

MEETING MINUTES

Name of Foundation: Renaissance Charter Schools, Inc.

Board Meeting: January 11, 2017

School(s) Present:

Renaissance Charter School at Wellington
 Renaissance Charter School at Pines
 Governors Charter Academy
 Hollywood Academy of Arts/Science
 School

Renaissance Charter School at Plantation
 Renaissance Charter School at Palm West
 Renaissance Charter School at West Palm Beach
 Renaissance Elementary Charter School
 Keys Gate Charter High School
 Duval Charter Scholars Academy
 Duval Charter High at Bay Meadows
 Duval Charter School at Bay Meadows

Duval Charter at Mandarin
 Duval Charter at Southside
 Duval Charter at Westside
 North Broward Academy of Excellence
 North Broward Academy of Excellence Middle School
 Renaissance Charter School at Flagler Center

Renaissance Charter School at Central Palm
 Renaissance Charter School at Cypress
 Renaissance Charter at University
 Hollywood Academy of Arts/Science Middle
 School

Renaissance Charter School at Poinciana
 Renaissance Charter School at Summit
 Renaissance Middle Charter School

Renaissance Charter School at St. Lucie
 Renaissance Charter School at Coral Springs
 Renaissance Charter School at Cooper City
 Renaissance Charter School at Crown Point
 Renaissance Charter at Hunter's Creek
 Renaissance Charter at Chickasaw Trail
 Renaissance Charter School at Tradition
 Four Corners Upper School
 Renaissance Charter School at Goldenrod
 Renaissance Charter School at Tapestry

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
January 11, 2017	11:01am	12:13pm	February 8, 2017	TBA	R. Weaver
Meeting Location:					
Renaissance Charter School at Chickasaw Trail, 8203 Valencia College Lane, Orlando, FL 32825					
Attended by:					
Board Members: Ken Haiko, Chairman Dennis Clark, Vice-Chairman Tom Wheeler, Director Margaret Wells, Director Absent: Shane Strum, Director John O'Brien, Director			Other Attendees: Teresa Brown, VP, CSUSA Zoie Saunders, VP, CSUSA Rita Weaver, Board Governance Manager Levi Williams, Board Attorney Meredith Ross, CSUSA		

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 11:01am with a Call to Order by Chairman Ken Haiko. Mr. Haiko thanked Principal Townsend for hosting. Roll call was taken and quorum established.

I. ADMINISTRATIVE

Approval of Minutes from December 8, 2016

- Chairman Haiko asked the Board to review the Renaissance minutes from the December 8, 2016 board meeting and to note any changes. The minutes stand.

MOTION: Motion was made by Dennis Clark and seconded by Tom Wheeler to approve the minutes from December 8, 2016 Renaissance Charter Schools, Inc. Board meeting. Motion was approved unanimously. (4-0, 2 absent)

II. CSUSA Reports

Enrollment

- Teresa Brown presented an Enrollment update for the entire Renaissance portfolio of schools which included:
 - The enrollment timeline for the upcoming 2017-2018 school year;
 - Current enrollment for the portfolio of Renaissance Charter Schools, Inc.; and
 - The new approach to creating customized marketing initiatives for individual schools based on enrollment needs.

Parent Survey-Fall 2016

- Zoie Saunders presented the Fall Parent Survey Results which included:
 - Review and comparison of the participation rate from (insert years reviewed);
 - School specific results in each category; and
 - Initiatives from Principal Baez and Principal Verdier highlighting their focus on survey participation at each of their schools.

III. NEW BUSINESS

Approval of ESOL/Out of Field Waivers

- The board was presented with the ESOL/Out of Field Waivers for all schools governed by Renaissance Charter Schools, Inc. (See attachment)

MOTION: Motion was made by Tom Wheeler and seconded by Margaret Wells to approve the list of ESOL/Out of Field Waivers, as presented. (see attachment) Motion was approved unanimously.

Duval Charter School at Baymeadows School Recognition Funds

- Principal Kimberly Stidham presented the SACs recommendation for the School Recognition Funds.

MOTION: Motion was made by Tom Wheeler and seconded by Dennis Clark to approve the Duval Charter School at Baymeadows School Recognition funds recommendations as presented to the board. Motion was approved unanimously.

Broward County Teacher Evaluation System

- LaShonda White and Meredith Ross presented the CSUSA Teacher Evaluation plan and Levi Williams, board attorney, recommended that the board approve the plan as presented and amended.

MOTION: Motion was made by Dennis Clark and seconded by Margaret Wells to approve the CSUSA Teacher Evaluation as presented and amended. Motion was approved unanimously

Florida Recognition Program

- Amanda Padierno-Delgado presented the recognition plan for Renaissance Charter School at Cooper City voted on by their SAC.

MOTION: Motion was made by Dennis Clark and seconded by Margaret Wells to approve the Renaissance Charter School at Cooper City School Recognition funds recommendations as presented to the board. Motion was approved unanimously.

- Daniel Verdier presented the recognition plan for Renaissance Charter School at Pines voted on by their SAC.

MOTION: Motion was made by Dennis Clark and seconded by Margaret Wells to approve the Renaissance Charter School at Pines School Recognition funds recommendations as presented to the board. Motion was approved unanimously.

IV. OLD BUSINESS

- Mr. Haiko called for a motion to add Governors Charter Accountability 2016-17 plan to the agenda.

MOTION: Motion was made by Margaret Wells and seconded by Dennis Clark to add the 2016-17 Governors Charter Academy Accountability plan to the agenda. Motion was approved unanimously.

- Meredith Ross presented the Governors Charter Academy 2016-17 Accountability plan and timeline to the board. The board discussed the plan and all questions were answered by Ms. Ross.

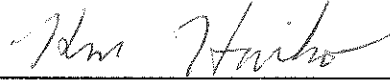
MOTION: Motion was made by Dennis Clark and seconded by Margaret Wells to approve the 2016-17 Governors Charter Academy Accountability plan. Motion was approved unanimously.

V. PUBLIC COMMENTS

- There were no public comments at this time.

VI. ADJOURNMENT

MOTION: Motion was made by Tom Wheeler and seconded by Dennis Clark to adjourn the Renaissance Charter Schools, Inc. January 11th, 2017 board meeting. Motion was approved unanimously.



Ken Haiko, Chairman

Date: 2-8-17



January 11, 2017

The School Advisory Committee along with the agreement of the faculty and staff have agreed to the use of School Recognition Funds granted from the 2015-2016 school year to be disbursed to faculty and staff from 2015-2016 school year who still remain employed with CSUSA as follows:

- Office staff (non-instructional personnel) would be eligible for \$200.00 each
- Facilities full-time would be eligible for \$100.00
- Facilities supervisor would be eligible for \$200.00
- The remaining funds would be divided equally between the certificated/instructional faculty, including administrators.

Ken Haiko, Chairman

Ken Haiko

FLORIDA'S SCHOOL RECOGNITION PROGRAM

BUDGET NARRATIVE TOOL FY17

Principal Name: Amanda Padierno Delgado

Bookkeeper: Cliff Boodram

School: Renaissance Charter School at Cooper City

Location Number: 5049

Complete Plan Narrative:

Funds are to be distributed to current Staff members who were staffed during the 2015-2016 school year, as well as those who may not be on staff currently due to an involuntary transfer.

- Full time staff members hired before January 1, 2016 will receive 1 full share.
- Part Time staff members hired before January 1, 2016 will receive ½ share.
- Full time staff members hired between January 1, 2016 and March 31, 2016 will receive ½ share.
- Part time staff members hired between January 1, 2016 and March 31, 2016 will receive ¼ share.
- IT Tech and Facilities are to be included within their respective category of full or part time and hiring date as listed above.

Detailed Information:

Please describe how a share will be calculated:

Shares will be calculated through a detailed and thorough review conducted by the Bookkeeper and Principal to ensure all staff members receive the appropriate allocated share in accordance with their date of hire and full-time, part-time status.

Non-Bonus Funds: Please specify type of items to be purchased along with dollar amount or percentages allocated for each object code:

Materials & Supplies (551000):

Textbooks (552000):

Please be specific in regards to equipment items to be purchased.

Equipment:

564100:

564200:

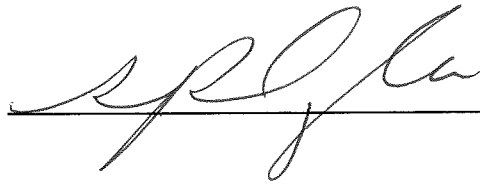
Software:

536000:

569200:

Other:

Principal's Signature



Date

12/15/16

School Advisory Council
Chairperson's Signature

Date

Executive Director School
Development Signature

Date

School Recognition Funds

Staff Ballot

June 10th, 2016

Proposal #1

Funds are to be distributed to current Staff members who were staffed during the 2015-2016 school year, as well as those who may not be on staff currently due to an involuntary transfer.

- Full time staff members hired before January 1, 2016 will receive 1 full share.
- Part Time staff members hired before January 1, 2016 will receive ½ share.
- Full time staff members hired between January 1, 2016 and March 31, 2016 will receive ½ share.
- Part time staff members hired between January 1, 2016 and March 31, 2016 will receive ¼ share.
- IT Tech and Facilities are to be included within their respective category of full or part time and hiring date as listed above.

Proposal #2

Funds are to be distributed to current Staff members during the 2015-2016 school year, as well as those who may not be on staff currently due to an involuntary or voluntary transfer.

- Full time staff members hired before January 1, 2016 will receive 1 full share.
- Part Time staff members hired before January 1, 2016 will receive ½ share.
- Full time staff members hired between January 1, 2016 and March 31, 2016 will receive ½ share.
- Part time staff members hired between January 1, 2016 and March 31, 2016 will receive ¼ share.
- IT Tech will receive ½ share.
- Facilities will receive 1 full share.

_____ I vote for Proposal #1.

_____ I vote for Proposal #2.

_____ None of the Above



2016-17 Accountability Plan

**4351 Mahan Drive
Tallahassee, FL 32317**

Leon County Schools

Executive Summary

The following accountability plan outlines student performance goals over three areas of accountability:

- Federal
- State
- Primary Grades

Student learning is the major focus at Governors Charter Academy (GCA), specifically the learning gains of our students. GCA focuses on both student proficiency and student growth, celebrating student gains in addition to end year achievement. In alignment with this value the following goals place an equal emphasis on achievement and growth from year to year. This approach is especially important as the state of Florida overhauls the educational accountability system, including more rigorous standards, new test aligned to these standards and a reformulation of the school grade calculation. With these changes, a future Every Student Succeeds Act (ESSA) alignment, and a significant increase in rigor, GCA aims to meet the challenges of this new environment yet provide stakeholders with realistic and attainable goals.

To prepare our students for success, GCA administers a nationally normed interim assessment, Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) since the 2014-15 school-year in grades K through 8. To evaluate student achievement and growth throughout the year, MAP is administered each fall, winter and spring. After the fall 2015-16 MAP administration, the average student scored in the 52nd percentile (above average) in reading and 47th percentile in math (below average). By the spring of 2015-16, almost two thirds of all GCA students met or exceeded the growth of students nationwide in math and science, and over 55% of students met or exceeded national growth norms in reading.

Our students' success is further evidenced by the extremely positive feedback from our parents. Results from the fall 2015-16 Parent Satisfaction Surveys indicate that 95% of parents indicate that their students are happy at Governor's Charter Academy and 94% of parents would recommend GCA to a friend. In the area of curriculum, 96% of parents agreed that their students were challenged by the curriculum and almost 95% felt their students received supplemental support above and beyond the normal school day.

GCA's strategic planning process underscores our commitment to continuous improvement and our dedication to the success of every student. GCA conducts strategic/school improvement planning on an annual basis to evaluate the effectiveness of the academic program and overall school learning culture. A rigorous performance measurement system allows targets to be set across five Strategic Priorities and actual results to be continually monitored and improved. GCA's Accountability Plan presents the goals set forth in our most essential priority area, Academic Excellence.

Academic Excellence

In alignment with the strategic planning process at all CSUSA schools, the goals outlined here focus on the academic achievement and growth of all students at Governors Charter Academy. We will measure success in three areas of accountability; Federal AMO targets, Florida school grade and proficiency targets, and normative assessment results in grades K-2. Goals will evaluate all continuously enrolled students meeting the inclusion requirements of state accountability (present for both the October and February FTE).

Federal Accountability: AMOs

Florida's waiver from reporting Adequate Yearly Progress (AYP) under the Elementary and Secondary Education Act (ESEA) requires the state to establish and report performance on "ambitious but achievable" annual measurable objectives (AMOs) in several areas of academic achievement including reading and mathematics.¹ The stated purpose of these targets is to evaluate schools, districts and the state as a whole on their abilities to narrow the achievement gap in traditionally, at risk subgroups. The 2013-14 school year was the first time Governor' Charter Academy was assigned AMO targets by the State of Florida. The state assigns targets after a school's 2nd full academic year. In GCA'S 2013-14 Accountability Plan, we estimated targets using our baseline data from year one in accordance with Florida's proposed ESEA Waiver calculation. The grey 2013-14 AMO Target subgroup values published by the state of Florida replace the estimates provided in the 2013-14 plan. Green cells indicate elements on which GCA sub-groups met or exceeded the current AMO target for 2013-14, as provided by the State of Florida. AMO results for 2014-15, while released, are not comparable to prior year results because of the state's transition from FCAT 2.0 to FSA in math and reading/ELA. GCA 2016-17 AMO goals are shown below and are based on the recently released 2015-16 AMO data.

GCA - Annual Measurable Objectives 2013-2015								
	Group	2012-13 Actual FCAT	2013-14 Actual FCAT	2013-14 AMO Target FCAT		2014-15 Actual FSA	2015-16 Actual FSA	2016-17 Goal FSA
AMO Reading	All Students	46	48	51	AMO ELA	44	41	55
	Amer. Indian							
	Asian							
	Black	33	38	39		34	32	35
	Hispanic	64	47	67		56	59	62
	White	67	68	70		63	67	70
	ELL							
	SWD	26	27	32		20	19	22
	Econ Disad	35	40	40		35	35	38
AMO Mathematics	All Students	45	53	50	AMO Mathematics	54	45	55
	Amer. Indian							
	Asian							
	Black	35	47	40		44	38	41
	Hispanic	64	63	67		67	56	59
	White	61	62	64		78	69	72
	ELL							
	SWD	26	38	32		31	17	20
	Econ Disad	38	48	43		48	39	42

Note: writing is no longer assessed separately in the state of Florida. AMO targets are not provided.

¹ Florida Department of Education, ESEA Waiver proposal: <http://schoolgrades.fldoe.org/pdf/1112/amo.pdf>

State Accountability: The Florida School Grade

Governors Charter Academy aligns goal setting to the State of Florida's School Grade rubric. The 2014-15 school year was one of transitions statewide. It marked a shift to more rigorous standards, new assessments and significant adjustments to the School Grade calculation at the state level. Because of the changes to Florida's accountability framework and in an effort to establish more realistic and transparent goals, we made the following changes to our Accountability Plan last year:

- FCAT reading and writing goals were replaced by those aligned to the FSA English Language Arts (ELA) assessment. Separate writing goals are no longer outlined.
- GCA sets goals according to **cohort performance trends** so that goal setting is contingent upon the students' prior year performance and not the cohort a year ahead of them. For example, we recognize that this year's 5th graders were last year's 4th graders. We adjust our performance expectations accordingly. Shaded "steps" within each subject area show the goal setting path of this approach.
- The state does not report grade-level learning gains. For purposes of transparency and the ease of stakeholder reporting, grade-level learning gain goals were removed for 2014-15 and beyond.

Adjustments made for the transitional years (2014-15 and 2015-16):

- The state did not produce learning gains at all for the 14-15 school grades. Comprehensive school-wide learning gains and learning gains for the lowest quartile were calculated once again in 15-16. See the "School-wide" line for each subject.
- The learning gains calculation is significantly different and generally more rigorous when compared to previous years' methods. Therefore, GCA will treat the 15-16 learning gains results as an informational baseline and will set goals to improve the percent of students making gains each year.
- The 2014-15 school year was the first time GCA served 8th graders. According to the new school grade calculations, GCA would not have received MS acceleration points as they did in 13-14. Therefore, these were removed from the "13-14 Actuals" recalculation of school grade points and percentage of points earned.

The goals presented below are based on GCA's performance on the 2015-16 FSA, FCAT and EOCs as well as the 2016 school grade results. As stated in our charter application, "Goals in year two and beyond will be based on meeting or exceeding the baseline achieved in year one (or the year prior)." Additionally, we have detailed a comparison to the goals set forth in the 2015-16 Accountability Plan and have highlighted in green those goals that were met or exceeded. With the addition of an eighth grade in 2014-15, Governors Charter Academy (GCA) also transitioned to the Middle School grading scale. Thus, final school grade goals for 14-15 were adjusted to reflect the new calculation as well as all available information from the prior year's results. In light of the new and upcoming changes, GCA aims to both meet the challenges and provide stakeholders with realistic and attainable goals.

Governors Charter Academy's 2016-17 goals are listed below with comparisons to goals listed in the 2015-16 Accountability Plan.

Governors Charter Academy Accountability Plan Goals

							Goals	
		Grade	2013-14 Goals	2014-15 Goals	2014-15 FSA Baseline	2015-16 Goals	2015-16 FSA Actuals	2016-17
% Meeting High Standards (Proficiency)	ELA (Reading 13-14)	3	47%	59%	52%	55%	49%	56%
		4	65%	59%	49%	55%	46%	55%
		5	52%	41%	33%	51%	44%	56%
		6	40%	58%	54%	40%	33%	53%
		7	40%	45%	28%	57%	35%	53%
		8	n/a	46%	40%	35%	37%	54%
		School-wide	49%	51%	44%	49%	41%	55%
	Math	3	65%	55%	62%	65%	51%	55%
		4	49%	82%	52%	65%	55%	56%
		5	48%	42%	52%	55%	70%	60%
		6	47%	47%	58%	55%	30%	61%
		7	47%	49%	31%	61%	17%	45%
		8	n/a	48%	39%	35%	26%	45%
		Algebra 1	80%	82%	100%	100%	96%	93%
		Geometry						45%
	School-wide	56%	55%	54%	58%	45%	55%	
	Science	5	46%	54%	29%	40%	46%	48%
		8	n/a	54%	28%	40%	21%	43%
		School-wide	46%	54%	25%	42%	33%	45%
	Civics	School-wide	n/a	51%	61%	64%	60%	68%
	Learning Gains	ELA	School-wide	79%	61%	n/a	Baseline+	56%
Math		School-wide	69%	62%	n/a	Baseline	53%	58%
Learning Gains - Lowest 25%	ELA	School-wide	81%	60%	n/a	Baseline	49%	56%
	Math	School-wide	74%	66%	n/a	Baseline	44%	49%
School Grade	MS Accel.	n/a	n/a	63%	66%	44%	47%	
	Points	442	212/53%**	49%	56%	47%/45%++	55%	
	Letter	C	C**	C	B	C	B	

* Recalculated without growth bonus points.

**Goal Recalculated under 14-15 rules, MS acceleration included only when there is an 8th grade.

+ the new learning gains calculations approved by the State Board of Education are significantly different and generally more rigorous when compared to previous methods. GCA will treat the 15-16 learning gains results as an informational baseline and will set goals to improve the percent of students making gains each year.

++ Grade calculated with/without learning gains baseline.

Primary Grades: Goals

Although federal and state accountability metrics fail to hold schools accountable to primary grade performance, GCA recognizes the importance of building foundations for future success. Therefore, at Governors Charter Academy K-2 students are monitored and assessed three times per year using the Northwest Evaluation Association’s Measures of Academic Progress² (NWEA MAP assessments). These nationally normed, interim assessments, measure student achievement and growth in ELA and mathematics. MAP assessments are aligned to the Florida Standards as well as college and career readiness standards (ACT). At all grade levels MAP assessments are adaptive and computer-based. They also provide audio support for beginning readers.

After the fall MAP administration, each student receives an end-year RIT (scale score) growth target. These targets are provided by NWEA and represent the status (percentile) and growth norms drawn from over 5 million students’ assessment results nationwide. A student’s grade and instructional level impact their projected growth target, such that students in the same grade, at different percentiles will receive growth targets tailored to their ability level and the average growth achieved nationwide by students like them (in the same grade and scoring at the same percentile at the beginning of the year). At GCA, the percentage of RIT targets achieved is used systemically for student, classroom, grade and school-wide goal setting. Each spring on the Achievement Status and Growth Report, NWEA calculates the total percent of RIT targets met for each grade level and subject using the follow equation:

$$\text{Overall Percentage of Projected RIT met or exceeded} = \frac{\sum \text{Actual RIT score growth}}{\sum \text{Projected RIT score growth}}$$

When this value exceeds 100%, grade level performance, on average, exceeded that of typical students nationwide. At GCA, where a majority of students perform below grade level, we aim to make catch-up growth by exceeding 100% of our targets in math and ELA. Our K-2 growth goal is listed below.

Goal: Annually, the overall percentage of projected RIT met or exceeded from fall to spring on the NWEA MAP assessments will be at least 100% in each grade level for Math and ELA.

2015-16 NWEA MAP Results K-2

Goal: 100% of Growth Targets Met

	Math	ELA
K	142%	132%
1	110%	92%
2	84%	99%

NWEA system reports are included in the Appendix.

Total Percent of Goals Met

2013-2014 Plan	2014-2015 Plan	2015-2016 Plan
33%	41%	21%

² Governors Charter Academy and Charter Schools USA can provide additional information on the NWEA MAP assessments, their rigor and validity upon request. Please contact Dr. Meredith Ross, mross@charterschoolsusa.com for more information.

HUNTER'S CREEK CHARTER SCHOOL**ESOL AND OUT OF FIELD WAIVERS**

	<u>TEACHERS' NAME</u>		<u>ESOL</u>	<u>Reading</u>	<u>Gifted</u>	<u>OOF WAIVER</u>
	<u>FIRST</u>	<u>LAST</u>				
1	<i>Enter First Name</i>	<i>Enter last Name</i>	x	x		x
2	Fernando	Ho	x			
3	David	Moody	x			
4	Jaclyn	Rosario	x			
5	Florence	Eginton	x			
6	Erica	Camilari	x			
7	Bryan	Jones	x			
8	Marie	Rivera	x			
9	Rhevelle	Parris	x			
10	Shena	Wilkins	x			
11	Jaileen	Madera	x			
12	Jesse	Hogan	x			
13	Betsy	Cedeno	x			
14	Nicole	Fosmoe	x			
15	Erica	Edsall	x			
16	Gladys	Negron	x			
17	Ginina	Muhammad	x			
18	Virginia	Mantilla	x			
19	Alexandra	Medina	x			
20	Donald	Richardson	x			
21	Julia	Lasley	x			
22	Ruben	Quinones	x			
23	Christopher	Rieff	x			
24	Rachel	Culberson	x			
25	Nancy	Perez	x			
26	Cassie	Tyner	x			
27	Gladys	Christian	x			