It is our mission to provide extraordinary educational opportunities to every learner.
NON-DISCRIMINATION NOTICE
The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623-445-5000.
About Renaissance

The Renaissance Academies provide an all-day differentiated learning experience addressing the individual needs of highly gifted students. Our students acquire a solid foundation in the content areas of mathematics, language and communication arts, social studies, science, and technology literacy. They work at advanced levels within these content areas and at an accelerated pace. Learning opportunities emphasize project-based engagement in higher order and critical thinking skills; personal development and responsibility; community and peer involvement; real-world applications.

In our learning communities of supportive and collaborative peers, students are expected to take responsibility and ownership for their academic achievement and personal growth framed by their strengths and interests.

Qualified students are those who have met the published placement qualifications, and who have applied and been accepted to attend one of the Renaissance Academies. Our teachers are all Highly-Qualified, Gifted-Endorsed, and love working with this unique population of children!
Program Philosophy
The Renaissance Gifted Academies focus on gifted learners’ needs and interests. Learning opportunities focus on mastery; higher order and critical thinking skills; community engagement; personal development and responsibility.

In this learning community of supportive and collaborative peers, we expect students to take responsibility and ownership for their academic achievement and personal growth framed by their strengths and interests.

In our classrooms, we...
- Have the opportunity to differentiate the curriculum
- Move along the learning continuum as quickly and appropriately as possible
- Design instruction through assessments and teach the “whole” child
- Know that quality learning takes time but realizes superior results
- Seek to nurture and stimulate a child’s interests, imaginations, and academic achievement
- Bridge the gap between social emotional needs and academic abilities
- Create an environment encouraging exploration of talents & abilities
- Encourage students to take risks
- Provide a safe place where students can develop academic stamina
- Integrate content into cross-curricular units
- Build a strong support system between students, teachers, and parents

Program Goals
Our academic goals for students:
1. Acquire a solid foundation in the content areas of mathematics, English language and communication arts, social studies, and science
2. Work at a rigorous, complex, and in-depth level within the content areas
3. Produce work, especially written composition, within the content areas that reflects individuality and creativity at a level that is advanced in comparison to grade level peers
4. Use technology as a productivity, creativity, communication and collaboration tool (International Society for Technology in Education Standards)

Our cognitive and affective goals for students:
1. Acquire and use the executive function skills of learning and organizing
2. Problem solve independently; think creatively, critically and logically; and make connections between ideas and subjects
3. Develop advanced research and writing skills to gather, analyze, and apply information and ideas
4. Master the knowledge and skills required to communicate effectively both within and beyond the classroom
5. Acquire the knowledge and skills to make decisions and act as a responsible member of a community
Instruction & Enrichment

- **Research Capstone Projects** – Each year, students will complete an interest-based research project.
- **STEM (science, technology, engineering, mathematics)** - Opportunities include robotics, laboratory experiences, architectural and electronics design, and environmental problem-solving.
- **Math Problem Solving Enrichment** - At Highland Lakes: Primary grades participate in the Continental Math Competition and intermediate grades participate in the Math Olympiad Competition which are both national competitions. At Canyon Springs: Students compete in Mathletes which is a regional, state, and national competition.
- **Project Based Learning** - Project-based learning provides a curricular framework that, through student and community interests and motivation, provides an appropriate way to “teach” sophisticated content and high-level processes... all while building self-efficacy, confidence, and autonomous learner behaviors.

What Is Project Based Learning?

**Project Based Learning** is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Essential Project Design Elements include:

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry Through Research and Advanced Writing** - Students engage in a rigorous, extended process of asking questions, finding resources, synthesizing through extensive writing and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Advanced oral and written communications are especially emphasized.

**Some Examples:** Classroom-based economies, simulations, mock trials and congress, engineering design challenges, creative writing production, global problem solving, etc.
Assessment

- DVUSD adopted assessments for and of learning are used to measure achievements and direct re-instruction. Curriculum will be differentiated based on mastery of standards-based assessments. Formative and summative assessments are used routinely throughout the academic year in order to differentiate content and ensure all of our students needs were met.

- Authentic Performance-Based Assessments are used throughout the learning cycle and across all content areas to help students achieve higher levels of thinking, performance, and creativity and product development. Authentic assessments include the use of rubrics and are used throughout problem and inquiry-based learning activities and products.

Technology Integration

- Technology integration correlated to ITSE-NETS (International Technology Standards) will be included throughout the content. Explicit instruction in the use of technology tools for creativity and innovation, communication and collaboration, and gathering research and information. Digital citizenship and security is emphasized.

- Students have access throughout the week to classroom desktops and mobile carts/labs for whole class/small group/individual instruction. Based on student ability, explicit instruction in the use of technology tools for creativity and innovation, communication and collaboration, and gathering research and information is provided. Digital citizenship and security is emphasized.

- Use current technology instruction by grade level to build standardized technology skills. This may include an emphasis on keyboarding, word processing, PowerPoint, Excel, and Publisher applications within the context of project work and according to the needs of various grade levels. Additional technology may be used to facilitate creativity such as iPads, digital cameras, Movie Maker, Smartboards, document cameras, drawing tools, web-based tools, website creation, etc.

- Shared collaborative networking with Google Applications and Canvas Learning Systems
Two Great Choices

Deer Valley Unified School district currently offer two “Signature Programs” for our highly gifted learners. The core of the Renaissance program is the same at both of our locations, however, we understand that gifted learners have different interests and skills. With this in mind, our two schools offer unique opportunities. Our Music Academy, which offers a wide-range of musical enrichment, is located at Highland Lakes School and our STEM Academy, focusing on Science, Technology, Engineering, & Math, is at Canyon Springs School. Both programs serve grades 1st-8th.

Curriculum by Grade

The following tables show the Renaissance curriculum at each grade level.

- **Academic Curriculum is consistent on both campuses**
- All grades focus on project-based learning and use gifted materials from The College of William & Mary
- Each school and/or classroom also has a wide range of supplemental resources for individual teachers to utilize in order to enhance their classroom lessons & activities
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<thead>
<tr>
<th>Grade</th>
<th>Elementary Curriculum &amp; Acceleration</th>
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<td></td>
<td><strong>Math</strong> (Students placed according to their needs &amp; ability)</td>
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<tr>
<td>1 &amp; 2</td>
<td>2nd - 3rd Grades Eureka Math with supplemental enrichment materials</td>
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<tr>
<td>5th</td>
<td>6th Grade Eureka Math with supplemental enrichment materials</td>
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<tr>
<td>Grade</td>
<td>Middle School Curriculum &amp; Acceleration</td>
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<td><strong>Math</strong></td>
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<td>6th</td>
<td>7th Grade Eureka Math with supplemental enrichment materials</td>
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<td>7th</td>
<td>8th Grade - High School Level Courses* Depending on placement testing</td>
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To meet our students’ unique socio-emotional needs, we also incorporate the MindUP curriculum in grades 1-8. MindUP™ is a research-based training program for educators and children. This program is composed of 15 lessons based in neuroscience. Students learn to self-regulate behavior and mindfully engage in focused concentration required for academic success. MindUP™ lessons align with all state standards including Common Core and support improved academic performance while enhancing perspective taking, empathy and kindness as well as fostering complex problem solving skills.
Musical Aptitude

Musically gifted and talented students require differentiated opportunities beyond the regular school program. The identification of musically talented students requires recognition and assessment of the perceptive sensory capacities of music aptitude as well as the behavioral characteristics observable in musical performance and listening activities. Identification procedures reflect the recognition and assessment of potential as well as demonstrated musical talent. The Renaissance Academy develops musical aptitude beginning in first grade, specializing in fourth grade through middle school, to cultivate potential talent in vocal and instrumental music. Assessment and identification of musical aptitude is not required for participation in Renaissance Academy music programs. Observable behavioral characteristics, however, can disqualify a student from participating.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unique Music Opportunities</th>
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<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; &amp; 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>General Music</strong> - Students at this level meet with the Music Specialists three times a week. During this time the students focus on the fundamentals of music: steady beat, tempo, note values, note reading, dynamics, melodic direction, musical form, etc. Meeting multiple times a week allows for deeper exploration of these topics so the students have a firm foundation on which to build their musical development.</td>
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</table>
| 3<sup>rd</sup> | **General Music** - Students at this level begin to build on their musical foundation through hands on exploration of the violin and recorder. The students will demonstrate proper technique on both instruments as well as the ability to perform basic melodies on both instruments. Music classes will consist of music decoding exercises, performance tests and rehearsal skills training as these young musicians learn to play as an ensemble.  

**Orchestra** is also an option for students in 3<sup>rd</sup> grade. Orchestra is a performing ensemble class that rehearse twice a week outside of normal Music class. In Orchestra, students have the option of learning one of four bowed string instruments: violin, viola, and cello or bass. This is an exciting option for the students as they start to put their musical fundamentals to work to create performance quality pieces of music.  

**Chorus** is another option for the Renaissance students in the 3<sup>rd</sup> grade. The Elementary 3<sup>rd</sup> and 4<sup>th</sup> grade combined Chorus is a vocal performance ensemble/class that focuses on healthy singing technique, music reading skills, and performing a variety of musical styles from memory. This group meets twice a week during the school day. Students involved in Chorus will participate in a variety of performances throughout the year. Renaissance students who are members of the chorus will also get to perform in the Renaissance Musical which takes place every year in March. |
<table>
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<tr>
<th>Grade</th>
<th>Program</th>
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<tbody>
<tr>
<td>4th</td>
<td><strong>Orchestra</strong> is also an option for students in 4th grade. They can join as beginners or continue as intermediate players. As mentioned above, Orchestra is a performing ensemble class that rehearses twice a week outside of normal Music class. Students have the option of learning violin, viola, cello or bass. <strong>Chorus</strong> is another option for the Renaissance students in the 4th grade. The Elementary 3rd and 4th grade combined Chorus is a vocal performance ensemble/class that focuses on healthy singing technique, music reading skills, and performing a variety of musical styles from memory. This group meets twice a week during the school day. Students involved in Chorus will participate in a variety of performances throughout the year. Renaissance students who are members of the chorus will also get to perform in the Renaissance Musical which takes place every year in March.</td>
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<tr>
<td>5th &amp; 6th</td>
<td><strong>Orchestra</strong> is also an option for students in 5th &amp; 6th grade. They can join as beginners or continue as intermediate players. As mentioned above, Orchestra is a performing ensemble class that rehearses twice a week – once during Specials and once before school. Students have the option of learning violin, viola, cello or bass. <strong>Vocal Music</strong> continues to be a focus throughout 6th grade. The 6th grade chorus (sometimes combined with 5th grade) is a vocal performance ensemble/class that focuses on healthy singing technique, more advanced music reading skills, and performing a variety of musical styles from memory. This group meets twice a week during the school day. Students involved in Chorus will participate in a variety of performances throughout the year. Renaissance students who are members of the chorus will also get to perform in the Renaissance Musical which takes place every March. <strong>Fiddle Ensemble</strong> will explore this unique style of playing and its role in the American culture as well as the Celtic culture. This ensemble is designed for experienced string players in 5th-8th grade, and is open to: violin, viola, cello, bass, guitar and piano. Most pieces will have multiple levels of difficulty, letting the student learn this style at his/her pace. Students will need to audition to become part of this ensemble.</td>
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<tr>
<td>7th &amp; 8th</td>
<td><strong>Orchestra</strong> at the middle school level is a combined (7th &amp; 8th grade) performing ensemble class that meets daily. This class is meant for Intermediate and Advanced students. These students explore: Scales/Arpeggios/3rd in several major and minor keys - Pieces in various genres - Music History - Music Theory - Team Building Orchestra members enjoy the advantage of performing with classmates that they get to know very well through daily interaction. This comfort level allows for high quality performances, which opens up opportunities for performances both on and off campus. <strong>Choir</strong> at the middle school level is a combined (7th and 8th grade) performing ensemble that meets daily. This is a competitive choir that attends judged festivals in the Fall and Spring. Strands of learning include: Performance, Music Theory/Literacy, Music History &amp; Culture, Analysis, Aesthetics, and Team Building. <strong>Men’s Choir</strong> is a combined group made up of 7th and 8th grade boys. This class meets before school once a week. In this class the students explore how to work with their changing voices while singing. <strong>Handbells</strong> is taught to 7th and 8th grade students through audition only. Students are nominated by a Middle School teacher based on musical ability and citizenship. This class meets before school. <strong>Fiddle Ensemble</strong> will explore this unique style of playing and its role in the American culture as well as the Celtic culture. This ensemble is designed for experienced string players in 5th-8th grade, and is open to: violin, viola, cello, bass, guitar and piano. Most pieces will have multiple levels of difficulty, letting the student learn this style at his/her pace. Students will need to audition to become part of this ensemble.</td>
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Meet the Music Specialists

Holly Schrade, Strings Specialist - Mrs. Schrade started playing violin at 9 years old. After playing violin all through elementary, middle, and high school, she decided to study music at the University of Arizona. After graduating with a degree in instrumental music education, she jumped right into the classroom and has been teaching Orchestra in the valley for 16 years! As a teacher, she has taught in the public school setting, given private studio lessons, and conducted youth orchestras. She has also served as a mentor to Arizona State University music education students in the Strings Project as well as student teachers. As a musician, she has performed with an eclectic mix of musical ensembles of varying sizes including church choirs, the Tucson Pops Orchestra, Sierra Vista Symphony Orchestra, Mariachi Arizona, a competitive fiddle duo and a small professional recording ensemble.

Kristina Johnsen, Instructor/Flutist - Ms. Johnsen is a former 2007-2008 Deer Valley Teacher of the Year, and has earned multiple “Pride” awards while working in the district. She has been teaching award winning choirs for the past 18 years. Ms. Johnsen actively performs, maintains a private studio and teaches masterclasses throughout Arizona and California. She has performed with the Flagstaff Symphony, Tempe Symphonic Wind Ensemble, chamber ensembles and with various church orchestras. Ms. Johnsen holds Bachelor of Music Degrees in both Music Education and Flute Performance as well as a Master of Music degree in Flute Performance. Currently, Ms. Johnsen spends her summers teaching for the Arizona Chamber Music Experience.

Ryan Rockey, Band Specialist – Mr. Rockey began formal trumpet lessons on his 10th Birthday. He has studied trumpet at the University of Arizona and hold a BA in Music Education Instrumental Emphasis from Northern Arizona University. Mr. Rockey has been teaching and assisting with music programs in Arizona and California since 1998. Mr. Rockey is currently also the Assistant Marching Band Director for the State Champion Deer Valley High School Marching Band and in the Spring he is a performing member in the Tempe Symphonic Wind Ensemble. As a conductor Mr. Rockey last year conducted the Deer Valley Unified School District Honor Band and Conducted Arizona 6th Grade All State Band and was an adjudicator for ABODA Middle School Regional Festival. During Mr. Rockey’s tenure at Highland Lakes Bands, under his direction our bands have received Superior Ratings, Recorded in Disneyland Studios and have had more students audition into 8th Grade All State than any other school in the state of Arizona.
Mission

Preparing today's learners to become tomorrow's leaders through technology, inquiry, common core standards and global citizenship.

Vision

Today’s Learners, Tomorrow’s Leaders. (TL)2

We are

A true Elementary approximately 500 students in grades K-6
and
A true Middle School that joins Highland Lakes, Greenbrier, and Arrowhead Elementary Schools with approximately 500 students.

Unique Programming

• 3,000 sq. ft Garden
• iPads - 4th Grade
• Multiple Laptop Carts & Computer Labs
• Math Olympiad & Continental Math League
• School and State Science Fair
• Full Musical, Grades 1-6
• Programming

• Full Music Program
• HS Credit-
  • Spanish
  • 8th Grade Language Arts
  • Math
• SAGE & Gifted Cluster Programs
• Renaissance Highly Gifted Academy
• Field Trips

Our Extra-Curricular Activities

• NJHS
• 7th & 8th Grade Sports
• Peer Mediation
• Art Club
• Chess Club
• Yearbook Club
• Lego Robotics

• Student Council
• Before & After School Program
• Yoga
• Anime Club
• Rubik’s Cube Club
• Garden Club
• Math Competition Team (6th-8th Grade)
School Info Sheet

School-Home Communication

- School Webpage: https://highlandlakes.dvusd.org/
- Renaissance Website: https://renaissance.dvusd.org
- Teacher Websites
- E-Mail
- Monthly Newsletters
- School Messenger Messages

Facts

- Built in 1999
- 36 Acres of Land
- 7 Buildings
- Full Hardwood Floor Gym, Multipurpose Room, and Wrestling Room.
- Two Full Playgrounds
- 5 Baseball/Softball Fields
- 4 Full Court Outdoor Basketball Courts
- Computer Labs & Mobile Computer Labs

19000 N. 63rd Ave. Glendale, AZ 85308
(623) 376-4300
STEM (Science, Technology, Engineering, and Math)

Students who are identified highly gifted, have curious minds, and are interested in the STEM academic areas require a curriculum emphasizing connections in the fields of math and science. Educational opportunities meaningfully integrate technology, introduce and engage students to the engineering design process, and develop twenty-first Century skills. In addition, STEM prepares students for further study in these areas and for futures in highly sought after career fields.

<table>
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<tr>
<th>Grade</th>
<th>Unique STEM Opportunities</th>
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<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; and 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Students use the Engineering Design Process to solve real world problems that occur within their classroom, school, community or world. Shared inquiry opportunities occur daily as students learn to question and discuss problems such as homelessness, the best methods for keeping our shoes tied or ways to engineer the best mortar for building sturdy structures. They offer insights from personal experiences and background knowledge and complete research to guide their ideas towards plausible solutions. Students learn that human civilizations develop and sustain themselves as a collection of interdependent systems, and they explore systems of agriculture, economics, language, and leadership through the study of the ancient cultures of Egypt and China. Students broaden their understanding by comparing these ancient civilizations with aspects of their own lives and communities.</td>
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<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Over the course of third grade students learn about the natural habitats of several animals by conducting hands-on experiments. Students are in-charge of the turtle habitat and the school garden where they learn about the life cycle and relationships between living and nonliving. Students are also immersed in the recycling program of our school by learning about the cycle of products and how materials breakdown.</td>
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<th>Grade Level</th>
<th>Description</th>
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| 4th and 5th | Lego Robotics: Students learn how to engineer robots that can then be connected to a programming system. Students create various programs in order to get their robot to complete specific tasks.  
Coding: Students use code.org to create video games and practice in depth coding skills. They can later use this knowledge to help them code for the Lego Robotics.  
Classroom Pets: Students use research and the engineering process to take care of snails and their habitats. Students also use the snails to conduct humane experiments to learn more about them. |
| 6th – 8th | Use of 3D Printer  
Use technology (computer labs, laptop carts, google docs.) in the classroom to integrate STEM throughout the day.  
EIE (Engineering is Elementary kits) Use the basic model of the kit to introduce real world problems. Students then use the engineering process to identify the problem and create thoughtful solutions.  
DefinedStem.org- program to supplement our STEM curriculum  
Art Masterpiece- is a program intended to introduce elementary students to the visual arts though the classroom standards of Science and Social studies.  
PBL (Project- based learning)- students identify real life problems and use the engineering process to work through and create realistic solutions.  
Use the engineering process to understand the development of ancient civilization and the influence they had on later civilizations.  
Compacted Curriculum Monday-Thursday with STEM Fridays |
| All Grades | STEM Half Day Projects; Project Kits from Boston College: Students spend the day going through the engineering process to solve a real world problem. Students are left to work freely with the materials so that each creates a unique product/solution for their problem.  
Guest STEM Speakers: Professionals from STEM fields come in and go through a lesson of their choice with students to teach them the STEM behind their field of work. All lesson are hands on and interactive with the speaker.  
FOSS and EIE (Engineering is Elementary) kits are used for hands on discovery to guide students through the Engineering Process. |

Canyon Springs also focuses on the social emotional aspects of the gifted learner by providing RTI-B throughout the day. Services may include, but are not limited to community circles, classroom economy, journaling, and Mind Up lessons. We also work closely with our school psychologist to provide additional behavior lessons to the class, one on one support, and special groups based on social and behavioral needs. Canyon Springs Renaissance classes travel around the state of Arizona on a variety of field trips. (ex. Biosphere, Sunset Crater, Children’s Film Festival, Chinese Cultural Center, Musical Instrument Museum, and more)
School Info Sheet

Mission
Canyon Springs is a leader in STEM education. All student needs are met by the integration of the STEM model, differentiation of learner aptitudes, and incorporation of the Systems Approach to Learning. Together, with our community, we prepare and inspire generations of learners to succeed in our global society.

Vision
Building collaborative, innovative, and inspirational leaders in the 21st century.

CS Guiding Principles: E5
Engage - Explore - Explain - Extend - Evaluate

School Info

- Elementary Grades 1-5
- Middle Grades 6-8
- STEM Hands-On Half Days (Every Friday in Renaissance Middle School)
- Awarded NAU/APS STEM Focus School for the Future
- K-8 Spanish Program

Extra-Curricular Activities

- BOKS (Reebok Fitness Program)
- Before & After School Program
- Art Clubs
- Logic & Strategy Club
- Chess Club
- Cheer Club
- Rubik’s Cube Club
- Anti-Bullying Club
- Spring Musical
- Chorus

- Origami Club
- STEM Club
- Clickin’ Bricks
- Drama Club
- Math League Competition
- Art Masterpiece
- Environmental Club
- Student Council
- Yearbook Club
- Speed Stacking
CANYON SPRINGS School

Our Campus

- 8 Buildings
- Multipurpose Room
- Media Center
- 2 Full Playgrounds
- Science Lab
- Computer Labs & Mobile Computer Labs
- Smartboard in Every Renaissance Room

Communication

- Teacher Websites
- E-Mail
- Monthly Communications
- School Messenger Voice, Email, and Text Messages
- School Webpage – http://canyonsprings.dvusd.org
- Renaissance Website -http://renaissance.dvusd.org

42901 N. 45th Avenue
Anthem, AZ 85087 | 623-376-5200
Is Renaissance the Right Fit for Your Child?

What a Prospective Renaissance Student Should Be Able To Do

- Consistently work above grade level
- Work at an accelerated pace
- Engage in productive struggle with a learner’s attitude
- Be able to compose thoughts and complete many writing pieces independently
- Be productive and use effective strategies to handle a dynamic, active, & differentiated learning environment

Renaissance Academy Student and Parent Expectations:

As a Renaissance Student, I agree to...

- Respect the learning and growth of other students
- Have a healthy attitude toward competitiveness
  - Challenge myself (without being too critical of myself or others)
  - Support and encourage classmates
- Respect and appreciate teachers and parents
- Have an open mind about new experiences
- Understand that mistakes are part of learning (don’t be too critical of myself or others)
- Have fun
- Be proud of doing my personal best
- Stand up for others and report instances of bullying
- Recognize the challenging nature of the program, and take responsibility for my own learning
- Pass along all teacher and school papers and communications to parent in a timely fashion
- Take good care of mind and body by getting enough rest, eating healthy, exercising, etc.

As a Renaissance Parent, I agree to...

- Communicate Respectfully
  - Always go to teacher first
  - Go to the principal for campus issues
  - Go to district personnel for program issues
- Recognize that all parties are here for students and are passionate about student learning and that teachers are:
  - Highly qualified
  - Working with students’ best interests at heart
  - Highly educated professionals
- Understand that all communication can be and likely will be shared with campus principal and district coordinator
- Communicate proactively (be a part of the solution)
- Refrain from comparing my children to others in the program
- Understand that learning doesn’t stop at school
- Remember that it’s all about my child, not about myself
- Remember- we learn from mistakes; show the path – don’t walk it for them
- Allow students to make mistakes, face a challenge, and overcome obstacles
Classroom Tours and Informational Meetings
RSVP: Giftedservices@dvusd.org

Specific tour days and times (as well as Open House Nights) will be posted on the website at Renaissance.dvusd.org at the beginning of the school year.
### 2017-18 Placement Criteria

**Intellectual:**
- Qualifying CogAT Scores:
  - All three areas (Verbal, Quantitative, Non-Verbal) total 280 percentile points or greater combined **AND**
  - Each of the three areas are at the 90th percentile or higher

*If other state approved cognitive ability measures are submitted, each will be evaluated following the above criteria*

**Intellectual criteria must be met in order to apply**

**Achievement:**
- Documentation showing the applicant is Highly Proficient in reading and math. Documentation can be any of the following:
  - AzMERIT results
  - Any reading assessment that shows a Lexile score or reading level (such as DIBELS, SRI, DVRA, DRA, etc.)
  - Any math assessment that shows achievement in multiple topics or units of study (such as DVMA or multiple unit tests)
- Most recent report card

**Parent & Teacher Input:**
- 2 teacher
- 1 parent/guardian

**Forms:**
- Renaissance Application
- Open enrollment (Submitted online)
- *Student Profile of Gifted Characteristics* (2 teacher & 1 parent)

Forms are available for download at [www.renaissance.dvusd.org](http://www.renaissance.dvusd.org). All forms must be submitted electronically to [giftedservices@dvusd.org](mailto:giftedservices@dvusd.org) before application review will occur.

### Application Timeline

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<td>Teacher Profile 1</td>
<td>TBA</td>
</tr>
<tr>
<td>Teacher Profile 2</td>
<td>TBA</td>
</tr>
<tr>
<td>Parent Profile</td>
<td>TBA</td>
</tr>
<tr>
<td>Open Enrollment</td>
<td>TBA</td>
</tr>
</tbody>
</table>

This application may be all online for the 2017-18 school year. Application information will be posted on the Renaissance website as soon it is available.

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