

FY 2014 Supplemental Grants
to Virginia Public Charter Schools

Request for Funds

Part A: Applicant Information

Charter School Name: The Community Public Charter School

School Division: Albemarle County School Division

Date Local School Board Approved Applying for 2013-2014 Supplemental Grant:

Amount of Funds Requested: \$21,225

Name of Division Superintendent: Dr. Pamela Moran

Name of Local Contact: Bobbi Snow

Title: Co-founder, Outreach Coordinator

E-mail Address: bobbisnow@gmail.com

Phone: 434-979-1048

Content Areas and Instructional Services To Be Offered for 2013-2014

Early Childhood Education		Gifted Education	
English/Language Arts	x	Special Education	x
Mathematics	x	Computer Technology	x
Science	x	Agricultural Education	
History and Social Studies	x	Business and Informational Technology	
Foreign Language		Career Connections	
English as a Second Language		Family and Consumer Sciences	
Health	x	Marketing	
Physical Education	x	Technology Education	x

Driver Education		Trade and Industrial Education	
Art	x	Electives:	x
Music	x	Others:	
Drama	x		

Grades and Number of Students to be Served and Number of Teachers in 2013-2014

Grade	No. of Students	No. of Teachers	Grade	No. of Students	No. of Teachers
Pre-K			Sixth Grade	20	1.36
Kindergarten			Seventh Grade	11	1.36
First Grade			Eighth Grade	13	1.36
Second Grade			Ninth Grade		
Third Grade			Tenth Grade		
Fourth Grade			Eleventh Grade		
Fifth Grade			Twelfth Grade		

Part B: Narrative

Provide a brief overview of the charter school and its progress to date.

The Community Public Charter School was founded by two educators to serve students who were at risk of not meeting their potential, needed extra help in literacy, and were unsuccessful in their previous school settings. The school uses a literacy-focused, arts-infused environment with all teachers dedicated to building positive relationships with every student. Working closely with school administrators in Albemarle County the Charter proposal was accepted by the School Board and a three-year charter was signed in July, 2007 and a renewed the charter contract was authorized in 2010 for five years. The school enjoys positive relationships and good support within the central administration and from the school board.

To promote positive relationships and feelings of success with academics and self-management, the school uses William Glasser's Choice Theory; CPCS also uses Mastery Learning to ensure that all students learn essential content, skills, and an understanding of school curricula and themselves as people and citizens. No student is allowed to fail at CPCS.

Major Accomplishments 2012-2013

Albemarle County School Board and Central Administration Affirms CPCS

The Albemarle County Public School Board has accepted the proposal from the Central Administration to fund the Community Public Charter School for an additional 1.6 teachers (\$112,000) for the 2013-2014 school year. By having more of our costs funded by the county, we can concentrate on teacher training, adding more arts infusion in the curriculum, strengthening our remedial literacy efforts, elective program and project-based learning.

Part-time Art Teacher Added to Staff - A half-time art teacher was added to the staff of CPCS due to a generous grant.

Low Teacher to Student Ratio

The CPCS commitment to knowing students well and maintaining a low teacher-to-student ratio (10 students) in classes allows us to have meaningful relationships with students in which we are continually in dialogue and creating positive learning environments.

Students not yet at appropriate levels of competence or skill in doing quality work on classroom assignments are provided with intensive support and resources to assist them to meet those standards. The small class size allows for this type of response. Teachers often adjust their teaching to make sure student needs are met.

Individual donors have allowed us to keep small class sizes as an integral part of our program.

Mindfulness Classes Taught to All New Students at CPCS

At CPCS we have an experienced counselor to teach students mindfulness practices, helping them become more resilient and successful learners. Through mindfulness exercises, students build their ability to attend, to motivate themselves, to regulate their emotions, and to build positive relationships with their peers. All of these skills help our students become more focused, intentional and imaginative as they progress through the curriculum.

Electives

CPCS continued to offer our electives program and have expanded it to include blacksmithing, martial arts, chorus, drumming, knitting, philosophy and drama.

Expo Night

Each semester, students choose an example of Quality Work to exhibit on Expo Night. Parents and other community members visited the school to see the range and variety of projects and research students have pursued. As students spend more time reflecting on what comprises Quality Work, they learn how rewarding it is to invest their energy and time in this type of learning.

Data Reflecting Academic Growth

CPCS is designed to help students achieve mastery in areas where they have not succeeded in school. In the first four years, students have become more successful in demonstrating their learning on standardized testing.

2012		
Math	97.35%	8 advanced
Reading	86.8%	13 advanced
Writing	80%	(8th grade only)
Science	100%	(8th grade only)
Civics	67%	

In 2013 CPCS had four new academic classroom teachers (80% of the faculty). The math program focused attention to depth of understanding and not coverage but the program was too narrow to provide adequate teaching of the standards for each grade. There was a 19% pass rate in the SOLs but the MAPP testing showed better improvements. This is now an area of concentration for the school. Science students had a 68% pass rate and Language Arts had a 49% rate social studies had a 77% rate. Students at CPCS are more resilient learners, more able to focus on difficult tasks and more willing to sustain effort in testing situations. They are more trusting of adults so they can maintain interest and engagement in school, and have exhibited extraordinary growth in socio-emotional skills. These areas deeply affect their achievement levels and contribute to the long-term possibilities for their continued success in school. Careful analysis of the standardized testing gave us a good picture of what to concentrate on in terms of skills and concepts.

Parent Comments

- "I could not wish for a better place for my child to go to school. She wakes up and actually wants to go to school."
- "The environment has been beneficial to my child in regard to his esteem and decreasing stress around organization and the challenging academic tasks."
- "My child's confidence has grown twofold. He now reads by choice at an advanced level. At the absence of homework, he has pursued a variety of quality creative pursuits. I see his curiosity, creativity, emotional well being and social ease have improved tremendously and credit CPCS."
- "My child is happy and excited about attending school. She loves her teachers and has made great friends"
- "My child loves school and that makes me very happy because before he hated it."
- "My son loves going to school and has made great improvements over the past two years both academically and socially."
- "CPCS has been great for my son because the focus is not to memorize but really to learn the material. He is more confident and enjoys going to school."
- "This is an amazing school. The personal attention my child gets has really helped her blossom and take herself seriously as a student. She is making so much progress in her academics and her social skills. We feel so lucky. Thank you CPCS"

II. Describe the need for and anticipated use(s) of the requested grant funds.

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. In our sixth year as a charter school, we have five second year teachers (100% of our faculty) and an opportunity and some needs to continue to improve the effectiveness of our program. Our major needs are to:

1. Continue to develop project-based, arts-infused learning units to help students develop into skilled, knowledgeable, autonomous life-long learners.
2. Provide reading support and instructional ideas for teachers developing units and to support the language arts teacher to provide direct instruction for our lowest readers.
3. Support students and teachers with technology needs to develop the digital tools to increase their technical literacy and add to their project based learning potential.

At the Community Public Charter School, curriculum development is a collaborative process involving teachers across disciplines and inviting educators into a deep understanding of how to create meaningful experiences for students with an authentic, engaging curriculum for learners who are resistant, unskilled, and at risk of not being successful in traditional schools. Units and assignments should all incorporate a hands on, arts-infused base, which allows for student choice, authentic audience, and emphasizes development of student strengths.

Our vision is of a body of students who own their own learning and are engaged in gaining knowledge and building advanced meta-cognitive skills. We know our students enjoy coming to school more than they did in the past, but we want them to be fully invested. The 2012 Gallup poll of 500,000 students across the country and across grade levels found that 8 of 10 elementary students are fully engaged in their learning in school. That number drops to 6 of 10 in middle school and 4 in 10 in high school. This is an alarming statistic and does not bode well for a country of capable and creative thinkers. Our hope is to keep the level of investment at middle school in the 9-10 of 10 through well designed, standards and project based, arts infused learning with an interdisciplinary focus.

Using the Arts to Improve Academic Performance

The rationale of using the arts to promote academic performance has become highly popular over the past few years. Arts education can contribute to boosting academic performance in basic academic subjects.

James Catterall's *Critical Links: Learning in the Arts and Student Academic Achievement and Social Development* 2002 explored much of this. The book is a guide to research on learning in the visual arts, music, drama, dance, and programs enlisting multiple art forms. According to Catterall's own summary of the book, "The work traces the many skills which the arts touch and cultivate—skills that show up as outcomes in more than one art form: such as literacy, mathematics, and science skills along with student motivation and social competence."

A key component in this orientation toward arts education, critical to our thinking at CPCS, is that students need to learn to think like artists—dancers/choreographers, musicians/composers, actors/directors and visual artists. Accordingly, curriculum should be designed that develops such

skills, understandings and attitudes. This means students will need to develop their sensibilities, grow their imagination, and acquire the technical skills needed to work well with materials and “instruments” in the broadest sense of the term: the body, musical instruments, the voice, the environment, and media of all kinds. This approach asks that students learn to talk about the qualities of an artwork they perceive through their senses. This becomes the strand of artistic perception in the content standards.

The “art part” is not an “add-on,” superficially connected to the “basics,” but instead is an equal partner in helping students gain a broader and deeper understanding of linked content. Arts integration also allows students to learn through an array of “modalities” or ways of learning-visual, aural, and kinesthetic. What makes the arts unique and powerful is that they naturally draw on these multiple learning modalities. Arts integration can also include integration among the arts.

An example is to help students understand a particular historical period or culture. The arts become a kind of “primary source” material that can help students see the period and culture in more depth and specificity. For example, a unit on the Civil War might include the photography of Mathew Brady, and the music, dress, literature and architecture of the period. Sometimes much of what we know about cultures from the past we learn from what has been preserved in its arts: dance, theatre, music and visual arts. When students have a chance to explore these art forms in an active way, at the same time that they learn the historical facts, learning is expanded and comes alive. This provides engaged learning and more potential for learning content. In addition it strengthens problem solving and analytical skills. This unit could be taught by a blacksmith and a teacher, or by a musician creating music or a play.

We also have local artists familiar with our school program and committed to assist classroom teachers to create and implement a residency model where teachers and artists teach side by side and support student engagement, inquiry based learning and standards based content.

Technology

New media and electronic technology is also a particular focus of this framework. Technology is a tool of expression, research and new media access as a form of expression. Students learn to apply the technology available to creative projects, where it is still the imagination and artistic intent that guide its use. New technologies and media can extend and enrich aesthetic goals. Electronic music opens up composition to many students, and video and film can become part of dance and theatre performance. New media can also be a powerful tool in recording and documenting student work. Visual arts students know computer graphics programs, multiple kinds of animation, and video editing, while performing arts students are learning technical stagecraft, lighting, and other skills.

Specific Learning objectives for our project:

- Identify, unpack, and remix unit-specific authentic standards from state curriculum, county habits of mind, county life-long learner standards, and the habits of mind of the artist.
- Use each other as resources to provide interdisciplinary connections and facilitate new ways of reflecting about teaching and learning as colleagues
- Work with artists to create standards based units.
- Use reading data to build multiple textual and other Universal Design for Learning (UDL) pathways to content.
- Identify and incorporate multiple pieces of unit-related art as content and mentor texts.
- Anticipate and design a menu or multiple performance assessments that will likely engage students in learning content.

- Create and scaffold multiple approaches, routines, and materials to support inquiry-based work for students situated along a broad spectrum of executive function and readiness to complete self-directed work.
- Support students and teachers with new media and technology.
- Teach at least one unit in each academic classroom with at least one visiting artists.

Management Plan:

Tasks	Responsible Person	Dates for Completion
Choose and contract with artists for residencies	Ashby Kindler, principal	When grant is awarded
Workshops for teachers and artists	Bobbi Snow	September/ October 2013
Hire and work with Technology educator to carry out teaching and support for media and technology plan	Ashby Kindler	September/ October 2013
Creation of units for four academic areas	Bobbi Snow	October/November 2013
Critique and feedback of units/ rewrite	Bobbi Snow and group	December 2013
Teaching of units	Bobbi Snow	January- March 2014
Assessing effectiveness of design and units	Bobbi Snow	April/May 2014
Evaluation report	Bobbi Snow	June 2014
Funding proposals for future arts-infused curriculum development	Bobbi Snow and the School Management Team	June 2014

III. Provide a budget breakdown of requested grant funds ranging from \$10,000 to \$25,000.

- Budget
- Curriculum Development work teachers
- 7 teachers (4 academic, art, counselor, special education) \$25 outside of school hours-five hours a day.
- 3 days each = \$375
- Total \$2625
- Artists in residence 4 @ \$2500 = \$10,000
- Literacy specialist to support unit development and support for LA teacher \$3000
- Technology/media support @ \$30 an hour = \$3500
- Books for teachers and students \$750
- Arts supplies \$1350

Category	Tasks	Rate	Total
Professional 7 teachers	Workshops, curriculum development	\$25 hourly	\$2625
4 Artists in Residence	Works with teachers, develop units, teach	\$2500	\$10,000
1 literacy specialist	Add reading components to units, create assessments, work with LA teacher to design programs for lowest readers	\$ 40 hourly	\$3000
Technology/media	Direct instruction to students and support to teachers	\$30 hourly	\$3500
Materials			
Books for teachers and students			\$750
Art Supplies			\$1350
Total			\$21,225

Part C: Assurances

The division superintendent assures the Virginia Department of Education that:

1. All monies received by the school division under this grant shall pass through directly to the budget of the charter school to be used for implementation and support.
2. Monies received will be maintained in a separate account.
3. The school division receiving monies will maintain financial records, subject to review by local auditors, that demonstrate that all monies received were used in accordance with the Department of Education's approved use of funds.
4. Monies received from the award will be spent by June 30, 2014. A school division that has met its local required effort and required local match may request to carry over funds to Fiscal Year 2015.

Part D: Certification

I hereby certify that, to the best of my knowledge, the information presented in this request for funds is correct, and the applicant understands and will comply with the assurances listed in

Name of School Superintendent/Designee: Pamela R. Moran, Ed.D.

Signature: Pamela Moran

Date: 8/13/13