMS and RSS are Nearby and Similar

Nationally recognized best practices suggest that authorizers should consider “waitlist data at nearby schools or those with similar programs” (National Association of Charter School Authorizers, 2023, p. 13). There is no question that REMS and the proposed Renaissance Charter Elementary would be both nearby and similar.

The current two schools are exceedingly similar; it is highly likely demand for programming at REMS would transfer to a program of the same philosophy and name in the same geographic area, one born of the other. The current schools share a physical site adjacent to each other, and even a brief review of each website reveals the connectedness and shared purpose of the two schools.

Shared Core Components of Renaissance Elementary and Secondary Programs

Logo (RSS created, REMS requested to use approx 2017-2018)

Website Design (since approx 2017-2018)

RSS Vision created directly from REMS mission statement in 2016

EL Education Model

EL School Designer

EL Core Practices and Design Principles

Culture of Crew

Circles

Learning Expeditions

Shared Unique Renaissance Programming and Experiences (not based on EL Education)

Adventure Education

Challenge by Choice

Growth Zone Model

Showcases of Learning

Drumming

Families select this program for the elements listed above. These key components would remain the same across elementary schools; the team anticipates and welcomes collaboration and opportunities for connectedness between the two elementary schools, as well as with the secondary school.

Families at REMS have demonstrated a deep and sustained commitment to the EL Education model. In past years when funding was not made available by the school district, the REMS parent group has taken tangible steps to ensure the fidelity and sustainability of the model, using fundraising to cover the cost of an EL Education full-model partnership contract—an investment that includes professional development, curriculum support, and coaching from an EL School Designer. This level of community financial support speaks volumes about the value families place on the EL Education model and underscores the strong demand for a K–12 pathway.

REMS is currently required to use the same literacy curriculum required of all DCSD neighborhood elementary schools. However, families selecting the Renaissance program cite the uniqueness of the school as their reason for choosing it; there is no evidence that families are selecting REMS because it uses the same literacy curriculum as their local neighborhood school. That said, the planning team is committed to parent engagement and collaboration - if the use of a specific literacy curriculum was found to be an important factor for families, the team would gladly collaborate on a review of evidence-based literacy curriculum options that align with the school's mission and commitment to the principles of EL Education.

Unique to Renaissance Schools

While REMS has partnered with EL Education to varying degrees over time, several key program elements—such as Adventure Education and drumming—are uniquely Renaissance and not part of the EL model. The continuity of these unique traditions at both schools underscores the strong programmatic alignment and shared philosophy.

Adventure Education was born of Renaissance's history with EL Education (formerly called Expeditionary Learning). Although EL Education no longer includes Adventure Education, both Renaissance schools have remained committed to this programming as a core tenet of a Renaissance education.

For example, both schools use the same terminology and frameworks, dubbing these Adventure Education trips “voyages” and using the same core programming principles such as Challenge by Choice and the Growth Zone (or Learning Zone) Model.

Drumming is another unique facet of Renaissance programming. Both schools use drumming as a way to build connections and create meaningful traditions. RSS students ‘drum in’ REMS students on the first day of school, and students bring their drums from REMS to RSS and keep them throughout their K-12 experience. Drumming is rooted in health benefits as well as for connectedness amongst individuals.

Current Letters of Interest (LOIs)

The Renaissance team has collected 552 letters of interest (LOIs) to date, including 408 for grades K–5 as of March

31, 2026. This represents 90% of the Year 1 target enrollment of 450 students.

The school has developed budget scenarios at both full enrollment (100%) and a conservative 85% enrollment level (382 students). Current LOIs already exceed the 85% threshold and approach full enrollment more than two years in advance of the planned opening.

Taken together, these data demonstrate strong early demand and position Renaissance to meet or exceed its enrollment targets at launch.

The team will continue to gather additional LOIs throughout this process; this request provides a two year period prior to opening. The team is confident the school will be fully enrolled at opening, based on REMS waitlist data, current LOIs, and LOIs gathered over the course of the next two years.

Other Considerations: LOIs

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 letters-of-interest campaign, in the spirit of partnership with REMS, and in order to minimize confusion and concerns amongst REMS staff and families.

To avoid disruption to REMS's enrollment process and to ensure LOIs were not duplicative of current Renaissance families, the team did not survey existing REMS families about their interest in the new K-5 expansion. Additionally, the team refrained from directly soliciting intents-to enroll from REMS siblings or families, in an effort to avoid impacting REMS's enrollment.

Given that families with elementary age students are more likely to have siblings who are toddlers (the target age for Fall 2028 Kindergarten enrollment), there are likely many families with younger children at REMS who are not included in the LOI data at this time.

2. Timing Considerations

With a proposed opening in Fall 2028, prospective students will be approximately three grade levels ahead of their current placement at the time of enrollment. For example, prospective kindergarteners are currently around age 2, prospective 1st graders around age 3, and prospective 2nd graders around age 4. Students currently in kindergarten through 2nd grade would comprise the inaugural cohorts for grades 3–5.

This extended timeline presents challenges in collecting intent data, as families with infants and toddlers may be less prepared to make school decisions several years in advance. However, the Renaissance K–12 Charter School team believes that the longer planning horizon will better ensure readiness for a successful opening.

National Association of Charter School Authorizers. (2025, June 2). Rethinking the new charter school application process: Recommendations. Quality Charter Schools. <https://qualitycharters.org/rethinking-the-new-charter-school-application-recommendations/> "

2. Explanation of applicant team's ties to and knowledge of the community.

" 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 K-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 K-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. ”

6. Please complete the table attached to summarize the Letters of Intent to Enroll (LOI) received.

In the LOIs Received to Date column, please include the number of LOIs that have been received for each grade level for Year 1 of operation. Only data that is considered current as of the date of the application should be included. Also provide in the attached file how was the interest collected? Provide a percentage breakdown of Interest forms sourced from: Door-to-door canvassing, Digital/Social media advertising or In-person community events. Also provide a map or a list of zip codes showing the density of families who have signed LOI forms. Describe how this concentration aligns with your proposed facility location.

“ Attached. ”

5. Provide letters of support from community organizations, businesses, potential partners, or educational institutions that support the application.

File Upload

[Support Letter_RTCL - Community Org.pdf](#)Appendix A3.13

[Rising Star - Renaissance Letter of Support.png](#)Appendix A3.13

[Indigo Oak Fund_Letter in support of RSS expansion .pdf](#)Appendix A3.13

[Renaissance Support Letter from CCO.pdf](#)Appendix A3.13

[Crib Tales Photography_LOS.pdf](#)Appendix A3.13

[Ewers Architecture_LOS.pdf](#)Appendix A3.13

[Letter of Support For RenSec Expansion - Pencil 9.pdf](#)Appendix A3.13

[RSS community impact.pdf](#)Appendix A3.13

[EL Education Letter of Support.pdf](#)Appendix A3.13

[Letter of Support For RenSec Expansion - HCM - March 2025 \(1\).pdf](#)Appendix A3.13

[Renaissance Support Letter 3_25 \(1\).pdf](#)Appendix A3.13

3. If the applicant team has established any partnerships or networking relationships, a description along with any resources or agreements that are planned, including a Letter of Support or Intent as an attachment.

“ A. 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:

A.1. 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.

A.2. 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.

A.3. 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.

A.4. 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.

B. Service in the Community

B.1. 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.

B.2. Silver Heights Skilled Nursing and Rehabilitation Center: Through the “Small Acts, Big Impact” elective classes, 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.

C. 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.

D. Other Partnerships

D.1. 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.

D.2. 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.

D.3. 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

D.4. 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.

D.5. 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 wellrounded, compassionate citizens. ”

1. Description of targeted student population based on publicly available demographic data for the proposed school's area and comparable schools.

“ Renaissance plans to serve Grades K-12 at full buildout. Since the school currently serves grades 6-12, prospective students who will be in Kindergarten through 5th grade when the school opens are the target population. With the proposed K-5 opening in Fall 2028, 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.

A. 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 13% of students qualify for free and reduced price lunch. The school also serves approximately 15% of students with special education plans (IEPs). Additionally, almost 15% of Renaissance students are on 504 plans. About 23% 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.

B. 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.

C. 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.

The school district's demographic reports prepared by Western Demographics, Inc. indicate the need for about 400 additional elementary school seats in the Castle Rock area in the next eight years. This number does not include the elementary capacity needs generated by the development of Dawson Trails, which is predicted to warrant two additional elementary schools.

D. 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 steady growth, with its population increasing by approximately 33,000 people since 2010.

2023 data for Castle Rock Colorado, according to the U.S. Census Bureau indicates the following racial composition:

White (Non-Hispanic): Approximately 78.6%

Hispanic or Latino: 11.7%
Two or More Races: 10.5%
Asian: 2.2%
Black or African American: 1.5%
American Indian and Alaska Native: 0.6%
Native Hawaiian and Other Pacific Islander: 0.1%

D.1. Socioeconomic Indicators

Median Household Income: \$137,383
Homeownership Rate: 79.3%

D.2. Age Distribution

The age distribution in Castle Rock based on 2023 US Census data is as follows:

Under 18 years: Approximately 24.9% of the population
65 years and over: Approximately 13.7% of the population

E. Educational Attainment

About 55.2% 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> ”

Actual Letters of Intent (LOI)

If you have received actual Letters of Intent to Enroll information, please provide a summary table of the Intent (No student identifying information should be included) forms collected to date, broken down by: The student's grade level for the proposed opening year, The student's current school district, The date the Letter of Intent to Enroll was collected

File Upload

[Letters of Intent to Enroll Summary_3.31.26.pdf](#)Appendix A3.14

Community Engagement

Provide details for all community engagement meetings held in the last 12 months. (*in the provided spreadsheet) For each meeting, include: Date, time, and specific location (e.g., public library, community center). Total number of unique participants (excluding the founding team). The method used to track attendance (e.g., digital sign-in, physical sheet).

File Upload

[Community engagement answer.pdf](#)Appendix A3.15

Letters of Interest

For the families who signed LOI forms, what are the primary reasons they cited for seeking an alternative to their current district or charter options? (Please list the top 5 reasons you collected)

“ N/A ”

Letters of interest methods

What steps did the founding team take to verify that the LOI forms represent unique, eligible students? (e.g., did you verify that students will be of age for their respective grades by October 1st of the opening year?)

“ Families were asked to report their child's current grade and their grade in 2027. ”

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.

This application element details an effective, well thought out, research-based educational program that aligns with the school's mission, goals, and the student population, and the state Common Core standards.

Section 1 - Educational Program Model and Philosophy

- Cites research or academic history of school model the school is replicating or adapting.
- Aligns to the mission and vision statements, target population, school culture, and frames the context for choosing the curriculum, instructional practices, interventions, evaluations, and all components for the educational plan.
- If using an established/recognized school-wide program/model, provide research and history of academic success with similar student population. If evidence is not available, the applicant explains why the proposed program is likely to be successful.

Curriculum and Alignment

- Describes how the curriculum is aligned to the mission and vision of the school and tailored to meet the needs of the target population based on demographic and academic performance data. The curriculum meets district standards and is aligned across all subject areas.
- Provides an overview of all subjects to be taught at each grade level and cites alignment to the state academic content standards. This includes the curricular framework, along with the appropriate levels of detail for objectives, content, and skills for each subject and for all grades the school will serve.

Instructional Strategies

- Provides the methods and systems the teachers will use to inform instruction and to meet the needs of all students coming into the school with varying educational backgrounds, abilities, and learning styles.
- Explains how the Response to Intervention (RTI) model or MTSS model will be incorporated into the school's instructional program for all students.
- Describes classroom culture, learning environment, class size, and tools used to prepare and structure lessons. Describes how teachers incorporate common elements in their planning, such as learning objectives, academic vocabulary, essential questions, and differentiated student activities.
- Demonstrates how the inaugural staff will be trained the summer before school starts. This includes the number of professional development days, proposed schedule, and topics covered to implement the educational plan, and build the school culture. Training for SPED, MLL, and GT students are incorporated into all topics.
- Identifies the person(s) or organization(s) that will provide professional development to the staff and includes the frequency of the training and topics to be covered. Ongoing evaluation data is used to modify and enhance trainings.

Structure and Supplemental Programming

- Confirms if after school or summer school will be offered and the criteria for selection of participants, times of operation, and the number of students that may attend.
- Demonstrates that chosen programs are aligned to the mission and vision, educational philosophy, and the curriculum.
- Identifies the faculty, staff, or partnership organization that will oversee and provide services. Provides evidence of adequate funding for the program(s).
- Annual calendar and daily schedule reflect the minimum number of hours required by the state and notes whether the proposal includes an extended day/year.
- The daily schedule gives the length of the school day with the start and dismissal times and the hours and minutes/day and week dedicated to academic instruction per grade. A "day in the life" description for both students and teachers is included..

- Demonstrates how the inaugural staff will be trained the summer before school starts. This includes the number of professional development days, proposed schedule, and topics covered to implement the educational plan, and build the school culture. Training for SPED, MLL, and GT students are incorporated into all topics.
- Identifies the person(s) or organization(s) that will provide professional development to the staff and includes the frequency of the training and topics to be covered. Ongoing evaluation data is used to modify and enhance trainings.

4.2 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.

Structures and Supplemental Programming

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

A. 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 learn 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.

B. 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.

C. 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.

”

2.2 Curricular Framework, including subjects to be taught by grade

Curriculum and Alignment

“ 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 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.

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 49 Douglas County School District - Choice Programming to 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. ”

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

Curriculum and Alignment

“ The EL Education ELA Curriculum aligns to state ELA standards both horizontally and vertically. You will notice on the and K-2 Plan 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. ”

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

Instructional Strategies

“ 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. ”

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

Educational Program Model and Philosophy

“ 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 K-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. ”

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

Educational Program Model and Philosophy

“ 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^{1/4}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 K-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^{1/4}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. ”

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

Curriculum and Alignment

“ 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^{1/4}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 (K5)
- +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 awardwinning, 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 evidence⁵ 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. "

1.4 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.

Educational Program Model and Philosophy

" The elementary portion of Renaissance K-12 Charter School, at full capacity, will serve approximately 450 students in grades K-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 programming will provide the necessary K-5 capacity to meet existing parent demand. The expansion will ensure a K-12 pathway for Douglas County students.

The 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 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 (RSS), which will expand to be Renaissance K-12, has a strong record of success with Douglas County students. RSS has consistently received a 'Performance' rating on the state's School Performance Framework (SPF), reflecting high performance in the areas of Mathematics, English Language Arts, and Science.

Renaissance received 'Exceeds' ratings in 2025 in several subcategories: Middle School Academic Achievement and Postsecondary Workforce Readiness. Renaissance Secondary School has also been recognized in the past as John Irwin School of Excellence, an award that is given to schools that demonstrate exceptional academic achievement. ”

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

Curriculum and Alignment

“ 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. ”

2.7 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.

Curriculum and Alignment

“ 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. ”

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

Structures and Supplemental Programming

File Upload

[RSS 2026-2027 Calendar FINAL .pdf](#)Appendix A3.16

[Contact Time_ Sample Bell Schedule_ 2nd Grade \(1\).pdf](#)Appendix A3.16

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

Instructional Strategies

“ 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. ”

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

Instructional Strategies

“ 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 cocreate 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. The Relationship between Student Engagement and Student Achievement 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. "

2.3 Sample lessons showing alignment to state standards

Curriculum and Alignment

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

Daily Learning Targets

1. 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)
2. 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

1. Explain (orally) strategies for subtracting and strategies for finding the value of an unknown addend within 1,000.
2. 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 ”

2.4 Research that led to the curricular choices

Curriculum and Alignment

“ 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 "

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

Curriculum and Alignment

" N/A "

4.1 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).

Structures and Supplemental Programming

" A. 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.

B. 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

C. 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.

D. 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.)

E. 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.

F. Character Traits

Aligned to the Core Values of the school, the six 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/thebenefits-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.

4.4 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.

Structures and Supplemental Programming

" 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.

A. Structures for On-Going Professional Development & StaffWide 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.

B. Individual Professional Development Plans & Assessment of Progress

Each teacher will have a on the indicators of the PGP (professional growth plan) based 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.

C. 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. ”

1.1 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.

Educational Program Model and Philosophy

“ 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, the six Habits of Crew 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 six 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 K-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/jeffersoncounty-colorado-a-case-study/>
 4. <https://visible-learning.org/2018/03/collective-teacherefficacy-hattie/> "
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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.

This section expands on the Goals, Objectives, and Pupil Performance Standards by defining how the school will determine whether it is meeting its goals. It focuses both on internal assessments used to drive instructional decision-making, as well as external assessments used to communicate academic achievement and growth to stakeholders.

- Defines how/what standardized tests the school will use to gather baseline data on all students.
- Identifies timelines for the administration of state assessments including Colorado Measures of Academic Success (CMAS) and Colorado PSAT/SAT CO SAT, aligns instruction to with Colorado Academic Standards CAS, and implements the Reading to Ensure Academic Development Act READ.
- Evaluation data is used by teachers and administrators for continuous improvement to the educational program and informs professional development
- Describes how the school will use summative assessments, interim, and formative assessments to track and ensure students are making progress toward short and long-term goals. A testing timeline is included
- States how the school will communicate student academic progress to parents/ guardians, students, and the community.
- Defines the grading scale for advancement to the next grade level. This includes graduation requirements and course pass requirements.
- Identifies trigger points for intervention and procedures for taking corrective action if student performance at the school falls below the described targets.

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

" 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.

A. 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.

B. 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.

C. 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.

D. 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-teacherefficacy-hattie/> "

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

Assessment Plan

" 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. "

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

Assessment Plan

" 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:

A. 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.

B. 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.

C. Administration

- +Train teachers on test administration to ensure consistency of administration.
- +Ensure that test conditions are aligned to student needs.

D. 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. ”

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

Assessment Plan

“ 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.”

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

Assessment Plan

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

A. 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.

B. 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.

C. 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. ”

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

Assessment Plan

“ 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. ”

3.8 Identify how assessments will be used to allow early detection of students who are struggling.

Assessment Plan

“ 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. ”

3.9 Describe how assessments will inform daily instructional practice.

Assessment Plan

“ 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.”

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

Assessment Plan

“ 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.”

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.

A. 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 cocreated 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, highquality 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.

B. 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 including, but not limited to, the use of Infinite Campus and Project Education.

C. Academic Data Tracking

Our data tracking system will accomplish the following tasks:

- +Allow teachers to compile data from multiple sources in a userfriendly 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

D. 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. ”

3.1 Describe the types of assessments that will be given and their frequency.

Assessment Plan

“ The attached assessment plan for an overview of the assessment types and their frequency. ”

3.2 Describe how assessments will measure what the students are intended to learn.

Assessment Plan

“ The attached assessment plan for an overview of the purpose and use of each assessment. ”

G. Budget and Finance

Reviewer Instructions

The applicant describes reasonable, functional and accountable business operations.

Section 1 - Establishing Business Operations

- Describes the process to contract with a Certified Public Accountant to conduct an annual, independent financial audit. Demonstrates an understanding of financial transparency laws.
- Provides financial policies and procedures to ensure that the school remains fiscally solvent. Describes the internal controls to be implemented to ensure a sound financial management system that includes checks and balances in cash disbursement and oversight.
- Describes any arrangements with outside service providers, such as HR and bookkeeping services, if applicable.

Section 2 - Budget Narrative

- Demonstrates reasonable revenue and cost assumptions including secured grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property or other resources (noting which are secured versus anticipated, and evidence of firm commitments where applicable). Budget is designed to meet the mission and vision and the programs described in each section of the application.
- Describes an understanding of State and District budget reporting requirements throughout the year.
- Provides a sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Section 3 - Five-Year Budget

- Demonstrates complete, realistic, and viable start-up and 5 year balanced operating budgets that align with the educational, organizational, and school growth plans as described in each section of the application.
- Provides a 5 year balanced budget assuming 85% enrollment that continues to allow the school to maintain critical design elements necessary to meet the mission and vision.

1.5 Identify checks and balances applicable to financial transactions, including spending limits, required additional signers, and other financial safeguards.

Establishing Business Operations

“ Financial safeguards currently in place — including spending limits, required co-signers, and other internal checks and balances — will remain unchanged. These are documented in Policy #402: Financial and Accounting Controls (Executive Limitations) and Policy #403: Procurement. ”

1.6 Describe the school’s plan to contract for an annual independent audit.

Establishing Business Operations

“ Renaissance will continue to engage John Cutler & Associates for its audit services. This decision aligns with the Colorado Department of Education’s (CDE) recommendation to retain experienced auditors, as audit firms are increasingly difficult to secure. ”

2.10 Summarize the following assumptions included in the budget narrative: Transportation, including field trips (if transportation will be offered).

Budget Narrative

“ Transportation cost assumptions are based on current run rates, adjusted upward for the projected increase in pupil count.

This includes all transportation needs for fieldwork, Adventure Education activities, and other experiential learning opportunities associated with the EL Education model.

No dedicated daily bus service is planned.

These projections ensure transportation costs remain realistic and scale appropriately with enrollment growth. ”

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

Establishing Business Operations

“ The Renaissance Secondary School Board maintains a strong and ongoing commitment to rigorous oversight of the school’s financial practices. The Board follows a structured annual calendar for agenda planning that ensures timely review and approval of all financial matters, with built-in compliance to all Douglas County School District (DCSD) required deadlines — which are set in advance of state deadlines. This proactive approach supports effective governance through regular review of financial statements, budget development and monitoring, approval of major expenditures, oversight of internal controls and safeguards, and approval of the annual independent audit.

These oversight responsibilities are directly aligned with and reinforced by the school’s well-established accounting system (including cash management, purchasing, accounts payable/receivable, payroll, and fixed asset tracking), budget development and management protocols, financial safeguards (such as spending limits, required co-signers, and checks and balances documented in Policy #402), continued engagement of Bart Skidmore, CPA for accounting compliance oversight, and retention of John Cutler & Associates for audit services. Full compliance with all district, state, and federal accounting and reporting requirements is maintained through these integrated systems and processes, which will remain intact. ”

2.10 Summarize the following assumptions included in the budget narrative: Employment plans (salary, benefits, PERA, and insurance).

Budget Narrative

“ Employment costs are based on current run rates, adjusted for a larger workforce as the school grows.

Assumptions include competitive salaries (aligned with DCSD and surrounding districts), employee benefits, PERA retirement contributions, and employer-paid payroll taxes/insurance. Salary increases are projected conservatively at

1.5% annually in full-enrollment scenarios and 1% in the 85% enrollment contingency budget.

This keeps employment costs realistic and scalable with staffing (enrollment). ”

1.11 Include a description of anticipated salary and benefit costs.

Establishing Business Operations

“ Anticipated salary and benefit costs are based on compensation that remains competitive with both the Douglas County School District (DCSD) salary schedule and those of surrounding districts.

The two full-enrollment budget scenarios contemplate a conservative 1.5% annual increase in salaries. In the 85% enrollment scenario, a more conservative 1% annual salary increase is assumed. Benefit costs are projected consistently with these salary assumptions and current district rates. ”

2.1 Clearly explain revenue and cost assumptions and the source of the assumptions.

Budget Narrative

“ Revenue and cost assumptions are based on the Douglas County School District (DCSD) budget template and current funding formulas.

Key revenue assumptions include:

1. Per Pupil Revenue (PPR) is based on current state estimates and follows DCSD budget template guidance: a 3% increase in Year 2, followed by 2% annual increases thereafter.
2. Student participation fees set at a flat \$1,500 per pupil, charged once per year. This fee covers all Adventure Education expenses and Fieldwork activities and is consistent with fees charged by other DCSD charter schools with similar experiential programming. No additional course-specific or material fees are charged.
3. No Title funding assumed for English Language Learner (ELL) or at-risk students, per DCSD budget template instructions.
4. No categorical revenue assumed for qualifying Special Education or Gifted & Talented students, consistent with current DCSD practice.

Cost assumptions are either template-driven (where applicable) or based on current run rates from Renaissance's existing operations, ensuring projections remain realistic and grounded in historical data.

These assumptions ensure a conservative and realistic projection aligned with district guidelines and Renaissance's operational model. ”

2.10 Summarize the following assumptions included in the budget narrative: Insurance and liability costs.

Budget Narrative

“ Insurance cost estimates are based on current policy run rates, adjusted for growth:

+Employee insurance (health, dental, vision, etc.): Derived from existing policy rates and scaled to reflect the larger workforce.

+Liability and building/property insurance: Based on current policy run rates, adjusted for the projected higher pupil count and the added value of the new facility and its contents.

Renaissance is a member of the CSDSIP (Colorado School Districts Self-Insurance Pool), consistent with the practice of Douglas County School District (DCSD). Membership in CSDSIP provides cost stability, specialized school-focused coverage, strong risk management support, and competitive premiums tailored to the unique needs of Colorado public schools.

These assumptions ensure adequate coverage while remaining realistic and aligned with the school's expansion. ”

2.2 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).

Budget Narrative

“ FF&E (Furniture, Fixtures, and Equipment) acquisition will be funded through either the Great Schools Colorado (GSC) grant or construction financing or a combination of both, depending on whether the GSC grant is awarded.

Curriculum and professional development will be supported by leveraging Renaissance's existing relationship with EL Education, including our Assistant Principal, a former EL School Designer.

Renaissance plans to apply for the Great Schools Colorado (GSC) grant, which may provide up to \$2 million in start-up funding. In alignment with a conservative financial approach, the submitted budget reflects a fully balanced operation without reliance on GSC grant funding.

Note on Capital Costs, Facilities, and Financing

Renaissance plans to finance the new facility through tax-exempt bonds or bank financing arranged via the RSS Building Corporation. Detailed construction cost estimates and the final capital financing plan cannot be completed until charter approval is received and financing can be secured. Upon approval, competitive bids will be solicited from qualified contractors. The selected contractor will collaborate with the Renaissance team to develop a market-based final budget that accounts for labor, material, and seasonal conditions at the time of bidding. A contingency reserve will be included in the financing structure.

All one-time capital construction costs, land acquisition, and facility development expenses will be funded through this separate plan via the RSS Building Corporation and are therefore excluded from the operational budget submitted with this application. This separation keeps the operational budget focused solely on recurring educational costs and aligns with Colorado Department of Education and DCSD requirements. ”

2.10 Summarize the following assumptions included in the budget narrative: Insurance-costs (liability, Workers¹/₄ Comp, building, etc.).

Budget Narrative

“ Insurance cost estimates are based on current policy run rates with appropriate adjustments for growth.

+Employee-driven insurance (health, dental, vision, life, and disability): Derived from existing policy rates and adjusted upward to reflect the larger workforce as enrollment and staffing increase.

+Liability insurance: Based on current run rates, scaled to account for the projected higher pupil count and increased operational risk.

+Building and property insurance: Based on current policy rates, adjusted for the addition of a new facility, including its higher replacement value and contents (FF&E).

These assumptions ensure that insurance projections remain realistic and aligned with the school's planned expansion while maintaining adequate coverage for employees, students, and physical assets. ”

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

Budget Narrative

“ The projected funded pupil count of 450 students (K-5) was carefully established to support the long-range success of Renaissance's chosen school model, staffing plan, and facility requirements.

This enrollment target is based on optimal class sizes and grade-level configurations that allow for effective implementation of the EL Education model in an elementary setting, while maintaining the school's signature approach to experiential learning, fieldwork, and project-based instruction. Staffing ratios, including general education teachers, special education staff, interventionists, and specialists, are designed specifically around this enrollment level to ensure high-quality instruction and adequate support for all students, including special populations.

The facility and campus design have also been scaled to accommodate 450 students comfortably, with appropriate classroom space, shared learning areas, and outdoor spaces needed for Adventure Education and fieldwork activities. Rather than letting staffing or facility constraints drive enrollment, the projected pupil count was intentionally set first to create the optimal conditions for educational excellence and operational sustainability. ”

2.6 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.

Budget Narrative

“ Renaissance has prepared a contingency budget scenario based on 85% of projected enrollment. This plan includes specific adjustments to ensure the school remains financially stable if Per Pupil Revenue (PPR) or enrollment falls below projections.

Key adjustments in the 85% enrollment contingency budget include:

1. An 85% reduction in per-student variable costs directly tied to elementary programming.
2. Elimination of dedicated specialized staff positions in music, art, and physical education (PE), as well as interventionist positions. Core programming in these areas will continue through existing general education staff on a reduced-frequency schedule, leveraging economies of scale.
3. Reduction of planned salary increases: instructional and support staff salary adjustments are lowered from 1.5% to 1% annually in this scenario.
4. Potential revision of the building lease payback schedule to provide temporary relief during the enrollment shortfall period.

These targeted adjustments allow Renaissance to maintain core instructional operations, meet all financial obligations, and preserve the essential elements of the EL Education model while navigating a lower-enrollment environment. The 85% enrollment budget (attached) has been submitted alongside the full-enrollment scenario and demonstrates a balanced operational forecast. ”

2.10 Summarize the following assumptions included in the budget narrative: Food Services (if offered)

Budget Narrative

“ Renaissance will continue its Memorandum of Understanding (MOU) with Douglas County School District (DCSD) Nutrition Services. Under Colorado's universal free lunch program, DCSD will provide lunch to all students at no cost.

Students may bring their own lunches if preferred. Renaissance will provide microwaves and seating areas as needed.

No significant food service costs are included in the operating budget, as services are fully managed through the DCSD partnership. ”

2.4 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.

Budget Narrative

“ The budget narrative is intentionally aligned with Renaissance Secondary School's vision and mission by directing resources toward the academic success and holistic development of all students, including special populations such as students with disabilities, English Language Learners (ELLs), and economically disadvantaged students.

Key budget allocations that support this alignment include:

1. Dedicated staffing for special education teachers, paraprofessionals, interventionists, and ELL support staff to meet the unique needs of special populations.
2. Targeted professional development for teachers focused on differentiated instruction, inclusive practices, and trauma-informed teaching.
3. Instructional materials, technology, and assessment tools designed to enable personalized learning and progress monitoring for every student.
4. Intervention programs and resources to close achievement gaps and ensure equitable access to the school's rigorous, experiential EL Education program.

These investments ensure that the school's financial plan directly supports the programs described throughout the application — particularly the Adventure Education, Fieldwork, and project-based learning model — while providing the necessary supports for all students to thrive. By aligning resources with our mission of empowering students to become capable, modern learners equipped with the knowledge and skills for future success, the budget reflects a commitment to both excellence and equity.”

1.8 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

Establishing Business Operations

“ Renaissance intends to apply for the Great Schools Colorado (GSC) grant, which can provide up to \$2 million in start-up funding. One of the submitted budget scenarios assumes a \$1.8 million award, in line with the Colorado League of Charter Schools’ (CLCS) projection that the average grant will be approximately \$1.8 million.

The GSC grant is administered by the CLCS and was formerly known as the CCSP grant, which was administered by the Colorado Department of Education (CDE). Renaissance previously received a CCSP grant for the opening of its 3954 Trail Boss location — a three-year award totaling \$589,500 (\$196,500 per year).

Renaissance has joined the CLCS GSC Prospect Cohort to remain informed of developments during the transition of grant administration from the CDE to the CLCS. The school has a strong track record of securing grant funding, having obtained approximately \$2.3 million to date. Most recently, Renaissance received a \$5,000 Seed Grant from the CLCS for technical assistance.

Please see the attached document for complete details on prior grant awards.”

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

Establishing Business Operations

“ Renaissance Secondary School maintains a well-established accounting system that includes cash management, purchasing, accounts payable and receivable, payroll, and fixed asset tracking. These existing systems, processes, and workflows will remain fully intact, while providing the flexibility to handle increased transaction volume without disruption.”

2.3 Include anticipated administrative costs and plans for school growth with appropriate projections and timelines.

Budget Narrative

“ Anticipated administrative costs are expected to remain nominal in the near term. Current Renaissance Secondary School leadership has sufficient capacity to manage planning and preparation for the new campus in anticipation of the 2028 opening. As the school grows, administrative staffing and related costs will be scaled gradually and strategically to support increased enrollment and operational needs.

Administrative cost projections are included in the submitted budgets, with minimal increases assumed during the initial planning and transition period leading up to the 2028 launch. Longer-term growth in administrative expenses will align with enrollment projections and operational requirements.”

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

Budget Narrative

“ Renaissance Secondary School maintains full compliance with all applicable federal, state, and local employment laws governing personnel operations. This includes proper tax withholding and reporting, accurate payroll processing, retirement contributions, employee health and liability insurance, and comprehensive background screening for all staff.

The school's existing systems, processes, and internal controls that support personnel compliance will remain fully intact as the school expands. To ensure ongoing excellence and regulatory adherence, Renaissance will continue its established relationships with the following expert partners:

Kutz & Bethke and Caplan & Earnest — for employment law guidance and personnel policy support

Bart Skidmore, CPA — for payroll processing, tax compliance, and accounting oversight

John Cutler & Associates — for independent audit services

Highstreet Insurance Partners – TCW Risk Management — for employee benefits, insurance programs, and risk management

Specific compliance measures include (but are not limited to):

+Conducting fingerprint-based criminal background checks through the Colorado Bureau of Investigation (CBI) and, as required, the Federal Bureau of Investigation (FBI) for all new hires, in accordance with Colorado Revised Statutes.

+Obtaining professional and personal references from previous employers to assess candidate fitness for working with students.

+Verifying educator license status (when applicable) through the Colorado Department of Education.

+Enrolling employees in the Colorado Public Employees' Retirement Association (PERA) for retirement benefits.

+Administering competitive employee health, dental, vision, and liability insurance coverage through established brokers.

These robust procedures and partnerships ensure that all personnel operations are handled efficiently, legally, and with a strong focus on student safety and staff support.”

2.10 Summarize the following assumptions included in the budget narrative: TABOR Reserve

Budget Narrative

“ Renaissance will maintain the statutorily required TABOR emergency reserve equal to 3% of fiscal year spending, as mandated by C.R.S. § 29-1-301. The reserve will be funded annually and held as a restricted fund balance.”

3. Please upload your 5 year budgets below using the attached template. Please also provide an alternative five year proposed contingency budget assuming 85% enrollment using the DCSD Budget template as a separate attachment.

Provide a five-year budget that demonstrates a complete, realistic, and viable start-up and 5 year balanced operating budgets, based on current and anticipated PPR, plus items such as administrative costs payable to the district, insurance costs, salary and benefit, PPR, facility costs, special education staffing, professional and contracted services, classroom supplies and materials, technology, furnishings, general supplies and materials, and other such as food or transportation. Use the DCSD Budget template for this purpose. Provide a budget based on the assumption of being funded at the current amount of PPR from the proposed authorizer.

File Upload

[5 YEAR Contingency .85_NO GSC Grant_RK12_FINAL.xlsx](#)Appendix A3.22

[5 YEAR_NO GSC Grant_RK12_FINAL.xlsx](#)Appendix A3.22

[5 YEAR_WITH GSC Grant_RK12_FINAL.xlsx](#)Appendix A3.22

[FY24-25 Charter Budget Application.xlsx](#)Appendix A3.22

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

Budget Narrative

“ The minimum enrollment required for viable operations and a balanced budget is approximately 372 students (K-5).

At this enrollment level, Renaissance can maintain financial sustainability through targeted operational adjustments, including reduced staffing in specialized areas (music, art, and PE), lower salary increase percentages, and revised timing of the building lease payback schedule. Many of these adjustments are reflected in the 85% enrollment contingency budget (attached).

If enrollment falls below 372 students, the school may need to temporarily draw on a portion of its fund balance to maintain a balanced budget while implementing additional cost-saving measures.

A contingency plan will be implemented as needed to maintain fiscal stability. This plan may include, but is not limited to, temporarily drawing on a portion of the fund balance and enacting targeted cost-saving measures such as adjusting staffing through attrition, delaying non-essential expenditures, and scaling discretionary programming. All actions will be closely monitored and adjusted as necessary to ensure the budget remains balanced while minimizing impact on student programming and services. ”

1.1 Provide the school's draft financial policies and procedures as attachments.

Establishing Business Operations

“ Existing financial policies can be found via attachment, or by visiting our website at <https://www.renaissancesecondary.org/policies-and-documents>.

Attachments:

Policy 402 - Financial and Accounting Controls

Policy 403 - Procurement ”

2.9 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.

Budget Narrative

“ Renaissance Secondary School has a strong record of full compliance with the Financial Transparency Act (C.R.S. 22-44-301) and is committed to maintaining that compliance as the school grows.

The school's existing accounting systems, internal controls, and reporting processes already meet or exceed the requirements of the Act, including timely posting of budgets, financial statements, and other required documents on the school's website. These systems, processes, and frameworks will remain fully intact, with built-in scalability to handle increased transaction volume and reporting demands without disruption.

To further support transparency, Renaissance will continue to provide clear and accessible financial information to stakeholders through:

- +Monthly and quarterly financial reports
- +Annual audited financial statements
- +Public posting of the annual budget and amendments

Sample financial templates and reports, as dictated by DCSD and CDE, are included as attachments to this application.
”

2.10 Summarize the following assumptions included in the budget narrative: Facility-projected costs

Budget Narrative

“ Renaissance will utilize the financing vehicle that provides the most advantageous terms and conditions for the organization. Working with an experienced financial advisor will help the school evaluate all available options — including tax-exempt municipal bonds issued by the RSS Building Corporation and potentially a bank loan as an alternate scenario — and secure the most favorable structure.

The project assumes a construction cost of approximately \$500 – \$600 per square foot. Because the facility project has its own dedicated budget funded through the chosen financing vehicle, these capital costs are not included in the operating budgets submitted with this application.

Some Furniture, Fixtures, and Equipment (FF&E) costs are included in the operating budget, particularly in the scenario that assumes receipt of the Great Schools Colorado (GSC) grant.

This approach keeps operating budgets focused on day-to-day educational programming while appropriately separating major capital facility costs. ”

2.9 Sample financial templates and reports

Budget Narrative

File Upload

[Renaissance Uniform Budget Summary_2025-26.pdf](#)Appendix A3.25

[Adopted Budget_2025-26.pdf](#)Appendix A3.25

1.9 Describe the school’s plan for compliance with district, state, and federal accounting and reporting requirements.

Establishing Business Operations

“ Renaissance is fully compliant with all applicable district, state, and federal accounting and reporting requirements. These systems and processes will continue without interruption. ”

1.4 Describe the process for developing and managing the school’s budget from year to year.

Establishing Business Operations

“ Renaissance Secondary School follows an established protocol for developing and managing the school's budget. These existing systems, processes, and frameworks will remain fully intact. For additional details, please refer to Policy #402: Financial and Accounting Controls. ”

2.2 Attach evidence of grant awards

Budget Narrative

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[Renaissance Grant History.pdf](#)Appendix A3.26

1.7 Describe any core services that will be contracted out related to business operations (i.e., bookkeeping, payroll, HR.)

Establishing Business Operations

“ Renaissance does not outsource any essential business operations and has no plans to do so in the future. Accounting compliance oversight will continue to be provided by Bart Skidmore, CPA. ”

1.2 Describe how the school will establish functional and accountable business operations. Including, the structure of the proposed business office, including identifying critical positions and roles.

Establishing Business Operations

“ Renaissance Secondary School has an established business office, with all critical positions and roles filled. Existing policies, procedures, and workflows will extend to the location; FTE will be adjusted fo volume as neccessary. ”

H. Governance

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.

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.

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

File Upload

[Renaissance Secondary School Board of Directors_Conflict of Interest Certification.pdf](#)Appendix A3.27

[Charter BOD Oath of Office Form.pdf](#)Appendix A3.27

2.8 How members will be held to and will hold themselves to: Provide financial and operational oversight.

Board Procedures

" 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 - Governance Process. "

1.6 Describe the nature and extent of parental and/or community member involvement in the board.

Founding Board/Steering Committee Members

" Five of the six Renaissance Board members either currently have or previously had students enrolled at Renaissance Secondary School. The sixth member is a retired educator. Historically, the board has also included retired educators who were not parents but brought relevant experience in education. All members maintain strong ties to the local community. There is no requirement or limitation regarding the number of directors who are parents versus community members. "

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

Board Procedures

File Upload

[Articles-of-Incorporation.pdf](#)Appendix A3.28

[RSS-Bylaws-5-15-18.pdf](#)Appendix A3.28

2.10 How members will be held to and will hold themselves to: Commit to Board training regarding governance best practices.

Board Procedures

“ 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 selfevaluating 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's 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. ”

1.2 Provide resumes of committee members as attachments to the application.

Founding Board/Steering Committee Members

File Upload

[Brittnee Pierse Resume 2026.pdf](#)Appendix A3.29

[Dr. Amy Stuart Resume 2026.pdf](#)Appendix A3.29

[Dr. Shannon Andrus Resume 2026.pdf](#)Appendix A3.29

[Ryan Stuart Resume 2026.pdf](#)Appendix A3.29

[Scott Mengel Resume 2026.pdf](#)Appendix A3.29

[Tim Reckseen Resume 2026.pdf](#)Appendix A3.29

[2026 Renaissance Secondary Board Of Directors Biographies .pdf](#)Appendix A3.29

2.13 How members will be held to and will hold themselves to: Compliance with Open Meeting Statutes (Sunshine laws).

Board Procedures

“ 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 comply 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. ”

2.11 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 .

Board Procedures

“ 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. ”

2.4 Number of positions on the Board voted on by parents, vs number of positions filled by appointment.

Board Procedures

“ 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 ”

2.15 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. ”

1.3 Describe board members’ connection to and understanding of the DCSD community.

Founding Board/Steering Committee Members

“ Five of the six members of the Renaissance Board of Directors reside in the Castle Rock area and either currently have, or previously had, children enrolled in neighborhood or charter schools within the district. The sixth member is a retired educator who worked at Renaissance Secondary School and in collaboration with DCSD.

All board directors are active participants in the Castle Rock and DCSD 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. ”

1.4 Describe the process to appoint or elect the initial governing board.

Founding Board/Steering Committee Members

“ N/A - this is an existing board. ”

2.12 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.

Board Procedures

“ 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. ”

1.1 Describe the process by which the initial Board or Steering Committee members were identified.

Founding Board/Steering Committee Members

“ N/A - this is an existing board. ”

2.5 Number of community members to serve on the Board

Board Procedures

“ 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. ”

2.6 Duties of individual board members and of the governing board as a whole

Board Procedures

“ 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 - Governance Process. ”

2.16 How members will be held to and will hold themselves to: Preparation, attendance and participation in scheduled board meetings

Board Procedures

“ The RSS BOD Bylaws outline expectations for Board Directors in Article III. Policy 3.0 - Governance Processes provides further guidance. ”

1.5 Describe the process and timeline by which the founding board will transition to an operational board.

Founding Board/Steering Committee Members

“ N/A - this is an existing board. ”

2.3 Number of parents to serve on the Board

Board Procedures

“ 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, many board members have children at Renaissance Secondary, but this is not a required configuration. Rather, the board makes concerted efforts to ensure that board composition is representative of the school community and that a variety of skillsets and professions are represented.

The Board is committed to recruiting a diverse group of parent representatives to ensure a broad variety of perspectives. This includes parents of students across multiple grade levels, as well as those representing key student subgroups, such as students receiving special education services and those identified as gifted and talented. As the school expands to include elementary-level programming, the Board will prioritize the recruitment of parent members with children in the elementary grades to ensure that the needs and perspectives of elementary students and families are meaningfully represented. ”

2.9 How members will be held to and will hold themselves to: Address parent and staff complaints.

Board Procedures

“ The board will use existing procedures for addressing parent and staff complaints. ”

2.17 How members will be held to and will hold themselves to: Understanding charter^{1/4}s corporate documents and financial statements.

Board Procedures

“ 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. ”

2.7 How members will be held to and will hold themselves to: Responsibility to develop policies

Board Procedures

“ 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 - Governance Process. ”

2.2 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

Board Procedures

“ Election of new members is outlined in RSS BOD Bylaws in Article III: Board of Directors, Section 3.04: Elections. ”

2.14 How members will be held to and will hold themselves to: Compliance with Open Records laws and FERPA

Board Procedures

“ The Board has designated school staff in place who are responsible for procedures to ensure compliance with open records laws and FERPA. ”

I. Employees

This section provides a variety of information on the school's employees and employment policies, and the relationship that will exist between the charter school and its employees.

- Describes the process to locate, interview and hire the School Leader.
- Describes the recruiting and hiring process and includes a hiring timeline. Describes how the school will ensure that teachers are highly qualified for their positions.
- Job descriptions for all key employees, including teachers and administrative staff are included in an attachment.
- Describes which employees will be under contract and which will be "at will."
- Sets forth a plan to use data to manage, disaggregate, display, and adjust or change curriculum and instruction, as well as identify professional development focus areas.
- Provides a description of the staff evaluation process and timeline.
- An Employee Handbook is included as an attachment. If a Handbook is unavailable, a summary of the school's policies and procedures is included in the narrative with a timeline for completing the Handbook.
- An organizational chart is included that shows all key positions as an attachment.

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

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[Renaissance - Elementary Assistant Principal Job Description.pdf](#)Appendix A3.30

[Renaissance - Elementary Math Interventionist Job Description.pdf](#)Appendix A3.30

[Renaissance - Elementary Reading Interventionist Job Description.pdf](#)Appendix A3.30

[Renaissance - Elementary School Principal Job Description.pdf](#)Appendix A3.30

[Renaissance - Elementary Teacher Job Description.pdf](#)Appendix A3.30

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

" The Renaissance Elementary Charter School schedule, staffing plan, and budget are intentionally designed to support and sustain the professional development plan. The weekly schedule includes a dedicated half-day on Wednesdays to provide consistent time for professional development, collaboration, and data-driven planning, ensuring teachers can effectively implement the curriculum in alignment with the school's mission, vision, and student needs.

The staffing model includes instructional leadership and support roles that facilitate coaching, feedback, and ongoing professional learning. Additionally, the budget allocates resources for high-quality professional development, including external partners, materials, and staff time. Together, these structures ensure that professional learning is embedded, sustained, and directly connected to classroom practice. "

7.2 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. "

6.7 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. "

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

" Renaissance K–12 Charter School will continue the effective recruiting and hiring practices established at Renaissance Secondary to attract and retain highly qualified faculty and staff, with a focus on strong instructional expertise and alignment to our mission. The most recent TLCC data for Renaissance Secondary (2024) indicates a very strong

culture with high scores for school leadership, which has made the school a sought-after workplace.

We utilize a multi-channel recruitment strategy, posting positions on at least two platforms, including the DCSD external careers site, the Renaissance website, and typically the CLCS website. Candidates are screened through a comprehensive process that includes resume review, panel interviews, reference checks, and background checks prior to hire.

This approach has resulted in a highly qualified and satisfied staff, supported by strong retention and a positive professional culture, positioning Renaissance K–12 to successfully expand to the elementary level.

If awarded, the GSC Grant will enable the immediate launch of recruitment for school leadership and an assistant, as it provides funding for 9 months of salary and benefits during Year 0 (2027-28). Recruitment for other staff positions would begin in February of 2028 for an August 2028 opening.

If the GSC Grant is not awarded, all recruitment will begin in February 2028. ”

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

Describe the Professional Development Plan for faculty.

“ Professional development at Renaissance K–12 will be intentionally aligned to the school's vision, mission, values, culture, and instructional goals, and will mirror the highly effective model currently implemented at Renaissance Secondary. The school will provide a combination of whole-staff professional development and differentiated, role-specific training to ensure all staff are equipped to operationalize the school's core design elements in daily practice.

Professional learning will be grounded in high-quality, research-based partners, including EL Education and Illustrative Mathematics, and will be tailored to the specific needs of teachers, students, and grade levels. These trainings directly support the implementation of the school's instructional model, including rigorous, standards-based instruction, student-centered learning, and the integration of social-emotional learning and character development.

The team is committed to providing ongoing professional development for all instructional staff aligned to key priorities, including supporting students' social-emotional learning (SEL) needs. This includes targeted training to effectively serve struggling learners, students supported by 504 plans or Individualized Education Programs (IEPs), and those identified as gifted and talented, ensuring all students receive responsive and appropriate instruction.

Ongoing professional development will include structured collaboration, coaching, and data-informed reflection to ensure continuous improvement and alignment with school goals. Training specific to elementary programming, including foundational literacy and developmentally appropriate practices, is described in greater detail in Section E. Educational Program. ”

7.5 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. ”

6.5 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. ”

3. Organizational Charts and Staffing Plan are provided

File Upload

[Pre-K - 12 Renaissance Secondary Org Chart - Org Chart.pdf](#)Appendix A3.31

7.3 The frequency of teacher evaluations

“ The frequency of teacher evaluations will remain the same. ”

7.4 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. ”

6.4 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. ”

6.3 How professional development will support staff to meet the needs of students with academic challenges, students with IEPs and 504s, 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. ”

6.6 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. ”

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 (see attached). ”

7.1 The role student progress and achievement play in teacher evaluations.

Describe how the school's teacher evaluation system will meet the intent of Colorado SB 10-191.

“ Existing systems for using student progress and achievement in the teacher evaluation process will remain intact. ”

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. ”

J. Insurance Coverage

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

This section explains what types of insurance the school plans to carry to protect itself and its students.

- Describes the insurance needed to meet state and district requirements and meets appropriate amounts.

Provide detailed feedback addressing the appropriate levels, amounts, and philosophy.

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

3. Coverage for buildings and contents

“ The existing policy with CSDSIP will be expanded to include coverage for new buildings and contents. ”

4. Attach copies of insurance policies

File Upload

[2025 Coverage Binder - Renaissance Secondary School.pdf](#)Appendix A3.33

[2025 Member Coverage Packet - Renaissance Secondary School.pdf](#)Appendix A3.33

[The Hartford - Workers Comp.pdf](#)Appendix A3.33

1. Workers Compensation

“ The existing policy with The Hartford will cover new employees, in keeping with statutory requirements. ”

2. Liability Insurance

“ The existing policy with CSDSIP will be expanded to include coverage for new operations. ”

K. Parent and Community Involvement

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.

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 provided input and feedback throughout the process. Information was also provided to current families through email and the school newsletter.

Current RSS families have demonstrated strong interest in the addition of elementary seats for the Renaissance program. Many have been unable to access the program at the elementary level, remaining on waitlists for multiple years. Families who value the RSS community and expeditionary learning model often express disappointment that their children did not have the opportunity to attend Renaissance during their elementary years.

The lack of sibling enrollment priority at Renaissance Elementary (REMS) further contributes to family frustration, particularly for those whose older children attend RSS while younger siblings are unable to secure a spot. As a result, some families have younger children enrolled in different schools across multiple locations, creating additional logistical challenges.

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. In the case of facilities expansion and future facility needs, specific stakeholder groups such as

families whose students participate in athletics or performing arts provided feedback and input.

”

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, completing the vision of the original team.

Annual survey data from current families is collected about a range of topics; input from those surveys was considered in the needs assessment. Families also provided ideas and direct feedback through Parent Crew, SAC, and open information sessions, as well as through subgroups such as performing arts and athletics families.

Students, staff, and families will continue to play a large role as we move forward with the process.”

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 families have been informed about the proposed expansion to include elementary grade levels through a variety of outreach channels, including email communications, social media, flyers, and in-person engagement such as informational tables at community events. In addition, families have had opportunities to attend information sessions specifically focused on the proposed elementary programming.

Outreach efforts have been designed to reach all prospective students who will be eligible for grades K–5 beginning in 2028, with intentional strategies to ensure inclusion of at-risk populations. Digital communications are distributed through the Smore platform, which allows for translation into multiple languages to increase accessibility for multilingual families. Outreach has also been conducted across all geographic areas of Castle Rock, including communities that are more commonly associated with lower-income populations. Materials are intentionally designed to reflect diverse student backgrounds to ensure they are welcoming and representative of the broader community.

The targeted student population includes a diverse cross-section of the Castle Rock community, including students from at-risk populations such as those eligible for free and reduced-price lunch, multilingual learners, and students requiring additional academic or social-emotional support. These outreach efforts are intended to ensure equitable access and awareness of the proposed charter school among all families.

The current school has a strong track record of ensuring access to programming to at-risk populations, as evidenced by demographic, FRL, and special education data included elsewhere in this application. ”

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

“ The school plans to continue to partner with EL Education.

Additional local partnerships including but not limited to: the Town of Castle Rock, the Army Corps of Engineers, and the Help and Hope Center are discussed at length in Section D) Evidence of Support.

Partnerships and connections with in-the-field experts are a core practice associated with expeditionary learning. This practice will continue at the elementary level, though the specific partnerships will be based on specific units of study and connections to curriculum at the elementary level. In some cases, existing partnerships such as those with the Town of Castle Rock and the Hope and Help Center are expected to extend seamlessly to the elementary level, with appropriate adjustments for grade-level content and standards. ”

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).

"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."

1.2 Please provide a brief summary of the nature of the partnership, as well as any planned resources or agreements in place.

"The school plans to continue to partner with EL Education for curriculum, tools, resources, professional development, and coaching for the implementation of expeditionary learning practices."

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."

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."

L. Enrollment Policy

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 statute as applicable.

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.

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.

"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."

2. Describe the outreach conducted by the founders to raise awareness in the targeted student population and their families about the proposed school, especially at-risk populations.

"The team implemented an outreach strategy to raise awareness among the targeted student population and their families. This approach included direct mail, email campaigns, and in-person engagement at community events. Direct mail and email communications were intentionally distributed to households with children in the target grade levels (PK–5 beginning in 2028).

In addition, the team established a presence at local events such as the Shamrock Stampede and Turkey Rock Trot,

which attract a high concentration of families with young children.

The outreach strategy was inclusive by design. The team made a deliberate effort to reach all segments of the Castle Rock community by relying heavily on mail and email rather than limiting engagement to selective or self-identified audiences. This approach helped ensure that families who may not typically have awareness of new school options were meaningfully included in the outreach efforts. ”

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

Sample Form Letter of Intent

File Upload

[Charter Expansion Intent__Renaissance.pdf](#)Appendix A3.35

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. ”

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. ”

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

Draft Enrollment Packet/Registration Forms

File Upload

[Amended Policy # 501 - Enrollment Policy_03.12.25.pdf](#)Appendix A3.37

[Charter Expansion Intent__Renaissance.pdf](#)Appendix A3.37

[DCSD Online Registration.pdf](#)Appendix A3.37

[OLR Email to OOD Families 26-27 \(Secondary Communication as a sample\).pdf](#)Appendix A3.37

M. Transportation and Food Services

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.

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.

1.1 How the plan will serve the needs of low-income students

Describe how the school will provide transportation services to students, including field trips.

“ 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 currently owns two white multi-function activity buses to provide transportation for Adventure Education, as well as field work. It's likely that the property budget in Year 1 (no GSC Grant scenario) will allow for the purchase of two additional white multi-function activity buses; however, this will depend on market conditions at the time. If such purchases are not feasible, the school will utilize its two existing buses to for this programming. The Adventure Education calendar would be thoughtfully adjusted to maximize existing bus capacity, including staggered scheduling and strategic trip planning, to ensure all students continue to have access to programming without disruption. ”

1.3 How the plan will comply with state and federal rules and regulations

Describe how the school will provide transportation services to students, including field trips.

“ Existing systems, processes, and frameworks currently in compliance will remain intact while maintaining the flexibility to accommodate increased volume. ”

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

If not offering a nutrition program offered by a School Food Authority

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

2.3 How the plan will comply with state/federal rules and regulations

Describe how the school will provide food services to students.

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

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

If not offering a nutrition program offered by a School Food Authority

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

2.1 How the plan will serve the needs of low-income students

Describe how the school will provide food services to students.

“ Renaissance will request an extension of the existing compliant DCSD Nutrition Services Agreement to the new facility. Please note that the Kitchen/Receiving/Delivery/Service Area is included in the PK–5 facility, as referenced on page 6, Section 2.f, of the Facilities Master Plan. ”

2.2 How the plan will comply with insurance and liability issues

Describe how the school will provide food services to students.

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

3.1 If offering a nutrition program offered by a School Food Authority, the applicant should affirm that the school will use federal Free and ReducedLunch (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. ”

1.2 How the plan will comply with insurance and liability issues

Describe how the school will provide transportation services to students, including field trips.

“ 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. ”

N. Facilities

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

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.

2.3 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

Facility Options

“ The attached Facilities Master Plan provides the detailed project timeline. While the document was developed last year, the sequence of milestones remains unchanged and has been adjusted forward by one year to reflect the current charter application schedule. It includes the following:

- +Site Selection: By the end of summer 2025 (now 2026), we aim to finalize the selection of a site.
- +Secure Financing: Once the charter application is approved and a site has been selected, Renaissance will begin the work necessary to secure financing via the municipal bond market or bank loan.
- +Construction/Retrofit: Construction is planned for 64 weeks (plan dates are now 2027 - 28).

The facility will meet all necessary zoning and fire code requirements to ensure the safety of our students, staff, and visitors. We will also ensure compliance with ADA regulations, ensuring accessibility for all students. Should there be any delays in securing the primary site, we have identified backup sites in the immediate Castle Rock area that meet our criteria for space, accessibility, and zoning.

Contingency Plan

In the event that our primary facility options do not come to fruition, we will execute a contingency plan to ensure the school can open as planned. We will immediately pursue secondary site options in the same area, with a focus on ensuring the space meets the program’s needs and adheres to the same zoning and fire safety standards. Additionally, we are prepared to engage in temporary leases or temporary/modular structures if necessary to accommodate the growing student population until a permanent facility is secured.

By taking these steps, we are confident that Renaissance will be able to provide an exceptional educational environment

for our students, supporting both short-term needs and long-term growth.

Note on Capital Costs, Facilities, and Financing

Renaissance plans to finance the new facility through tax-exempt bonds or bank financing arranged via the RSS Building Corporation. Detailed construction cost estimates and the final capital financing plan cannot be completed until charter approval is received and financing can be secured. Upon approval, competitive bids will be solicited from qualified contractors. The selected contractor will collaborate with the Renaissance team to develop a market-based final budget that accounts for labor, material, and seasonal conditions at the time of bidding. A contingency reserve will be included in the financing structure.

All one-time capital construction costs, land acquisition, and facility development expenses will be funded through this separate plan via the RSS Building Corporation and are therefore excluded from the operational budget submitted with this application. This separation keeps the operational budget focused solely on recurring educational costs and aligns with Colorado Department of Education and DCSD requirements. ”

2.4 Discuss plans for ensuring student safety and security, including anticipated costs.

Facility Options

“ The safety of our students and staff is of the utmost importance. We plan to implement comprehensive security measures at the facility, including:

- +Controlled Access: Secure entry points with ID-check systems and staff monitoring.
- +Surveillance: High-definition cameras at key entry points and common areas.
- +Emergency Protocols: Detailed emergency preparedness plans, including fire drills, lockdown procedures, and first aid training for staff.
- +Exterior Lighting: Sufficient exterior lighting to ensure safety during evening and early morning hours.

Anticipated costs for these safety measures will be included in the overall construction budget for the school facility, and a contingency fund will be set aside for unanticipated security needs. ”

1.1 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.

Needs Assessment

“ 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 (see attached). This plan will translate Renaissance’s longterm 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.

Note on Capital Costs, Facilities, and Financing

Renaissance plans to finance the new facility through tax-exempt bonds or bank financing arranged via the RSS Building Corporation. Detailed construction cost estimates and the final capital financing plan cannot be completed until charter approval is received and financing can be secured. Upon approval, competitive bids will be solicited from qualified contractors. The selected contractor will collaborate with the Renaissance team to develop a market-based final budget that accounts for labor, material, and seasonal conditions at the time of bidding. A contingency reserve will be included in the financing structure.

All one-time capital construction costs, land acquisition, and facility development expenses will be funded through this separate plan via the RSS Building Corporation and are therefore excluded from the operational budget submitted with this application. This separation keeps the operational budget focused solely on recurring educational costs and aligns with Colorado Department of Education and DCSD requirements. ”

2.2 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.

Facility Options

“ The Facilities Master Plan includes a facilities needs assessment that is designed to provide an optimal learning environment conducive to the Renaissance educational model, while allowing for the growth of our student population as we expand.

Renaissance is working with a local commercial real estate agent to identify and secure a site for the new elementary campus. Based on our needs assessment and work with RB+B Architects, we are currently considering potential properties within the Castle Rock area.

Though a site identified as a best fit long-term is around 60 acres, a smaller site will be sufficient for the current PK-5 needs. Therefore, we are considering smaller site options that may provide nearby expansion areas for future program extensions in close proximity. Given the competitive nature of land sales in the area, specific property details are not disclosed herein, but will be shared at the appropriate time, once negotiations have advanced.

Renaissance 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). ”

2.1 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.

Facility Options

“ Renaissance plans to construct a 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 operational budgets submitted with this application include only recurring operational costs. It incorporates anticipated debt service/lease payments and ongoing maintenance costs based on current run rates at the existing Renaissance facility. All one-time capital construction costs, land acquisition, and build-out expenses are excluded

from the operational budget and will be addressed through separate construction financing once charter approval is received. ”

O. Waivers

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

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 30.5101, C.R.S.). More information about waivers can be accessed on [CDE's waiver webpage](#)

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.

Non-Automatic Waivers of STATE Policy

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.

No answer provided

Upload any documents that support the requirement of this application element

File Upload

[Renaissance Secondary -DCSD Automatic Waiver requests.pdf](#)Appendix A3.41

[Renaissance Secondary DCSD Non-Automatic Waiver Requests .pdf](#)Appendix A3.41

P. Student Discipline, Expulsion, or Suspension

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.

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 is part of the discipline support team for students who have disabilities. Behavior plans are in place and updated as necessary. Manifestation Determination Hearings are 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.

The elementary-level Assistant Principal will have the primary responsibility for student discipline. Renaissance's discipline, suspension, and expulsion processes are governed by DCSD BOD Policy JKD/JKE and other relevant DCSD policies. "

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

File Upload

[DCSD Code of Conduct.pdf](#)Appendix A3.42

[Habits of Crew.pdf](#)Appendix A3.42

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 onesize-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 circumstances. "

Q. Serving Students with Special Needs

This section addresses how the school will meet the needs of a variety of “special needs” students who may enroll at the school. Specific research-based instructional programs, practices and strategies should be employed to produce a continuum of services to help ensure academic success for all students that is supported by good assessments.

Program Administration

- Explains how the assessment system will enable the school to identify students with special needs and how the student and teacher daily schedules provide adequate time for services and supports.
- Describes the strategies for serving students with special needs and how the program will be implemented and overseen. Identifies the number and type of instructional or other staff that will teach or support special needs students, including contracted service providers.

Students with Individualized Education Plans IEPs and 504 Plans

Programming

- A continuum of services designed to meet ongoing student needs is clearly described.
- Service models demonstrate that students are provided specialized instruction according to their identified needs while they are ensured access to the general education curriculum with non-disabled peers to the greatest extent possible.
- A plan for communication to teachers and staff regarding student needs for accommodations is in place. A plan for oversight to monitor compliance is fully described.

Staffing

- Teachers and related service providers are identified and budgeted for according to required staffing levels.
- From date of hire, staff hold required CDE endorsements for their role at all times.
- Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed.
- Staff receive ongoing mentoring, coaching, and professional development specific to their practice.

Budget

- Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.

Response to Intervention (RtI/MTSS)

Programming

- A plan or structure is in place for monitoring all students for academic, social-emotional, and/or health concerns.
- Universal screening processes are in place, and targeted and intensive interventions are readily accessible to students.

Staffing and Budget

- Screening, assessment and progress monitoring materials are included in budget, and trained staff are available to conduct and review the screening, assessment and progress monitoring.

Multi-Language Learners (MLLs)

Programming

- Provides the implementation plan for meeting the needs of English Learners that supplements the general education curriculum, instruction, and assessment strategies. This includes the qualification process for services, model for direct instruction, type and frequency of progress monitoring, parent and family communication, process for exiting students from the program, and continued evaluation of programming to ensure students are successfully served.
- A plan for oversight to monitor compliance is fully described.
- If the district is under court order to provide mandated services for English Learners, describes the process following the terms of the law.

- Provides the plan for meeting the needs of English Learners that support and supplement the current curriculum and instructional strategies. This includes the qualification process for services, the frequency of progress assessments, how parents will be notified, how the school will exit students from the program, and continued evaluation of the program to ensure students are successfully served.

Staffing

- Teachers and related service providers are identified and budgeted for according to required staffing levels;
- Staff hold required CDE endorsements for their role at all times;
- Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed;
- Staff receive ongoing mentoring, coaching, and professional development;

Budget

- Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.

Gifted & Talented Students (GT)

Programming

- Provides the implementation plan for meeting the needs of gifted learners that supplements the general education curriculum, instruction, and assessment strategies. This includes the identification process, planning for service provision and instruction, type and frequency of progress monitoring, parent and family communication, and continued evaluation of programming to ensure students are successfully served.
- A plan for oversight to monitor compliance is fully described.

Staffing

- Teachers and related service providers are identified and budgeted for according to required staffing levels;
- Staff hold required CDE endorsements for their role at all times;
- Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed;
- Staff receive ongoing mentoring, coaching, and professional development.

Budget

- Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.

At-Risk Students

- Describes interventions and strategies to bring low performing and credit deficient students up to grade level and the anticipated areas of support students will need.

3.1 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.

Budget Narrative for Serving Students with Special Needs

“ The budget meets the criteria for the authorizer ratio requirements as follows:

SPED Teachers 1:25

Speech Language Pathologists 1:30

Social Workers / Psychologists 1:700 (elementary)

Occupational Therapists 1:30

ELD: 1:30

The budget allows for nine special education team members, well in excess of required compliance ratios.

There is not a specific GT ratio required by the authorizer. Because Renaissance and EL Education programming tend to attract a large number of students identified as GT and both the secondary school and the current elementary magnet school have a large population of GT learners, the budget provides for a full-time GT Facilitator, in excess of currently demonstrated ratios in DCSD, which are staffed at a base level of a .5 GT coordinator for the elementary level.

As is true at the current school, Renaissance'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. ”

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

Staffing

“ 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

ELD: 1:30 ”

2.4 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.

Staffing

“ 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.

Gifted and Talented: Students who are identified as gifted and talented will have access to advanced coursework and schedule adjustments that allow them access to that coursework. The individualized nature of ALPs means that the specific practices selected for a given student may vary according to their specific needs.

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. ”

1.2 Describe how the charter school will implement programming and provide oversight for each of the groups listed: 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.

Programming

“ 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.

All students who benefit from specialized plans 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 complete DCSD Essentials training and are evaluated by the school leader. The principal will provide direct oversight to ensure the delivery of services for all groups, and specialized instruction for special education students.

In academic areas, universal assessments such as iReady will be utilized to help identify students who may benefit from additional support. When data shows a student may need additional support, the school's MTSS team will review data, investigate potential root causes, and implement appropriate strategies, working with families and reviewing data to determine the success of interventions and/or whether a student should be referred for special education services.

Multilingual Learners are typically identified by families upon enrollment and registration. The school's ML teacher provides additional testing via WIDA to ensure identification and progress monitoring are in place.

Renaissance will implement a comprehensive family engagement plan for Multilingual Learner (ML) families that aligns

with ESSA Title III and Colorado ELPA requirements. We will provide timely notifications and school communications in families' home languages through auto-translate features on FinalSite, the district's parent communication platform. Qualified interpreters will be contracted through Argo as needed for parent meetings, including IEP discussions. In addition, the school will offer ongoing outreach activities such as family literacy events, workshops on supporting English language development and academic achievement, and culturally responsive opportunities for parent collaboration, ensuring ML families receive meaningful information and are equipped to support their children's success.

Section 504 accommodations will be provided by general education teachers with support from the counseling team 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 through their Advanced Learning Plan. Progress monitoring and end-of-year assessments will align with DCSD's timeline and process. Identification of students for GT will also follow DCSD's processes inclusive of universal screening and procedures for identification, talent pool, and implementation of an Advanced Learning Plan.

Instructional programming for gifted learners emphasizes differentiation, acceleration, and increased depth of learning aligned with National Association for Gifted Children standards. Practices such as curriculum compacting, flexible grouping, and emphasizing higher-order thinking and inquiry-based instruction promote critical thinking and problem solving. Gifted learners are provided opportunities for independent and self-directed learning as a complement to the EL Education curriculum, which emphasizes complexity and depth rather than grade-level coverage.

Struggling students who have not been identified as having a learning disability will be referred to the MTSS process for review and identification of appropriate interventions. The MTSS process is explained in more detail elsewhere in this application. ”

2.1 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.

Staffing

“ 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. All staff will hold required CDE endorsements for their role at all times.

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.

The elementary team will utilize Professional Development resources for GT programming and support, such as the Depth and Complexity training, which is provided by DCSD. The entire elementary staff will be provided training on the characteristics of gifted learners, strategies for supporting gifted learners in the classroom, and gifted identification criteria. ”

2.2 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.

Staffing

“ 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. ”

1.1 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.

Programming

“ The Renaissance K-12 team will continue to follow the timelines and processes outlined by the Douglas County School District for identification, progress monitoring, redesignation, 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.

”

1.3 Provide a plan for implementation (see attachment for requirements)

Programming

“ Note: No referenced attachment was visible to Renaissance at the time of application submission.

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. Coteaching 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 provides SEL programming specifically tailored to identified needs of gifted learners through small group programming and the school’s Advisory Crew program. The school will also support GT students in fostering a growth mindset by providing opportunities for creativity, problem-solving, and leadership development. A 1.0 FTE GT Facilitator is included in all three budget scenarios.

Families are an integral part of the GT process; communication during screening, identification, and development and monitoring of the student’s ALP will be implemented. Families are asked to provide input annually as students work to

update their ALPs.

Renaissance will follow DCSD's process for identification of GT students inclusive of universal screening and referral processes.

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. A .5 FTE CDE/ML/EL teacher is included in all three budget scenarios.

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). 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).
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: **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.

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.

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.

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.

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.

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.

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. "

3.2 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.

Budget Narrative for Serving Students with Special Needs

" 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. "

R. Dispute Resolution Process

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.

This section reflects the school's understanding of and compliance with C.R.S. 2230.5 107.5, 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.

1. Describe how the school's proposed dispute resolution process is aligned with statutory requirements CRS 2230.5107.5) should an issue arise between the charter school and its chartering school district authorizer.

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

S. School Management Contracts

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.

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.

1.6 Performance of the management company evaluation tool

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

1.2 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. "

1.7 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.

File Upload

[No School Management Contracts.pdf](#) Appendix A3.43

2.2 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.

EMP Track Record

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

2.3 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.

EMP Management Plan

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

1.5 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. "

1.4 Provide evidence that the management contract is negotiated at arm^{1/4}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. ”

2.1 Explains the process by which the ESP/service provider was selected.

EMP Selection

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

1.1 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. ”

1.3 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. ”

2.4 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. Provides clear evidence that the ESP/service provider is authorized to conduct business in Colorado.

Legal and Contractual Relationship with EMP

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

Appendices

A2.1

[2026 Renaissance Charter Application Assurance Checklist.pdf](#)

A3.1

[Steering Committee Roster.xlsx](#)

A3.2

[Projected Subgroup Enrollment_RSS.xlsx](#)

[Projected Subgroup Enrollment.xlsx](#)

A3.3

[Board Roster.xlsx](#)

A3.4

[Steering Committee Roster.xlsx](#)

[Amy Stuart Resume.pdf](#)

[BP_Resume_2026.pdf](#)

A3.5

[Steering Committee Roster.xlsx](#)

A3.6

[Amy Stuart Resume.pdf](#)

A3.7

[Board Roster.xlsx](#)

A3.8

[Five-Year Enrollment Projections Renaissance.xlsx - Sheet1.pdf](#)

[Five-Year Enrollment Projections \(1\).xlsx](#)

A3.9

[Renaissance Board Roster 2026.pdf](#)

[Board Roster.xlsx](#)

A3.10

[Board Roster.xlsx](#)

A3.11

[2026 REMS Application & Waitlist Data .pdf](#)

A3.12

[Letters of Intent to Enroll \(LOI\) RSS.xlsx - Sheet1.pdf](#)

A3.13

[Rising Star - Renaissance Letter of Support.png](#)

[Support Letter_RTCL - Community Org.pdf](#)

[Indigo Oak Fund_ Letter in support of RSS expansion .pdf](#)

[Renaissance Support Letter from CCO.pdf](#)

[Crib Tales Photography LOS.pdf](#)

[Ewers Architecture_LOS.pdf](#)

[Letter of Support For RenSec Expansion - Pencil 9.pdf](#)

[RSS community impact.pdf](#)

[EL Education Letter of Support.pdf](#)

[Letter of Support For RenSec Expansion - HCM - March 2025 \(1\).pdf](#)

[Renaissance Support Letter 3_25 \(1\).pdf](#)



Jaime Hinrichs
Rising Star Performing Arts
680 Atchison Way, #100
Castle Rock, CO.
80109

To Whom It May Concern:

I am writing to express my enthusiastic support for the expansion application of the Renaissance Secondary Magnet School. As the owner of Rising Star Performing Arts in Castle Rock, I have had the privilege of observing the incredible work that Renaissance Secondary Magnet School has done for its students, faculty, and the broader community. This school's commitment to providing a rigorous, personalized education in an environment that nurtures both academic and social-emotional growth is truly exceptional.

The proposed expansion of the school is a critical step toward ensuring that Renaissance Secondary Magnet School can continue to serve the needs of its growing student population. The school's innovative approach to education—one that emphasizes inquiry-based learning, real-world experiences, and a strong focus on developing student leadership and critical thinking skills—sets it apart from traditional educational models. The expansion would allow the school to reach even more students who would greatly benefit from this unique learning environment.

I fully support this application for expansion and believe that it will have a long-lasting and positive impact on the students and families it serves, as well as on the broader educational community. I am confident that with this expansion, Renaissance Secondary Magnet School will continue to provide the high-quality education that our community needs and deserves.

Thank you for considering this important application. Please do not hesitate to reach out if you need any additional information or further support from my end.

Sincerely,

Jaime Hinrichs
Rising Star Performing Arts- Owner

📞 303-570-0856

📍 680 Atchinson Way #100
Castle Rock, CO. 80109

✉️ jaime@risingstarperformingarts.com

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[Letters of Intent to Enroll Summary 3.31.26.pdf](#)

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[Community engagement answer.pdf](#)

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[RSS 2026-2027 Calendar FINAL .pdf](#)

[Contact Time_ Sample Bell Schedule_ 2nd Grade \(1\).pdf](#)

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[Assessment Plan.pdf](#)

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[Assessment Plan.pdf](#)

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[5 YEAR_NO GSC Grant_RK12_FINAL.xlsx](#)

[5 YEAR_WITH GSC Grant_RK12_FINAL.xlsx](#)

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[5 YEAR_Contingency .85_NO GSC Grant_RK12_FINAL.xlsx](#)

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[Renaissance Grant History.pdf](#)

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[5 YEAR_Contingency .85_NO GSC Grant_RK12_FINAL.xlsx](#)

[5 YEAR_NO GSC Grant_RK12_FINAL.xlsx](#)

[5 YEAR_WITH GSC Grant_RK12_FINAL.xlsx](#)

[FY24-25 Charter Budget Application.xlsx](#)

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[Policy 403 - Procurement.pdf](#)

[Policy 402 - Financial and Accounting Control Policy.pdf](#)

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[Renaissance Uniform Budget Summary_2025-26.pdf](#)

[Adopted Budget_2025-26.pdf](#)

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[Renaissance Grant History.pdf](#)

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[Renaissance Secondary School Board of Directors_Conflict of Interest Certification.pdf](#)

[Charter BOD Oath of Office Form.pdf](#)

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[Articles-of-Incorporation.pdf](#)

[RSS-Bylaws-5-15-18.pdf](#)

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[Brittnee Pierse Resume 2026.pdf](#)

[Dr. Amy Stuart Resume 2026.pdf](#)

[Dr. Shannon Andrus Resume 2026.pdf](#)

[Ryan Stuart Resume 2026.pdf](#)

[Scott Mengel Resume 2026.pdf](#)

[Tim Reckseen Resume 2026.pdf](#)

[2026 Renaissance Secondary Board Of Directors Biographies .pdf](#)

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[Renaissance - Elementary Assistant Principal Job Description.pdf](#)

[Renaissance - Elementary Math Interventionist Job Description.pdf](#)

[Renaissance - Elementary Reading Interventionist Job Description.pdf](#)

[Renaissance - Elementary School Principal Job Description.pdf](#)

[Renaissance - Elementary Teacher Job Description.pdf](#)

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[Pre-K - 12 Renaissance Secondary Org Chart - Org Chart.pdf](#)

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[2025-26 Employee Handbook \(FINAL\).pdf](#)

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[2025 Coverage Binder - Renaissance Secondary School.pdf](#)

[2025 Member Coverage Packet - Renaissance Secondary School.pdf](#)

[The Hartford - Workers Comp.pdf](#)

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[The Hartford - Workers Comp.pdf](#)

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[Charter Expansion Intent__ Renaissance.pdf](#)

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[Amended Policy # 501 - Enrollment Policy_03.12.25.pdf](#)

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[Amended Policy # 501 - Enrollment Policy_03.12.25.pdf](#)

[Charter Expansion Intent__ Renaissance.pdf](#)

[DCSD Online Registration.pdf](#)

[OLR Email to OOD Families 26-27 \(Secondary Communication as a sample\).pdf](#)

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[Renaissance K-12 Facilities Master Plan.pdf](#)

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[Renaissance K-12 Facilities Master Plan.pdf](#)

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[Renaissance Secondary -DCSD Automatic Waiver requests.pdf](#)

[Renaissance Secondary DCSD Non-Automatic Waiver Requests .pdf](#)

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[Renaissance Secondary -DCSD Automatic Waiver requests.pdf](#)

[Renaissance Secondary DCSD Non-Automatic Waiver Requests .pdf](#)

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[DCSD Code of Conduct.pdf](#)

[Habits of Crew.pdf](#)

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[No School Management Contracts.pdf](#)