

New Independent School Based on Recommendations of Grant Lichtman!

Grant Lichtman (<http://www.grantlichtman.com/about/>) was a senior fellow at the Martin Institute for Teaching Excellence when he began his research on what constitutes Excellent schools in today's society and not the industrial age model of most schools in the US. He wrote his results up in an article in the Independent School (<https://www.nais.org/magazine/independent-school/>), which is sponsored by the National Association of Independent Schools (<https://www.nais.org/>). His research indicated that schools need to be using a student-centered "deeper learning" system. He is now focused on helping schools change to meet these standards. We don't have to change, his standards are interwoven into our school! Your child can benefit from this set of quality standards which we have included in our design. By the way, we first designed the school on what we felt was needed for developing the type of student who would be successful at college and as a future entrepreneur and business owner. You can be confident that the school is designed to support the development of children.

BEST PRACTICES FOR TODAY'S STUDENT LEARNING (In Alphabet Order)

#	Lichtman's Research Results	The Renaissance Preparatory Academy
1	Design and Offer rigorous courses that allow student choice and ability to follow passion.	<ul style="list-style-type: none"> • Culture of high expectations • Language Arts Uses Method shown to improve 1.5+ years in skill per 9 month school year • Mammoth Math is competency based and progression depends upon learning not exposure. • Centers allow exploration of review and extension topics
2	Extended School Day	School days are 8 am to 4 pm with options for extended care from 7am to 8am or 4 pm to 6 pm.
3	Extended School Year or program centric learning experience	<ul style="list-style-type: none"> • Longer school year (195 days instead of 180... not 200 due to more holidays to respect 5 different religions) • Balanced school year of 4 terms of 10 weeks each and then 4 intersessions of 3 weeks each (Fall is 2 and then 1 at Thanksgiving.)
4	Fewer required tests forcing teaching to the test.	<ul style="list-style-type: none"> • Annual standardized test via Stanford Achievement Exam • Entrance exams for placement • Exit exam (at final graduation) for confirmation of knowledge and preliminary readiness for college.
5	Focus on Student Development Level not Age=Grade Orientation	<ul style="list-style-type: none"> • Kindergarten students are allowed to enter if they are 5 by two weeks after start of term but after that point, progression is based on

		<p>student learning. No promotions until all Foundational areas are learned.</p> <ul style="list-style-type: none"> • Promotion to the next grade is possible at the start of each term.
6	Interdisciplinary Theme Units	<p>Problem-solving (inquiry or directed issue based) theme units which are integrated across disciplines and where one has to be a stretch unit for the student each term.</p>
7	Leaders (teachers) model and support creative risk taking	<ul style="list-style-type: none"> • Students are expected to creatively try things, determine if the result meets standards, if fail then learn, and try again. • Faculty are expected to creatively try new curriculum, determine if it meets standards, if fail then learn, and try again.
8	Move away from subject silos	<ul style="list-style-type: none"> • Silos in mornings to get writing, reading and math tool skills down. • Integrated theme units in afternoon to allow application of what has been learned and opportunities for future directed learning growth.
9	Multi-aged classrooms with performance-based assessments and use technology to tailor education to students	<ul style="list-style-type: none"> • All classrooms are multi-graded and aged. • All theme units have a deliverable and measureable performance expectations. • Technology is minimally used in lower grades so that a full range of experiences can be acquired allowing for the most complex and broad brain development. • Technology is taught as a tool to use to further information gathering and assessment through accessing, sorting, analyzing and sharing.
10	Promote continuous improvement and collaborative sharing among teachers and staff.	<ul style="list-style-type: none"> • While morning curriculum has been identified; afternoon theme units are teacher designed. • Faculty will have the opportunity to participate in school provided or paid for continuing education. • Teachers have 1 hour of paid prep/grading time for every 3 hours of class time.
11	Progress Based on pattern of work	<p>Students must score above a C on subjects tests for morning materials and then successfully apply that knowledge in the afternoon which is demonstrated via a portfolio. Both the morning and afternoon skill must be demonstrated.</p>
12	Use community intentionally as valuable learning resource	<p>All afternoon theme units have a deliverable that will be provided to/shared with a stakeholder.</p>

		As children grow older, stakeholders move from being identified through personal relationships to community relationships.
13	Use true project-based collaborative learning	Afternoon theme units cover required materials across grades but are grouped into multi-aged but developmentally homogenous sets of students. Too wide a variation encourages social loafing and other negative behavior.