

The Community Public Charter School's Request for Renewal of Charter Agreement

The Community Public Charter School (CPCS) requests a renewal of its Charter Agreement. The application proposal approved by the School Board of the County of Albemarle, Virginia on the 14th day of July 2010 still accurately reflects the mission and vision of the CPCS.

The original application proposal from 2007 has been updated in the following areas:

- Section V Goals and Objectives (new measurable objectives)
- Section VI Education Plan (curriculum and schedule)
- Section VIII (school size chart)
- Section XIV Financial Plan (new grants, contributions, needs)
- Section XI Management (add community member to School Management Team)
- Section XVIII Facility (change from Burley Middle School to Murray Campus)

Progress and Accomplishments:

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 are at risk of not meeting their potential, the program offers a balance of literacy tutorials and an arts-infused, project-based curriculum.

The school serves behaviorally and academically at-risk students in Albemarle County who are resistant learners and are not thriving in their current settings. CPCS targets students who have not experienced success in other public schools. As a result, many of our students are below grade level in reading, math and writing, have never passed an SOL test or have had significant failure in school. Our success rests on a combination of our school size, small class size and the ability of skillful, responsive teachers.

Accomplishments:

- Expanded our student base to include a more diverse population of learners who need a smaller setting but are not as therapeutically needy as our original group of students. Continued to clarify for schools and families that we are not a therapeutic school.

- Continue to receive consistent inquiries about admissions to CPCS for 2015-16 school year for our waiting list.
- Maintained connections with our first group of CPCS graduates who are graduating high school this year. All high school students are experiencing success in their programs and are moving forward in their traditional public school programs or at Murray High School. Four students moved outside of Albemarle County.
- Expanded our arts program beyond the visual arts to include drama, music, metalworking, etc.
- Nurtured a stronger student community through our advisory system and morning meetings.
- Continued to clarify the role of the School Management Team with more responsibility and leadership.
- Achieved consistent accreditation.

<u>Academic Year</u>	<u>Accreditation Status</u>
2014-15	Fully Accredited
2013-14	Fully Accredited
2012-13	Fully Accredited
2011-12	Fully Accredited
2010-11	Accredited with Warning
2009-10	Accredited with Warning
2008-09	Provisionally Accredited

- Improved communication with parents via a weekly newsletter, parent portal, and more frequent contact with parents.
- Collected evidence of authentic student growth, reflection, self-evaluation and learning through the use of portfolios.

Goals to Support Existing Challenges:

- Clearly articulate to the district and the larger community that our pedagogy leads to conceptual understandings and higher-level thinking through project -based and arts infused approaches.
- Work with teachers through professional development to move “Choices” interactions into the classrooms rather than the “Choices” counseling happening outside the classroom.
- Offer transformative professional development experiences for teachers that will continue to improve their skills in providing differentiation for students through the arts-infused, project based curriculum. Fifty percent of faculty meetings and in-service opportunities will focus on these topics.

- Improve student work production by faculty offering work sessions outside of the school day and monthly portfolio checks to determine increased work completion.
- Collect data to ascertain whether CPCS saves the school system money by decreasing the number of teachers and services needed at the home middle school .
- Collect data to determine if CPCS students in smaller class sizes allows them to get their socio-emotional and academic needs met at CPCS and saves resources for the school system at large.
- Improve our literacy instruction for students who need more direct tutorials.