

2021-2022 Action Plan

RENAISSANCE ARTS ACADEMY A CHARTER PUBLIC SCHOOL

MISSION

Renaissance Arts Academy, a charter public school, cultivates autonomous scholarship in an ensemble setting by providing an integrated classical curriculum with a performing arts emphasis focused on collaborative music, dance and design disciplines. RenArts welcomes students from all backgrounds, developing 21st Century Renaissance citizens through deep academic inquiry, flexible small-group instruction, and professionally-guided arts training. All programs are tuition-free. Admission is by lottery.

VISION

All RenArts students will graduate from high school with viable post-secondary opportunities to succeed in college, career and community. Graduates will synthesize intellectual curiosity, academic discernment, and artistic discipline as they engage with the world, contributing both individually and collaboratively to an inclusive and hopeful future for all.

GOALS

- To build a successful and sustainable public school program that activates artistic discipline as an alternative gateway to powerful literacy and academic excellence by:
- Integrating arts, sciences, mathematics and humanities in a diversely-accessible curriculum that engages both students and faculty in a process of ongoing intellectual inquiry.
- Implementing a school-wide instructional approach with highly-effective faculty teams leading flexible, multi-age groups through in-depth study of classical texts and challenging independent analysis.
- Establishing a cohesive TK-12 course of study that supports small-group pacing and long-term student success measured across a multi-year trajectory.
- Bringing together a cross-section of L.A.'s diverse ethnic, economic and cultural populations in an ensemble-based environment that cultivates mutual respect, collaboration, personal commitment, and accountability.
- Helping students develop the individual and ensemble performance skills that build self-discipline, motivation and personal responsibility in all areas of their lives.
- Allowing students to discover through service that art is more than a means of individual expression – it is a call to generosity of spirit, a powerful means of communication, and a commitment to community involvement.
- Nurturing whole-family participation in the learning/teaching continuum by inviting parents into the schoolwide community of arts and inquiry to grow as effective mentors and coaches to their children.
- Celebrating Southern California's rich culture by promoting mutually beneficial relationships with schools, neighborhood associations, arts organizations, business coalitions, foundations, and institutions of higher education.
- Developing a vital community of professional artists and intellectuals who collaborate with traditionally credentialed teachers in a partnership dedicated to mentoring the next generation of intellectual and creative leaders.

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RENAISSANCE ARTS ACADEMY does not charge tuition, is nonsectarian in admission policies, programs, employment practices, and all operations, and does not discriminate on the basis of ethnicity, national origin, religion, gender, sexual orientation, disability, or any other basis.

RENAISSANCE ARTS ACADEMY

EXPECTED SCHOOLWIDE LEARNING RESULT

“ESLR”

Renaissance Arts Academy has a single ESLR that applies to all subject areas

RENAISSANCE ARTS ACADEMY STUDENTS WILL BECOME

**AUTONOMOUS SCHOLARS
IN THEIR PURSUIT OF
POWERFUL LITERACY
IN ALL ACADEMIC AND ARTISTIC ENDEAVORS.**

I. Autonomous Scholarship develops Lifelong Learners:

- **Critical thinkers** who explore a wide range of texts and media in diverse genres.
- **Effective communicators** who speak, listen and write with clarity and purpose in a multilingual, multicultural world.
- **Responsible community members** who demonstrate leadership and collaborative skills in pursuit of intellectual, societal and artistic goals.

II. Powerful Literacy provides Educational Equity:

RenArts’ program design proceeds from the belief that all students, including those at educational disadvantage, learn best from learning experiences that are accelerated rather than remediative, reflecting high-level thinking and content for learners at all levels. RenArts’ objective is powerful literacy in all subjects, as set forth by Patrick J. Finn in *Literacy With an Attitude: Educating Working-Class Children in Their Own Self-Interest*. Rooted in the pioneering research of Paulo Freire, this concept distinguishes between the ‘functional literacy’ of a domesticating education and a ‘powerful literacy’ that can expand political and sociological horizons. By building on students’ innate tendency to question, honing their ability to reason critically, instilling discipline through arts training, and educating them to communicate through explicit, context-independent language, **RENAISSANCE ARTS ACADEMY** provides all learners with access to the linguistic, intellectual, and creative skills needed to be full participants in the communities of academic, artistic and political discourse.

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ACTION PLAN ITEM #1

Increase family/caregiver participation in school-wide mathematics inquiry and discussions.

Discussion:

As the Sarah Eason notes in, “Review the Family Math Literature: Recommendations for Practice, Policy and Research”, “Parents’ attitudes and expectations about math are some of the strongest and most consistent family-related predictors of children’s math achievement. In order to support families in developing a positive, confident approach to mathematics is necessary.

Rationale:

- Involving families in students’ study increases student confidence.
- Providing the larger community access to RenArts’ instructional resources supports student learning

Annual Goals and Benchmarks:

- Increase literacy learning supports during the school day.
- Increase literacy learning supports in after-school enrichment programs.

ESLR’s Addressed: All

Assessment and Reporting:

- Parent Symposium Attendance
- Parent response rate on Mathematics Interests/Concerns Survey
- Percentage of parents reporting attending 2 or more school activities/performances
- Attendance Rate
- Cohort Middle School Drop-out Rate
- Cohort High School Drop-out Rate

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Action Steps	Related Tasks	Persons Responsible	Resources	Timeline	Means to Assess Improvement	Methods to Report
<i>1. Provide regular evening family mathematics symposia.</i>	<ul style="list-style-type: none"> • Develop symposia curricula • Calendar symposia 	<ul style="list-style-type: none"> • All Staff 	<ul style="list-style-type: none"> • Professional Development Meetings • Professional Development Institute 	2021/22	<ul style="list-style-type: none"> • Parent attendance reports 	Staff report to Directors
<i>2. Provide access to a library of mathematics exploration resources.</i>	<ul style="list-style-type: none"> • Curate resources • Develop means of distributing resources 	<ul style="list-style-type: none"> • Staff • Academic Director 	<ul style="list-style-type: none"> • Professional Development Meetings 	2021/22	<ul style="list-style-type: none"> • Parent resource library reports 	Staff report to Academic Director

ACTION PLAN ITEM #2

Increase students' ability to reason mathematically and to effectively communicate mathematical analyses across content contexts.

Discussion:

Students' ability to engage in thoughtful, creative and effective reasoning is essential to approaching non-conventional problems and unexpected intellectual challenges. Instructional experiences that are freed from descriptive, structural, and temporal constraints enable students and advisors to explore mathematics from a variety of perspectives. Moving into the next phase of curricular development, RenArts is poised to capitalize on the instructional staff's demonstrated subject matter expertise to strengthen content integration and meet the challenge of California's Common Core Standards for Mathematics to provide for, "...learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding." RenArts' expansion to TK-5 will facilitate research into those learning experiences necessary to building all students' confidence and efficacy with key mathematical concepts and procedures.

Rationale:

- Having provided early access to algebraic concepts as the basis (rather than a ceiling) for mathematics study RenArts can capitalize on the shared understanding to build an integrated approach to mathematics.
- Common Core Standards provide a new platform for increased integration of mathematical thinking in all content areas.
- Self Study indicates a need to direct mathematics learning toward longer-term goals - college level mathematics, quantitative analysis, representative abstraction.
- Self Study indicates a need to provide students multiple opportunities to encounter and deepen understanding of mathematical concepts.

Annual Goals and Benchmarks:

- Student confidence and facility with mathematics will improve as measured by college mathematics readiness measures (EAP, SAT, ACT, etc.).

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- Students' facility with mathematical reasoning will improve as measured through student writing and standardized tests results.

ESLR's Addressed:

Autonomous Scholarship as evidenced by: Critical Reading, Effective Communication, Productive Community Participation, Skilled Problem Solving

Assessment and Reporting:

- Standardized Test Results
- Teacher Authored Assessment
- Student Work

Action Steps	Related Tasks	Persons Responsible	Resources	Timeline	Means to Assess Improvement	Methods to Report
1. Implement and revise Integrated Mathematics approach to instruction	<ul style="list-style-type: none"> • Design UC coursework • Identify instructional materials • Create instructional materials 	<ul style="list-style-type: none"> • Math Staff • Science Staff • Academic Director 	<ul style="list-style-type: none"> • Faculty Meetings • PD Meetings 	Annually	<ul style="list-style-type: none"> • Courses approved by University of California 	Math and Science staff report to Academic Director
2. Ready program for analysis of CAASP test results in math and CST in science	<ul style="list-style-type: none"> • Cross-reference SBAC results to in-class formative assessments. • Cross-reference standards including CC with SAT, ACT and EAP assessed concepts 	<ul style="list-style-type: none"> • Math Staff 	<ul style="list-style-type: none"> • Faculty Meetings • PD Meetings 	Annually	<ul style="list-style-type: none"> • SBAC results • In-class essay results 	Math staff report to Academic Director
3. Identify needed skills/concepts to be presented across the curriculum	<ul style="list-style-type: none"> • Identify critical strategies • Identify cross curricular contexts and 	<ul style="list-style-type: none"> • Math Staff • Science Staff 	<ul style="list-style-type: none"> • Faculty Meetings • PD Meetings 	Annually	<ul style="list-style-type: none"> • Humanities strategies incorporated into math and science experiences 	Math staff report to Academic Director

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	approaches for the presentation of mathematics concepts					
4. Identify skills/concepts presented in EAP, ACT, and SAT subject tests to be integrated into instructional experiences.	<ul style="list-style-type: none"> • Develop materials for exploring concepts presented on standardized assessments as aligned to RenArts curriculum. 	<ul style="list-style-type: none"> • Math Staff • Academic Director 	<ul style="list-style-type: none"> • Faculty Meetings • PD Meetings 	Annually	<ul style="list-style-type: none"> • Materials distributed and in use. 	<ul style="list-style-type: none"> • Academic Director report to Board of Trustees • Academic Director report to District Oversight Officials
5. Develop and refine instructional support materials that address advanced mathematics concepts	<ul style="list-style-type: none"> • Prepare additional math study opportunities for students requiring additional support 	<ul style="list-style-type: none"> • Math Staff • Academic Director 	<ul style="list-style-type: none"> • Faculty Meetings • PD Meetings 	Annually	<ul style="list-style-type: none"> • Support materials prepared and distributed 	Math and Science staff report to Academic Director

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ACTION PLAN ITEM #3

Increase students' ability to engage in authentic, integrated science inquiry.

Discussion:

According to *Science For All Americans*, "...science literacy requires understandings and habits of mind that enable citizens to grasp what those enterprises are up to, to make some sense of how the natural and designed worlds work, to think critically and independently, to recognize and weigh alternative explanations of events and design trade-offs, and to deal sensibly with problems that involve evidence, numbers, patterns, logical arguments, and uncertainties."

Rationale:

- Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects call for an integrated approach to developing scientific literacy.
- Evolution of school-wide integrated approach to instruction provides an opportunity to structure learning experiences to focus on student inquiry.

Annual Goals and Benchmarks:

- Students will utilize the habits of mind and analytical tools necessary to study problems and examine solutions of their own devising.
- By June 2018 there will be a 5% aggregate increase in the number of students scoring proficient or above on CAASP and science assessments.
- Prepare for implementation of Integrated Learning Progression for California Next Generation Science Standards

ESLR's Addressed:

Autonomous Scholarship as evidenced by Critical Reading, Effective Communication, Skilled Problem Solving

Assessment and Reporting:

- Teacher authored assessment
- CAASP
- Student work

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Action Steps	Related Tasks	Persons Responsible	Resources	Timeline	Means to Assess Improvement	Methods to Report
1. Expand analysis of standardized test results in CAASP and CST in science	<ul style="list-style-type: none"> • Cross-reference CAASP and CST results to in-class formative assessments. • Cross-reference standards with SAT, ACT and EAP assessed concepts 	<ul style="list-style-type: none"> • STEM Staff 	<ul style="list-style-type: none"> • Professional Development Meetings 	Annually	<ul style="list-style-type: none"> • CAASP/CST results • In-class written assignments 	STEM staff report to Academic Director
2. Implement integrated approach to designing learning experiences	<ul style="list-style-type: none"> • Identify strategies critical to curricular cohesion • Identify cross curricular contexts and approaches for the presentation of science concepts 	<ul style="list-style-type: none"> • All Staff • STEM Staff 	<ul style="list-style-type: none"> • Professional Development Meetings 	Annually	<ul style="list-style-type: none"> • Humanities strategies incorporated into science learning experiences 	STEM staff report to Academic Director
3. Develop instructional support materials that address advanced science concepts for grades TK-5	<ul style="list-style-type: none"> • Prepare additional science study opportunities for students requiring additional support 	<ul style="list-style-type: none"> • STEM Staff • Academic Director 	<ul style="list-style-type: none"> • Professional Development Meetings 	Annually	<ul style="list-style-type: none"> • Support materials prepared and distributed 	STEM staff report to Academic Director
4. Plan for student-designed investigation opportunities	<ul style="list-style-type: none"> • Support student-led inquiry projects 	<ul style="list-style-type: none"> • STEM Staff • Academic Director 	<ul style="list-style-type: none"> • Materials • Faculty time 	On-going	<ul style="list-style-type: none"> • Projects presented 	STEM staff report to Academic Director

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5. Implement and refine integrated science course work.	<ul style="list-style-type: none"> • Align curricula to revised Scope and Sequence 	<ul style="list-style-type: none"> • Science Staff • Academic Director 	<ul style="list-style-type: none"> • Faculty time 	On-going	<ul style="list-style-type: none"> • Courses completed and submitted 	Academic Director report to Board of Trustees
6. Identify skills/concepts presented in ACT, and SAT subject tests to be integrated into instructional experiences.	<ul style="list-style-type: none"> • Develop materials for exploring concepts presented on standardized assessments as aligned to RenArts curricular approach. 	<ul style="list-style-type: none"> • Science Staff • Academic Director 	<ul style="list-style-type: none"> • Professional Development Meetings 	Annually	<ul style="list-style-type: none"> • Materials distributed and in use. 	<ul style="list-style-type: none"> • Academic Director report to Board of Trustees • Academic Director report to District Oversight Officials

ACTION PLAN ITEM #4

Ensure 95% of 8th grade students who have been enrolled at RenArts for 4 or more years demonstrate A-G readiness through completion of pre-high school integrated mathematics program targeting Algebraic skills, completion of Latin Exploration program, and completion of three years of preparatory performing arts instruction in music and dance.

Discussion:

As several studies indicate, providing enriched, accelerated, intellectually and artistically challenging learning experiences for students in the middle school grades acknowledges their capacities, guarantees access to high-level curricula to all students, engages students, and improves school climate. (Kisida, D. and Bowen, B. *New Evidence of the Benefits of Arts Education*, Brown Center Chalkboard. 2019 and Pepper Rollins, S. *Learning in the Fast Lane*. 2014). Accelerated study of Algebraic principles and Latin across several years ensures all students speak, listen, and write with clarity and purpose, and use knowledge of Latin to increase mastery of their own language and the acquisition of new languages, and apply mathematical and analytical reasoning, precision, and communication to better understand and address the concerns of a complex world.

Rationale:

- Developing comfort and confidence with mathematics concepts early supports the study of more advanced topics.
- Integrating the study of mathematics and language allows students to access through areas of strength.

Annual Goals and Benchmarks:

- Attendance rate greater than 97%
- Cohort graduation rate 100%
- Cohort middle school dropout rate 0%

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- Smarter Balanced Results (see LCAAP)

ESLR's Addressed:

Autonomous Scholarship as evidenced by Critical Reading, Effective Communication, Skilled Problem Solving

Assessment and Reporting:

- Teacher authored assessment
- CAASP
- Student work

Action Steps	Related Tasks	Persons Responsible	Resources	Timeline	Means to Assess Improvement	Methods to Report
1. Algebraic Technique Practice	<ul style="list-style-type: none"> • Develop unique algebraic technique practice experiences 	<ul style="list-style-type: none"> • STEM Staff 	<ul style="list-style-type: none"> • Professional Development Meetings 	Annually	<ul style="list-style-type: none"> • CAASP/CST results • In-class written assignments 	STEM staff report to Academic Director
2. Latin Exploration	<ul style="list-style-type: none"> • Identify strategies critical to curricular cohesion • Identify cross curricular contexts and approaches for the presentation of mathematical and Latin language 	<ul style="list-style-type: none"> • All Staff • STEM Staff 	<ul style="list-style-type: none"> • Professional Development Meetings 	Annually	<ul style="list-style-type: none"> • Language analysis strategies incorporated into algebraic learning experiences 	Latin and mathematics staff report to Academic Director
3. Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities)	<ul style="list-style-type: none"> • Implement supports for students at all levels of learning 	<ul style="list-style-type: none"> • All Staff • Special Education Staff • Academic Director 	<ul style="list-style-type: none"> • Professional Development Meetings 	Annually	<ul style="list-style-type: none"> • Support materials and activities prepared and distributed 	staff report to Academic Director

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<i>to assist at-risk students as specified in RenArts charter</i>						
6. Performing Arts Programing	<ul style="list-style-type: none"> • Faculty will program a minimum of 10 hours weekly of performing arts instruction for all elementary and middle school students. 	<ul style="list-style-type: none"> • Arts Faculty • Academic Director 	<ul style="list-style-type: none"> • Professional Development Meetings 	Annually	<ul style="list-style-type: none"> • Schedules implemented 	<ul style="list-style-type: none"> • Arts faculty

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ACTION PLAN ITEM #5

Increase students' ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world through the development of an Integrated Social Studies Program.

Discussion:

The RenArts educational program emphasizes the development of powerful literacy in all subject areas through in-depth study of classical and contemporary materials, rigorous text analysis, and critical writing with an inter-disciplinary emphasis to deepen understanding of both specific subject content and broader conceptual themes. Because of RenArts' focus on powerful literacy and integrated instruction, it is uniquely positioned to provide students with additional routes to post secondary success through the development of integrated, longitudinally structured coursework. Consistent with RenArts' existing programs, an integrated approach to social studies course work will emphasize inquiry, collaboration, communication, analysis and reflection. Acceleration will be favored over unnecessary repetition and review, so that by the end of high school, every student is equipped with the skills necessary to engage in 21st century learning and creating.

Rationale:

- An integrated approach to social studies learning will better coordinate with Common Core Standards.
- An integrated approach to social studies learning will further develop RenArts' content integration and provide additional lenses through which students can examine multiple content areas.

Annual Goals and Benchmarks:

- Prepare integrated Social Studies coursework.
- Submit coursework integrated Social Studies coursework for A-G approval

ESLR's Addressed: All

Assessment and Reporting:

- Administrative and Staff Reports
- School Accountability Reports
- Board Meetings

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Action Steps	Related Tasks	Persons Responsible	Resources	Timeline	Means to Assess Improvement	Methods to Report
2. Analyze and refine current implementation of integrated approach to designing learning experiences	<ul style="list-style-type: none"> Identify strategies critical to curricular cohesion Identify cross curricular contexts and approaches for the presentation of social studies concepts 	<ul style="list-style-type: none"> All Staff Humanities Staff 	<ul style="list-style-type: none"> Professional Development Meetings 	Annually	<ul style="list-style-type: none"> Humanities strategies incorporated into science learning experiences 	Science staff report to Academic Director
2. Study California Common Core Standards: ELA and Literacy in History/Social Studies	<ul style="list-style-type: none"> Discuss Common Core Standards in Professional Development Review Scope and Sequence 	<ul style="list-style-type: none"> Staff Academic Director 	<ul style="list-style-type: none"> Professional Development Meetings 	On-going	<ul style="list-style-type: none"> Staff discussions and reflections 	Staff report to Academic Director
3. Plan for student-designed investigation opportunities	<ul style="list-style-type: none"> Support student-led inquiry projects 	<ul style="list-style-type: none"> Science Staff Academic Director 	<ul style="list-style-type: none"> Materials Faculty time 	On-going	<ul style="list-style-type: none"> Projects presented 	Science staff report to Academic Director
5. Revise integrated social studies course work and	<ul style="list-style-type: none"> Align curricula to revised Scope and Sequence 	<ul style="list-style-type: none"> Science Staff Academic Director 	<ul style="list-style-type: none"> Faculty time 	August 2023	<ul style="list-style-type: none"> Courses completed and submitted 	Academic Director report to Board of Trustees

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<i>submit to UC</i>						
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