

THE COMMUNITY PUBLIC CHARTER SCHOOL

School Board Update

First Quarter Summary

November 12, 2009

Mission

The mission of The Community Public Charter School is to provide an alternative and innovative learning environment, using the arts, to help children in grades six through eight learn in ways that match their learning styles; developing the whole child intellectually, emotionally, physically, and socially. Seeking to serve students who have not succeeded in school, the program will close their achievement gap by offering a balance of literacy tutorials and the arts-infused curriculum.

Goals

- Expand opportunities for students who have not been successful in school, using the arts as a means of increasing literacy skills, and as a means of expression, discovery, invention and reflection;
- Create an intimate educational setting designed to engage and empower each student to think critically, creatively and reflectively;
- Provide opportunities for students to achieve in literary, performing, and visual arts;
- Design extensive process-oriented activities that result in a balance of process and product;
- Integrate educational experiences within the community and solicit active involvement from parents and others;
- Provide quality instruction by engaging and retaining a team of dedicated teachers and professional artists;
- Give students the skills to pursue their own goals and evaluate their own performance;
- Encourage family involvement as a contributor to success;
- Improve student achievement in gaining the skills and knowledge defined by the Virginia Standards of Learning so that 100% of students pass the SOL tests by 2011;
- Teach students to think like artists.

Students

The school opened on August 25th with twenty-five students, 5 sixth graders and 20 seventh graders well under our original enrollment projections of 30 students in each grade. Our School Management Team is currently working on recruitment strategies and information sessions throughout our community to increase awareness and understanding about our alternative program.

The Community Public Charter School used the following characteristics when considering applications. Students who might:

- be one or more years behind in reading and/or math
- learn differently from how school is traditionally taught
- lack motivation to do well in school
- experience difficulties with peers
- have poor organizational skills
- show an interest in learning through the arts
- thrive in a smaller middle school environment
- perform better with more active, experiential, hands-on-learning

Demographic Information

School Membership	25
Percentage of Minority Students	24%
Percentage of Limited English Proficient Students	4%
Percentage of Students with Disabilities	36%
Percentage of Students Identified as Disadvantaged	40%

Staff

CPCS is currently staffed as follows:

Staff Members	Total Number of Staff	Highly Qualified	Provisional
Classroom Teachers (General Education)	4	100 %	1 /25 %
Classroom Teachers (Special Education)	1	100 %	
Other Resource Teachers (TA)	1	100 %	
Instructional Assistants (SPED)	1	100 %	

Position	FTE Allocation
Language Arts / Social Studies Teacher	1 FTE
Math	½ FTE (½ Administration Grant Funded)
Science	½ FTE
Art	½ FTE
SPED	1 FTE
TA SPED	.33 FTE
TA	.33 FTE (Grant funded)
Choices Teacher	Full Time (Grant funded)

Mater Schedule 2009 -10

	<i>PD 1</i>	<i>PD 2</i>	<i>PD 3</i>	<i>PD 4</i>	<i>PD 5</i>	<i>PD 6</i>
Sansing	Plan	Humanities 1	Humanities 2	PBL 1 Project Based Learning	PBL 1	PBL 1
Vale	PE /Health	Math 2	Math 1	Admin	Admin	Admin
Mack				Science 2	Science 3	Science 1
Bass				Art 3	Art 1	Art 2
PE (Currently unfilled)						
Support Staff						
Cooper	Resource	Hum 1 Colab	Math 1 Colab	PBL Colab 1	PBL Colab 2	PBL Colab 3
Gipson	Resource	Math 2 Colab	Humanities 2 Colab	Science 2 Colab	Science 3 Colab	Science 1 Colab
Herskowitz	PE	Hum 1 Colab	Humanities 2 Colab	Art / Drama /Dance	Art / Drama / Dance	Art / Drama / Dance
Break 11:10 - 11:20						
Lunch 12:30 - 1:00						
Time	9:20 - 10:00 40 min	10:00 - 11:10 70 min	11:20 - 12:30 70 min	1:00 - 1:43 43 min	1:46 - 2:29 43 min	2:32 - 3:15 43 min

The master schedule has been redesigned to emphasize and increase the amount of time in both Language Arts and mathematics. Literacy support occurs through one on one or small group pull-out in the afternoon. Intervention time and mastery work occurs before and after school hours as well as during PE.

Curriculum and Instruction

The CPCS curriculum offers a balanced approach to literacy and arts-infused education. The tutorial nature of the reading, writing and math program emphasizes direct instruction; the arts-infused nature of the program offers teachers and students an alternative and engaging methodology for teaching and learning the established content material in each subject area. The “arts-infused” curriculum connects to the Virginia Standards of Learning, integrates the arts, and is inter-disciplinary

Curriculum and Instruction continued:

Summer curriculum work redesigned the language arts and social studies program as a humanities program integrating the content areas, emphasizing project based learning time through a variety of technology applications including blogs, edmodo, google docs, flickr and wiki spaces.

Mathematics is supported by the utilization of Saxon math text and materials emphasizing basic skill building, thinking and problem solving through a spiraling approach mapped to both the Virginia Standards of Learning and the Albemarle County Public School curriculum.

Students have had the opportunity to participate in a number of arts-infused opportunities during the first nine weeks including a field trip to Star Hill Farm, percussion lessons at the Music Resource Center, Tia Chi, African Drumming, Blacksmithing, and Modern Dance. These additional elective opportunities occur through either PE or Art in order to maximize core instructional time.

School Improvement Planning

CPCS is currently supported by the division school improvement team as well as the Virginia State Department of Education Division of School Improvement. We are utilizing the Center on Innovation Improvement (CII) tool as a means to plan, track, document and assess effectiveness of our school program. We have chosen six indicators from the State Rapid Improvement School Indicators list to build our specific school improvement plan. They are:

ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs

IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team.

IID09 Instructional Teams use student learning data to plan instruction.

IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives.

IIIC05 All teachers use a variety of instructional modes.

These indicators will be monitored throughout the school year by both the VDOE and the division school improvement team.

Assessment Data:

Lagging Data - 2008 – 09 *SOL Test Results*

Pass Rates:

Language Arts Reading 39%

Math 4%

History 9%

As all first quarter assessments were not complete in time for the board packet additional specific information will be supplied at the board meeting to include:

MAP

QRI

First Nine week Grades

Division Quarterly Assessments in Math, History and Language Arts.

Attendance (First quarter)

93.35%

Student Discipline:

Discipline Summary DIS04 for Grade 06 and 07

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Offense	Aug.	Sep	Oct	Total
CLASSROOM DISRU	0	1	5	6
MIN PHYS ALTERC	0	1	1	1
Totals	0	1	6	7

Parents:

We believe in a family oriented, cooperative approach to education that encourages parental involvement and community relationships to nurture responsive citizenship. A major focus of the CPCS mission is to provide opportunities for engagement for both parents and students.

CPCS leaders conducted exit interviews in person or by phone with the parents of students returning to their base middle schools for 2009-2010. Feedback from those interviews contributed to the school's goal to increase its academic rigor and its amount of arts-infusion in 2009-2010.

Most importantly, parents frequently serve as partners in sharing common expectations with the school and developing plans for students to return to class after significant disruptions or patterns of disruption. Parent-student-administrator meetings are employed throughout the year to acknowledge students' progress in attending to school while establishing for students simultaneously behavioral norms for school that were reinforced at home.

Transportation:

We have worked closely with the department of transportation, as well as with high school administrators, to provide safe transportation to and from school for our students. There are no significant delays in the expected arrival and dismissal times with the existing shuttle system to the feeder high schools working smoothly.

Relationship with Burley as a School within a School:

The CPCS administration meets regularly with the Burley administration and leadership team.

While logistic obstacles and philosophical differences between schools have appeared, the schools work to accommodate one another's needs. The relationship between the schools' administrations is particularly strong and cooperative. Both schools are committed to improving their relationship and to understanding one another's differences. Both schools are aware of issues from the 2008-09 school year and are addressing them together.

Summary:

Given the challenges facing the CPCS as a start-up school and the additional challenges in staffing it faced throughout the previous year, the school's students continue to demonstrate remarkable growth in pro-social, pro-academic behavior, as well as in literacy, one of the focus areas of the school's mission.

Clearly, during the 2009-2010 school year the school's goal is to increase rigor and engagement through the arts so that students' gains in behavior, literacy, and other academic areas will be unequivocally recognizable across multiple assessments including grades, attendance and

discipline data, standardized testing such as the SOL and MAP assessment, and literacy measures such as the QRI.

Standardized testing data from The 2008-2009 school year reflects the school's difficulty in maintaining its staffing and individual approaches to instruction and test-preparation; hence it does not completely or accurately represent students' learning. A strong staff committed to working with this population of students is firmly in place.

The mission of the school remains to empower CPCS students to achieve at high levels of academic success despite personal challenges. We expect our students to be prepared fully for high school at the end of their time with us, and we're committed to ensuring their success. This is the outcome we confidently and clearly envision for our students given their growth in pro-academic behavior and literacy this year.