



Center City Public Charter Schools

Character, Excellence, Service

2012-2013 Report

Center City Public Charter Schools
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II. OVERVIEW

I. School Description

A. Mission Statement and Vision

Mission

The Center City Public Charter Schools' (Center City PCS) mission is to empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop skills necessary to both serve and lead others in the 21st century.

Vision

Our vision is to:

- Prepare 21st century global learners and leaders;
- Empower our students for success;
- Recruit and retain 21st century highly qualified staff; and
- Equip our schools with 21st century smart classrooms.

B. School Program

School year and hours, grade and age levels served

During the 2012-2013 school year, Center City PCS educated 1407 students at our six campuses which are named after the neighborhoods they are located in: Brightwood, Capitol Hill, Congress Heights, Petworth, Shaw, and Trinidad. Each campus served students in PreK through 8th grade, ages four to fifteen. The school year started August 27th, 2012 and ended June 7th, 2013 and our students attended school for an extended school day from 8:00AM to 4:00PM Mondays-Thursdays and from 8:00AM to 1:30 PM on Fridays.

Curriculum at Center City PCS

Center City Public Charter Schools provides students with a liberal arts education that is designed to foster the growth and development of the whole child. By taking a whole child approach, we envisioned our curriculum to encompass the following competencies:

- Core Content
- Character Education
- Community Exploration
- Service Learning
- Authentic Experiences

Our liberal arts education provides scholars with rich and authentic learning experiences in English Language Arts, Mathematics, Science, Social Studies, Art, Music, Physical Education, Dance, and Spanish. Scholars receive character education through daily morning meetings, as well as a school-wide focus or study of one of our ten core values each month. This year, we adopted the Every Child Ready (ECR) curriculum to provide our PreK scholars with a literacy-rich education designed to meet their unique developmental needs. In our K-5 classrooms, our primary Reading and Math resources were Treasures and Investigations, while our Middle School classrooms utilized Love of Literature and Connected Mathematics.

Here at Center City Public Charter Schools, we ensure a Free Appropriate Public Education to our students with disabilities by providing high-quality, meaningful educational opportunities. Our special education program educates students, to the extent possible, under inclusive, co-teaching models, ensuring all students are integrated into the school-wide culture. Student needs are met through varying levels of services as indicated on their IEP. Special Education is defined as a specially designed set of services in combination with best practices/methodologies created for your child to meet their needs that are related to their disability. Services may include: specialized instruction in reading, written expression, mathematics, adaptive physical education, vision, hearing, orientation/mobility; related services in speech/language therapy, occupational therapy, counseling, behavior support and physical therapy and any of these on a consultative basis.

The foundation of our English as a Second Language program is our conviction that our English Language Learners (ELL) can be successful, given a supportive educational environment, research-based programs, and comprehensive instruction. At Center City PCS, we work to address our students' needs in a manner consistent with our educational philosophy and with the English Language Acquisition, Language Enhancement, and Academic Achievement Act under Title III. In the SY 2011-2012, 206 language minority students qualified for direct ESL services at Center City PCS. Center City PCS utilizes a Content-Based ESL Program, in which teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. This approach allows teachers to accommodate students from different language backgrounds in the same class and to provide instruction without being proficient in the students' own languages.

Mission-related programs

In addition to our broadened liberal arts curriculum that ensures excellence through a rigorous academic program, Center City PCS believes in the importance of character education and service to others. These aspects of our mission are fulfilled in a number of ways and are framed by the competencies of character education and service learning, and the annual Capstone project.

- Center City PCS emphasizes character education throughout all six campuses. Our morning meetings and morning gatherings allow the students and the school to gather as a community and engage and reflect upon our ten core values. Each month our students hear and learn about the core value, define it as a community, practice the value through a service and/or leadership activity, and then reflect upon the relationship between the value and their role. The core value of the month is also celebrated school-wide through common practices, ongoing dialogue, and a culminating student-centered activity.
- In living our motto of character, excellence, and service, each student at Center City PCS completed a **Capstone Project** in the Spring of 2013. Capstone is an integral part of Center City PCS' Education Plan in our charter. Capstone is a year-long, thematic, project-based learning experience in which students complete a book study, four field trips, four service projects, journals and interactive notebooks, a research project/paper, and a reflection. In grades PreK-2, students focused on the places of Washington, DC (A Capital City). In grades 3-5, students focused on the people of Washington, DC (A Global Community). In grades 6-8, students focused on the issues of Washington, DC

and are proposing unique policy- and service-related solutions to some of the most pressing problems facing the city (An Empowered Community).

Family Engagement at Center City PCS

Family engagement at our campuses took significant steps forward in the 2012-2013 school year. This was due in large part to our growing partnerships with the Flamboyant Foundation. The Brightwood campus completed its second year as a full partner with Flamboyant, receiving funding and training in key family engagement practices. Meanwhile, Capitol Hill operated as an unofficial partner, and successfully applied to Flamboyant for a full partnership beginning in Fall 2013. The Shaw campus also succeeded in its application. As a result, three of our campuses will enter the 2013-2014 school year as grant recipients of the Flamboyant Foundation.

Partnership with the Flamboyant Foundation has transformed our vision for family engagement. No longer are family engagement efforts focused on getting parents into schools for socials and other low-impact events. Center City PCS now seeks to engage families for the specific purpose of advancing student achievement. Concretely this means engaging parents by (1) visiting them in their homes to build trusting relationships and to solicit them as partners in their child's education, and (2) equipping them to monitor and support their child's progress through Academic Parent Teacher Teams. These two practices are becoming capstones in our family engagement efforts. During this school year, our Capitol Hill teachers visited 20% of families in grades 5 through 8. At Brightwood, 75% of families in all grades received a home visit. Next year, both campuses will be joined by Shaw in reaching a high percentage of families through home visits and Academic Parent Teacher Teams.

Anecdotal evidence of our family engagement practices has already shown benefits. Teacher morale and parent satisfaction are improving. Principals investing in Flamboyant training also express unreserved appreciation for the program. Furthermore, although in the early stages of our Flamboyant partnerships, we have seen a remarkable correlation between Brightwood's partnership and the campus's improved DC-CAS scores. Between 2010 and 2012, Brightwood improved reading proficiency by 11.6% and math by 16.8%. These scores are well above both the DCPS (3.5% reading, 6.0% math) and charter (3.6% reading, 5.3% math) averages.

Center City PCS focus on student achievement is not reserved exclusively to these high impact practices. Across all campuses, we have seen teachers and school leaders gear more common family engagement practices toward student success. For example, Congress Heights hosted a Casino Night, turning an evening of card games into a learning and community-building event for families. Trinidad showcased students' musical abilities in an outdoor performance for the surrounding neighborhood; and Petworth inspired parents to support home learning by inviting Jason King, president of the nonprofit Turning the Page, to a Literacy Night. As campuses well-established in the local communities, Center City PCS recognizes the need to engage families and community members in fun, informal events.

Looking toward the 2013-2014 school year, Center City PCS anticipates continued growth in our students' academic performance. To advance our family engagement efforts, the new position of Director of Family Engagement and Student Discipline was created in summer 2013. Our new director will work closely with the Flamboyant Foundation to prepare Congress Heights, Petworth, and Trinidad for applications to the

Foundation's family engagement grant partnership. It is our hope that by adopting Flamboyan's key engagement practices, while maintaining our own successful community traditions, each Center City PCS campus will become a school community known for its academic excellence and warm family relations.

II. School Performance

A. Evidence of Performance and Progress

1. Performance Management Measures

Center City PCS is held to multiple standards by OSSE performance measures, DCPCSB performance measures through multiple measures for its early childhood framework and for DCCAS in its elementary and middle school frameworks. For the early childhood framework, student achievement and growth are measured using the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Language Arts benchmark assessments for our early childhood grades, in addition to Text Reading Comprehension (TRC) Screening, and Early Childhood Readiness (ECR) indicators in Math and Language & Literacy developed by AppleTree. Additionally, Capstone grades are used as a mission-specific indicator for the Performance Management Framework (PMF).

In the Elementary/Middle School Framework, Center City PCS continued to use the Performance Management Measures laid out by the DCPCSB last school year to inform our School Improvement Plans and measure student growth. Center City PCS uses system-wide assessments, in addition to DCCAS, to evaluate student performance in core subjects and learning objectives.

Additionally, Center City PCS worked during the 2012-2013SY to ensure Common Core alignment, as well as developing in-house district-wide assessments in math, science and social studies.

EARLY CHILDHOOD FRAMEWORK

Grade Level	Subject	Assessment	Description
Pre-K	Math	Early Childhood Readiness (ECR) – Mathematics	ECR was developed by AppleTree and is administered 5 times throughout the year. The math portion of the ECR covers number concepts, measurement, geometry & spatial sense, data analysis & planning.
	Reading	ECR – Language & Literacy	ECR-LL includes syllables, phoneme – blending, substitution, elision, expressive language, exposure to print, rhyming and narrative comprehension
Grades K-2	Reading	DIBELS	DIBELS is a nationally-normed teacher administered assessment of phonological awareness, vocabulary, and reading fluency.
		DIBELS Text & Reading Comprehension (TRC)	TRC is a form of DIBELS that specifically focuses on text and reading comprehension. Students read books aloud and answer questions to demonstrate fluency and comprehension. TRC distributed new national norms this summer. CCPCS reports on progress under both sets of norms.
Grade 2	Math & Reading	DC CAS	Students practice taking the DC CAS for the first time in 2 nd grade. The tests are scored but not used for school accountability.

* Next year, students in grades K-2 will participate on the Northwest Evaluation Association Measures of Academic Progress (MAP) computer-adaptive assessment. The MAP is a national leader in Common Core-aligned assessment and is used by many high performing DC charters to track growth in grades K-8.

PCSB PMF Goals Summary – percent of students meetings or exceeding targets

Test	Grades	PMF Goal	Brightwd	Cap Hill	Cong Hts	Petworth	Shaw	Trinidad
ECR	PK4	Meet typical growth or score above target	100	93	95	94	100	100
TRC	K-2	Advance 1 proficiency range	81.7	82.1	71.6	96.9	64.1	78.0
	K-2	Proficient	76.1	78.6	70.3	94	56.7	73.9
DIBELS	K-2	Proficient	72.9	86.8	73	86.8	71.6	69.7
Capstone	PK-2	Score above 80%	100	100	100	100	71.8	100
Number PMF Target Floors Exceeded			5	5	5	5	4	5

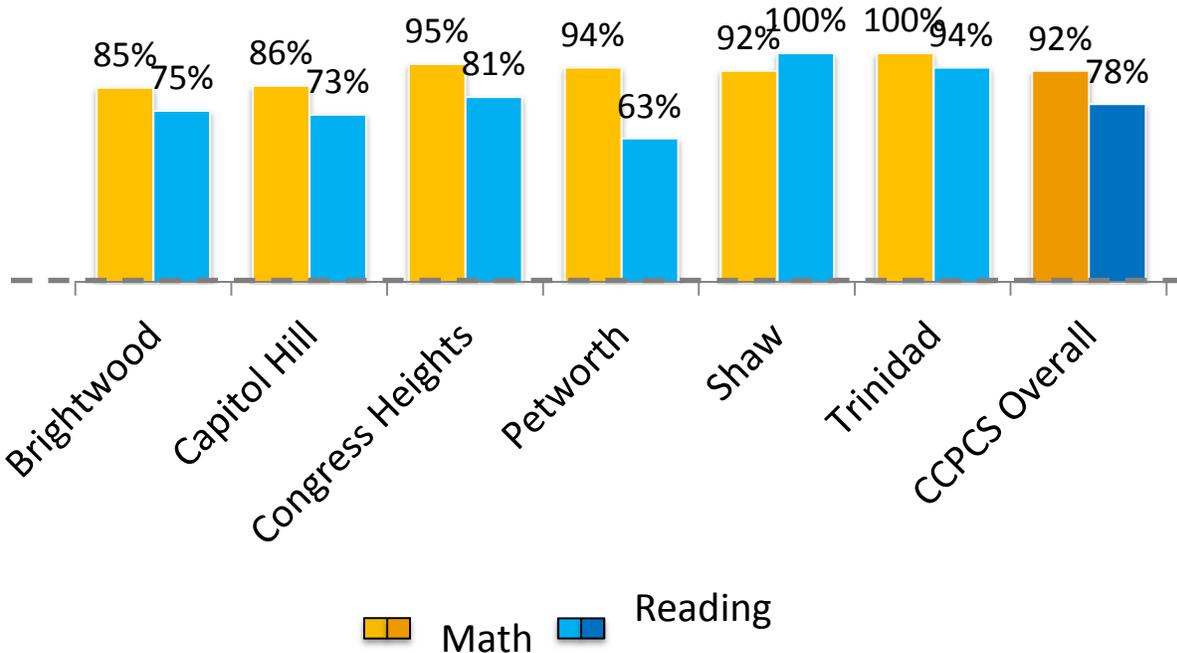
* Green cells indicate school performance exceeded the PMF target floor of 60 percent. Red cells indicate school performance did not meet expectations. White cells are relevant data points, but they are not included on the PMF.

PMF Highlight

- 1) Overall, most PreK-2nd grade target measures were met or exceeded of a target floor of 60%, particularly around DIBELS, Capstone, ECR Reading Composite, TRC K-2 Advance 1 grade level.

Pre-Kindergarten

Percent of students whose fall-to-spring growth exceeds average expected growth on ECR

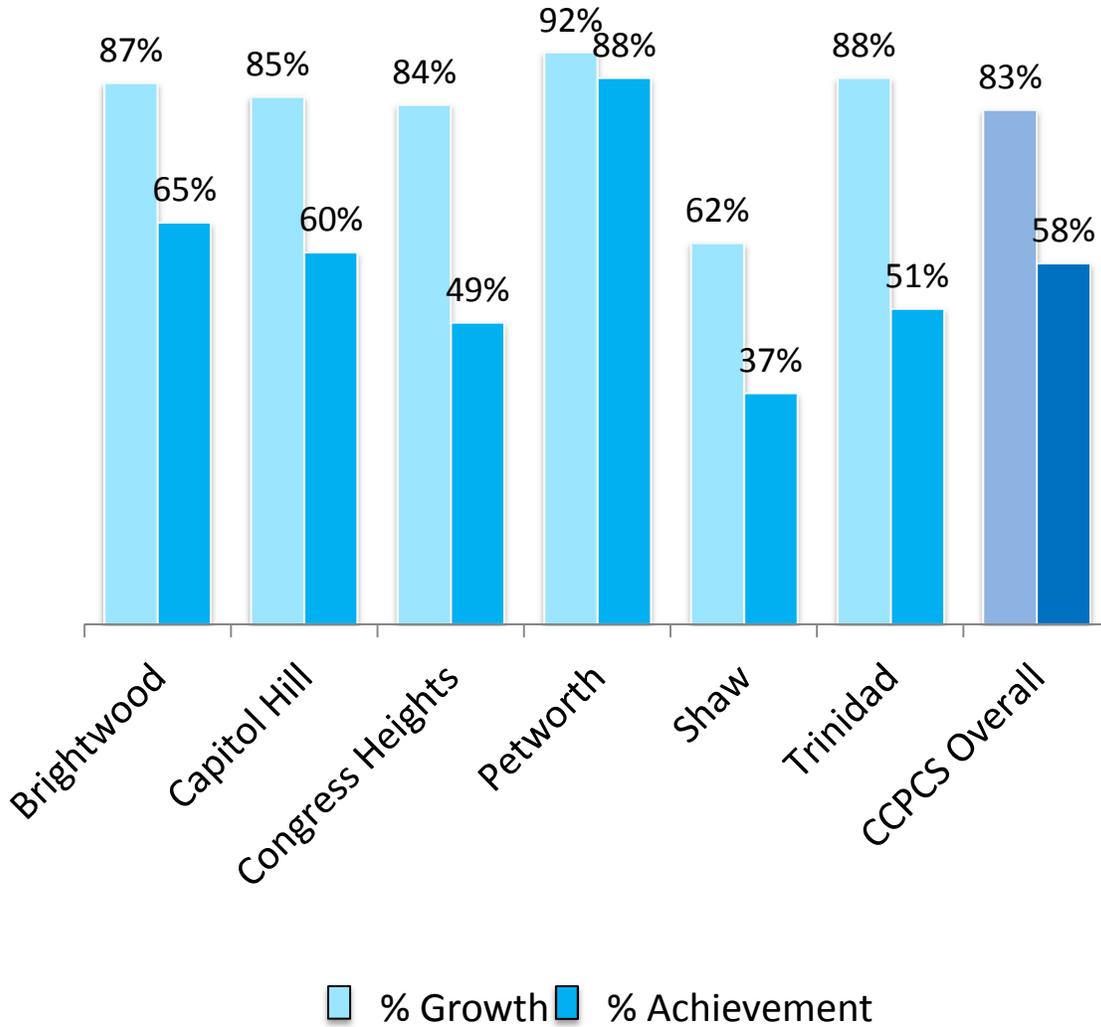


Pre-Kindergarten Highlights

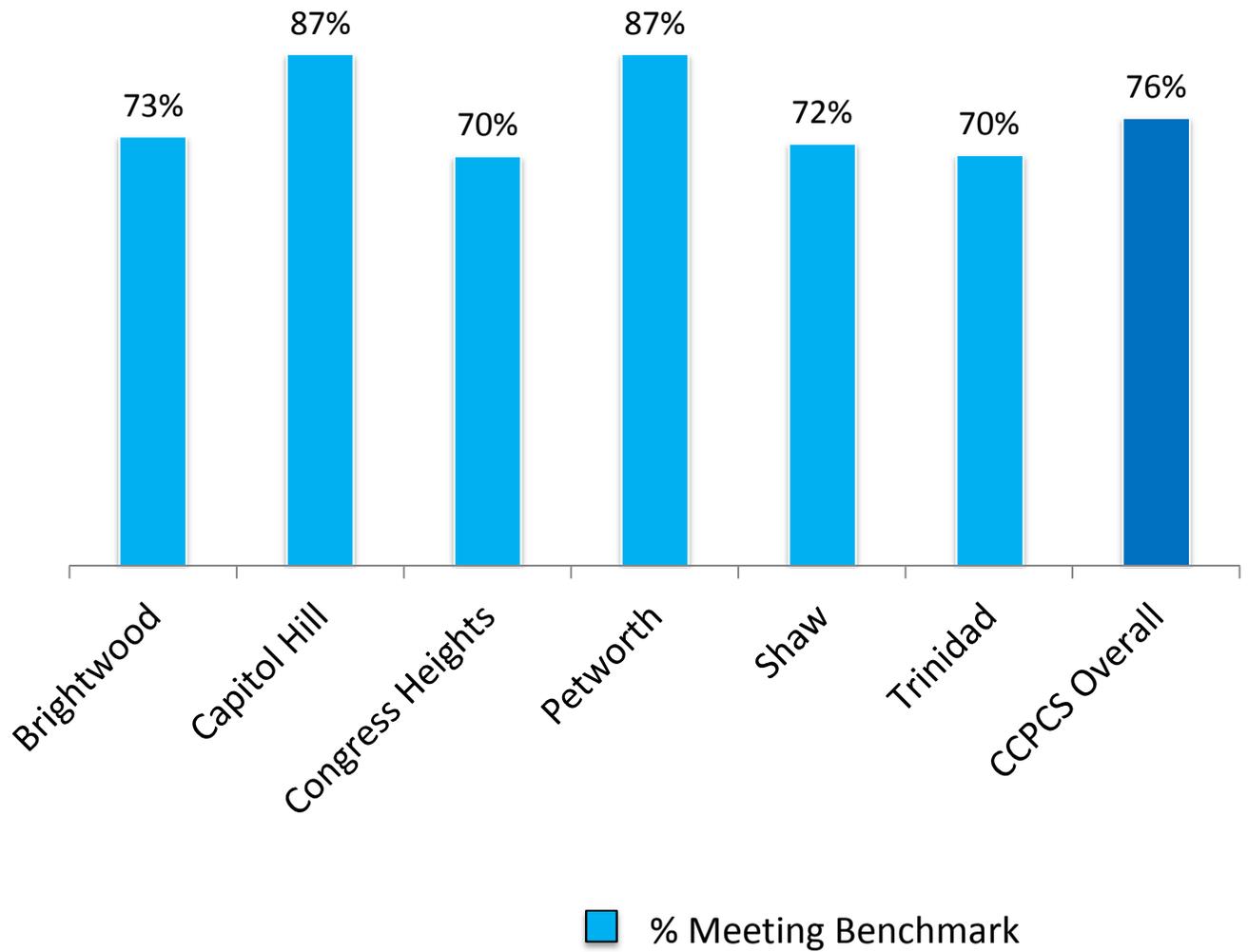
- 1) While Shaw's PK classroom missed the PMF target for ECR in math, 92 percent of the students outperformed the average expected growth on the ECR for pre-kindergarten.
- 2) All schools showed better than average growth in both math and reading.

Grades K-2

Percent of students meeting growth and achievement targets on mCLASS TRC



Percent of K-2 students on or above grade level on DIBELS



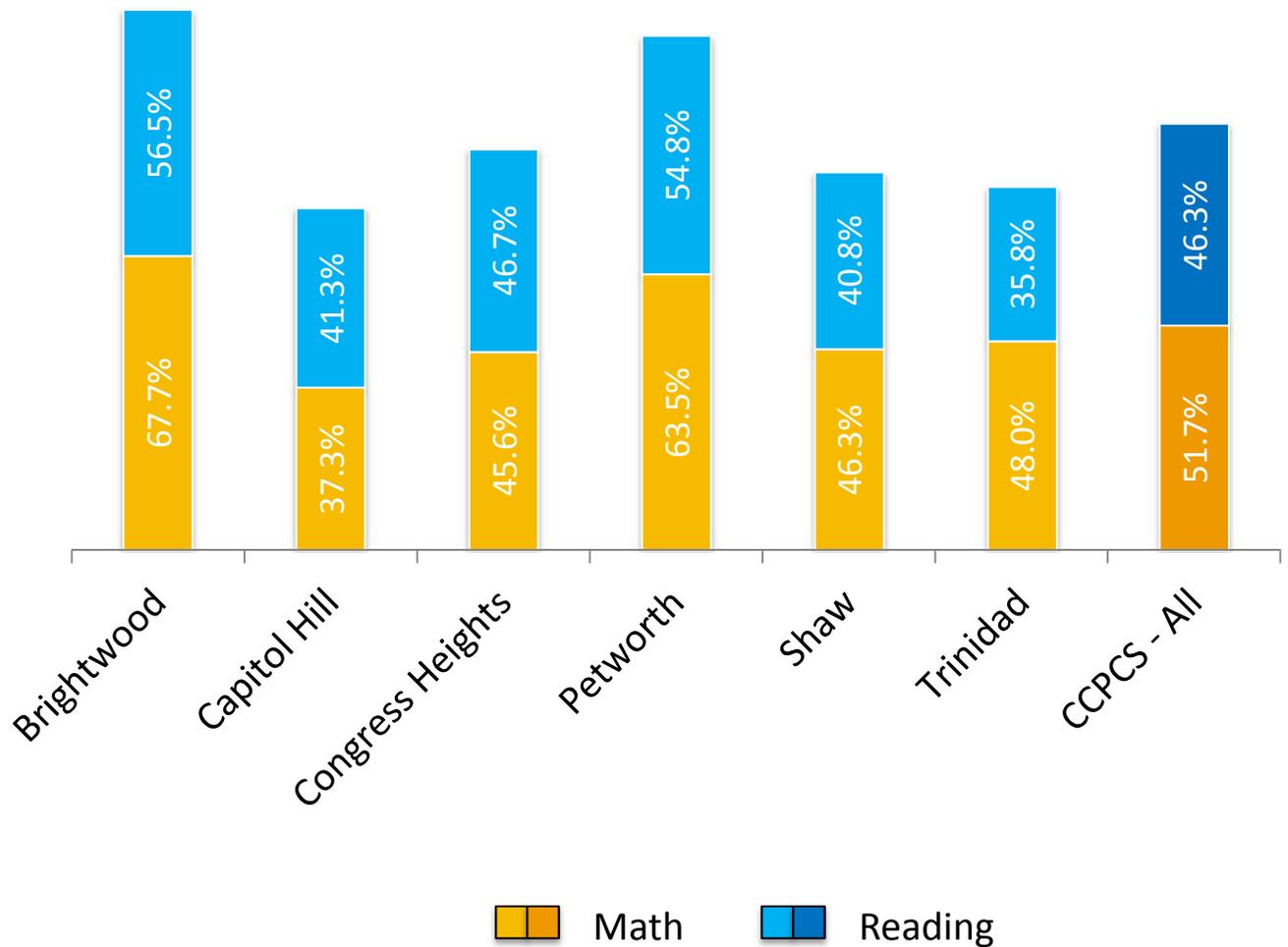
K-2nd Grade Highlights

- 1) All of the schools demonstrated growth in the mclass TRC.
- 2) All of the schools met or exceeded the 60% benchmark target in DIBELS.

Grade 2 (DC CAS)

In second grade, students participate on the DCCAS for the first time. Scores are calculated the same as all other grades, but they are not used for accountability purposes nor reported to the public.

Percent of students scoring Proficient or Advanced on DC CAS



DC CAS Highlights

- 1) Both Brightwood and Petworth had strong proficient or advance math percentages.
- 2) All schools showed a weakness in reading percentages.

Comparison of raw percent correct between Achievement Network and DC CAS for 2nd grade

School	Mathematics		Reading	
	ANet	DC CAS	ANet	DC CAS
Brightwood	72.2%	79.5%	60.9%	67.9%
Capitol Hill	64.2%	67.0%	55.5%	64.3%
Congress Heights	70.5%	67.6%	56.2%	60.1%
Petworth	76.6%	78.7%	58.7%	60.6%
Shaw	75.3%	74.6%	58.6%	60.3%
Trinidad	77.5%	71.5%	61.0%	62.3%

* ANet is combined average percent correct of all four interim assessments, each typically consisting of approximately 25 items and testing different standards.

ANET predictability Highlight

- 1) Overall, 2nd grade DCCAS and ANET scores correlated, with ANET predicting with relative accuracy DCCAS performance.

Capstone – Grades PK-2

Capstone is a year-long, thematic, project-based learning experience in which students complete a book study, four field trips, four service projects, journals and interactive notebooks, a research project/paper, and a reflection around a theme. As stated in the chart below, the vast majority of Center City PCS PreK – 2nd grade classrooms met or exceeded the target goal of 80% or higher for a final Capstone grade.

Final Capstone Rubric Score by Campus and Grade Level

School	PK	K	1 st	2 nd
Brightwood	90%	100%	90%	90%
Capitol Hill	95%	90%	95%	90%
Congress Heights	100%	95%	85%	90%
Petworth	90%	90%	95%	95%
Shaw	85%	90%	75%	85%
Trinidad	100%	100%	100%	100%

* PMF Goal is for the grade level to earn at least 80% for a final score

ELEMENTARY/MIDDLE SCHOOL FRAMEWORK – DC-CAS

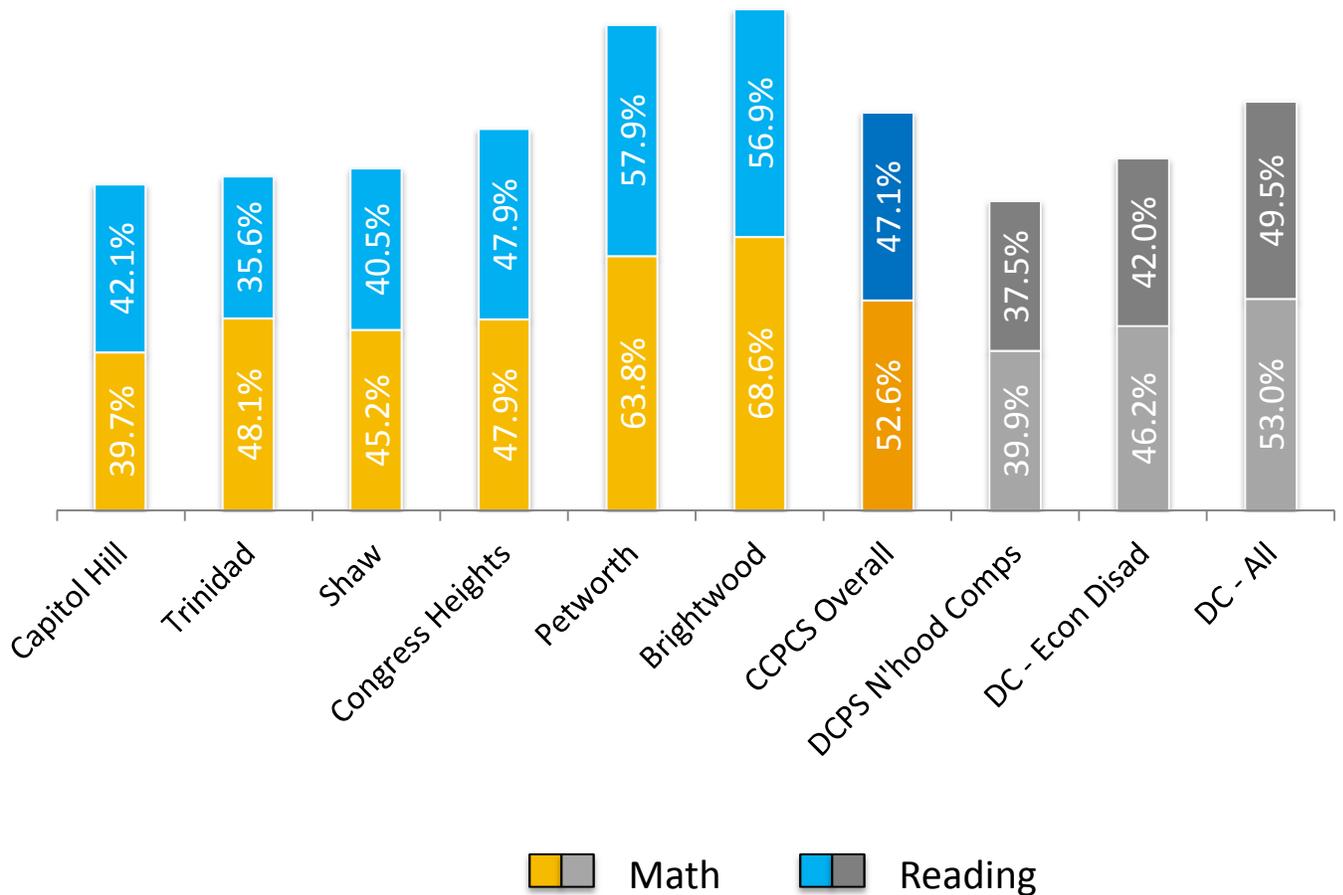
PCSB PMF Goals Summary

			Bright.	Cap Hill	Cong Hts	Petworth	Shaw	Trinidad
	Floor	Target						
Student Progress								
Median Growth Percentile Reading	30.0	70.0	67	50.5	64	64	68.5	47
Median Growth Percentile Mathematics	30.0	70.0	71	55	64	64.5	60.5	56
Student Achievement								
Elementary School Reading								
3rd-5th DC-CAS Proficient and above-Reading	23.9	100.0	58.1	36.2	37.7	49.4	27.9	27
3rd-5th DC-CAS Advanced-Reading	0.0	25.0	6.8	0	3.3	1.3	1.6	2.7
Elementary School Mathematics								
3rd-5th DC-CAS Proficient and above-Math	15.3	100.0	74.3	34.8	32.8	61.3	41	43.2
3rd-5th DC-CAS Advanced-Math	0.0	25.0	17.6	2.9	1.6	8.8	3.3	2.7
Middle School Reading								
6th-8th DC-CAS Proficient and above-Reading	27.5	100.0	55.6	49.1	56.1	68.9	52.3	45.9
6th-8th DC-CAS Advanced-Reading	0.0	25.0	19.1	3.5	7.3	13.1	15.4	3.3
Middle School Mathematics								
6th-8th DC-CAS Proficient and above-Math	23.7	100.0	61.9	45.6	59.8	67.2	49.2	54.1
6th-8th DC-CAS Advanced-Math	0.0	25.0	23.8	8.8	14.6	14.8	9.2	3.3
Gateway								
3rd grade Reading Proficient	17.4	100.0	53.9	12.5	34.8	44.4	23.1	34.8

PMF Goal Highlights

- 1) Brightwood exceeded the median growth percentile target of 70% with a 71%, and was the closest school with 23.8% in meeting the target of 6th-8th grade DCCAS advanced mathematics target.
- 2) Overall, Center City PCS cleared the minimum proficiency floor for the PMF.

Percent of all students scoring proficient or advanced on DC CAS

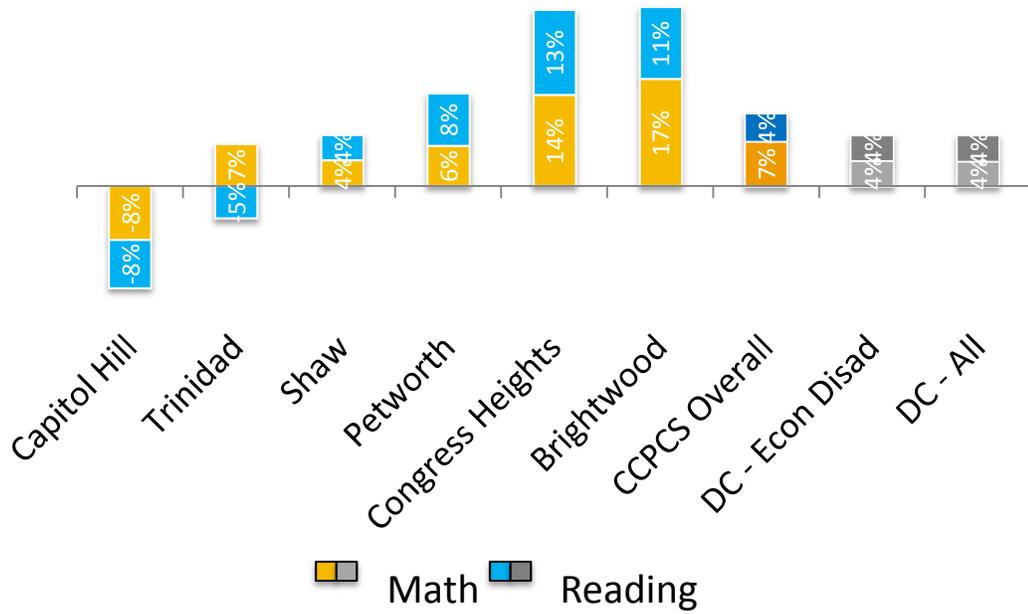


* DCPS Neighborhood Comparison schools include the following: _____

Percent of all students scoring proficient or advanced Highlights

- 1) Center City PCS overall exceeded DCPS's neighborhood comparison schools and Economically Disadvantaged city wide in mathematics and reading.
- 2) Both Petworth and Brightwood exceeded the proficiency or advanced average performance of all DC schools

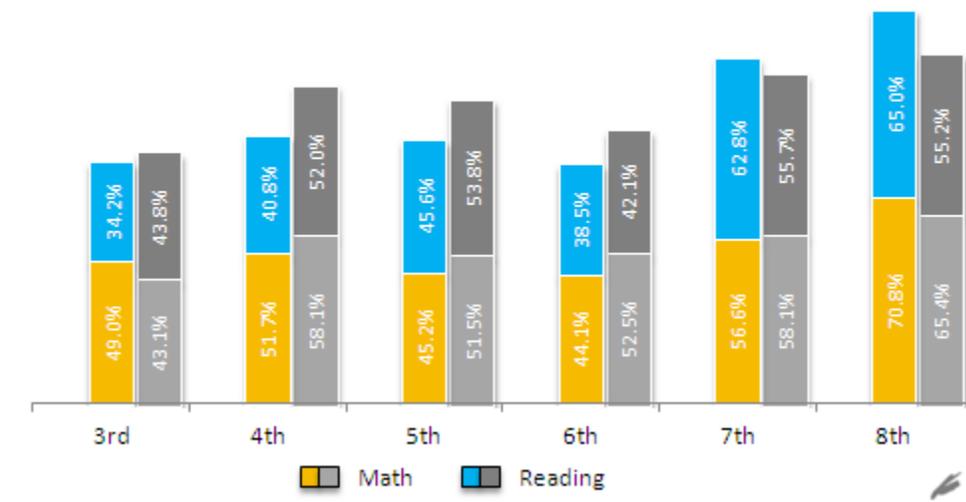
Change in percent proficient or advanced from 2012 to 2013



Change in Percent Proficient or Advanced Highlights

- 1) Four of the six campuses matched or exceeded DC's change in percent of proficient or advanced in both reading and math, with five campuses doing so in math only.
- 2) Overall, Center City PCS's growth matches or exceeds DC's change in percent of proficient or advanced in both reading and math.

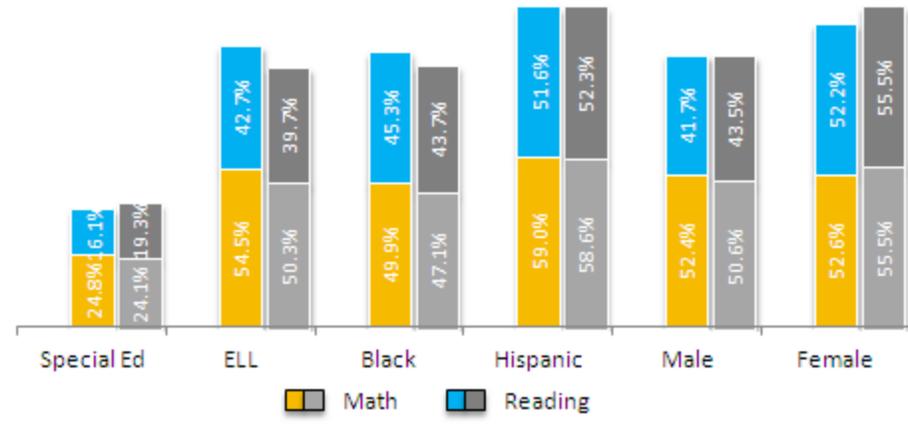
Percent proficient or advanced by grade for all CCPCS versus all DC



Percent Proficient or Advanced by Grade Highlights

- 1) By the time Center City PCS students reach 7th grade, students match the overall performance in the District in reading and math and by 8th grade exceed it.
- 2) Overall, Center City PCS 8th grade proficiency percentage is the highest grade.

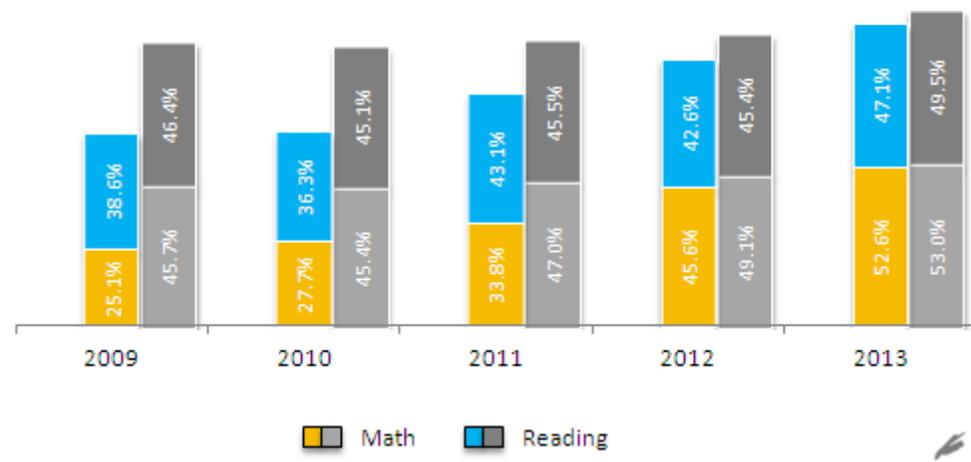
Percent proficient or advanced by subgroup for all CCPCS versus all DC



Percent Proficient by Subgroup Highlight

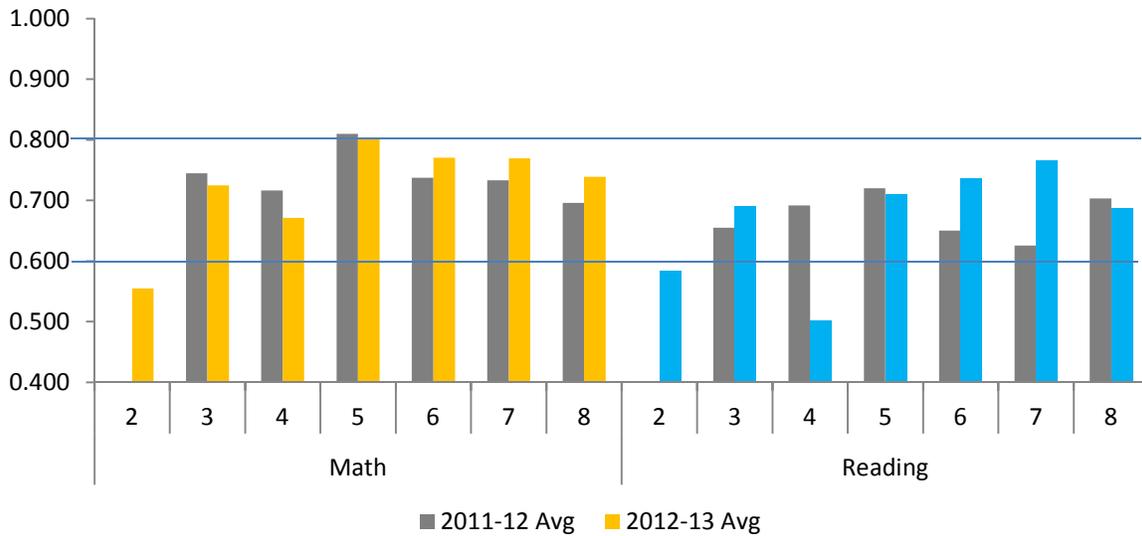
- 1) Overall, Center City PCS matched the levels of performance for DC in all subgroups, with a slightly stronger performance in the ELL and African American categories.

Improvement in proficiency over time for all CCPCS versus all DC



Overall, Center City PCS's improvement in proficiency has increased, and in 2013 it matched the improvement rate of all of DC.

Correlation of Achievement Network scores to DC CAS results



* A perfect correlation would equal 1, while a good correlation is 0.8 to 1 and acceptable correlation is 0.6 and higher.

Correlation of ANET to DCCAS remains a mixed result. In some instances, like math and reading in 2nd grade, and reading in 4th grade have not been predictive of actual DCCAS scores. In general, ANET appears to correlate most strongly in mathematics and in reading at later grades, but its predictive ability remains in the acceptable range.

Proficiency of returning students to CCPCS by school and SUBGROUP

	# Stds	Mathematics			Reading		
		2012	2013	Diff	2012	2013	Diff
Brightwood	92	55.4%	68.5%	13.0%	48.9%	59.8%	10.9%
ELL	43	37.2%	51.2%	14.0%	27.9%	44.2%	16.3%
Special Ed	12	33.3%	33.3%	0.0%	16.7%	16.7%	0.0%
Black	42	61.9%	78.6%	16.7%	59.5%	66.7%	7.1%
Hispanic	48	47.9%	58.3%	10.4%	37.5%	52.1%	14.6%
Female	52	61.5%	73.1%	11.5%	57.7%	69.2%	11.5%
Male	40	47.5%	62.5%	15.0%	37.5%	47.5%	10.0%
Capitol Hill	82	40.2%	45.1%	4.9%	48.8%	52.4%	3.7%
Special Ed	18	22.2%	27.8%	5.6%	16.7%	11.1%	-5.6%
Black	81	39.5%	44.4%	4.9%	48.1%	51.9%	3.7%
Female	44	38.6%	45.5%	6.8%	52.3%	50.0%	-2.3%
Male	38	42.1%	44.7%	2.6%	44.7%	55.3%	10.5%
Cong Heights	72	31.9%	51.4%	19.4%	32.4%	51.4%	19.0%
Special Ed	17	5.9%	5.9%	0.0%	0.0%	5.9%	5.9%
Black	72	31.9%	51.4%	19.4%	32.4%	51.4%	19.0%
Female	34	32.4%	47.1%	14.7%	30.3%	50.0%	19.7%
Male	38	31.6%	55.3%	23.7%	34.2%	52.6%	18.4%
Petworth	94	56.4%	71.3%	14.9%	49.5%	63.8%	14.4%
ELL	39	51.3%	71.8%	20.5%	35.9%	53.8%	17.9%
Special Ed	21	42.9%	42.9%	0.0%	30.0%	38.1%	8.1%
Black	47	53.2%	70.2%	17.0%	54.3%	68.1%	13.7%
Hispanic	45	57.8%	71.1%	13.3%	42.2%	60.0%	17.8%
Female	49	55.1%	69.4%	14.3%	46.9%	63.3%	16.3%

Male	45	57.8%	73.3%	15.6%	52.3%	64.4%	12.2%
Shaw	79	32.9%	45.6%	12.7%	29.1%	45.6%	16.5%
ELL	20	25.0%	40.0%	15.0%	20.0%	40.0%	20.0%
Special Ed	19	5.3%	26.3%	21.1%	0.0%	10.5%	10.5%
Black	58	34.5%	44.8%	10.3%	31.0%	44.8%	13.8%
Hispanic	21	28.6%	47.6%	19.0%	23.8%	47.6%	23.8%
Female	35	42.9%	51.4%	8.6%	40.0%	51.4%	11.4%
Male	44	25.0%	40.9%	15.9%	20.5%	40.9%	20.5%
Trinidad	89	41.6%	53.9%	12.4%	34.8%	37.1%	2.2%
Special Ed	12	8.3%	16.7%	8.3%	8.3%	33.3%	25.0%
Black	87	42.5%	54.0%	11.5%	35.6%	35.6%	0.0%
Female	41	36.6%	48.8%	12.2%	26.8%	41.5%	14.6%
Male	48	45.8%	58.3%	12.5%	41.7%	33.3%	-8.3%
CCPCS Overall	511	43.8%	56.6%	12.7%	41.1%	51.9%	10.8%
ELL	104	39.4%	56.7%	17.3%	28.8%	48.1%	19.2%
Special Ed	99	20.2%	26.3%	6.1%	12.4%	19.2%	6.8%
Black	387	42.1%	54.8%	12.7%	41.8%	50.6%	8.8%
Hispanic	116	47.4%	61.2%	13.8%	36.2%	55.2%	19.0%
Female	255	45.9%	57.3%	11.4%	43.7%	55.3%	11.6%
Male	253	41.9%	56.1%	14.2%	38.5%	48.6%	10.1%

Proficiency Highlights

- 1) Overall, Center City PCS experienced an increased proficiency in returning Center City PCS students in all subgroups: ELL, Special Education, African American, Hispanic, Male and Female, in some categories in double digits.
- 2) Out of the six campuses, Congress Heights experienced the greatest change in proficiency from 2012 to 2013 in all subgroups.
- 3) The biggest single subgroup change was in Trinidad's special education group with a positive increase of 25% from 2012 to 2013.

Student Support Services

Vision

Center City's Student Support Services works to ensure a Free Appropriate Public Education to our students with disabilities by providing a high-quality, meaningful educational opportunities. Our special education program educates students, to the extent possible, under inclusive, co-teaching models, ensuring all students are integrated into the school-wide culture. Student needs are met through varying levels of services as indicated on their IEP.

Mission

All learners will be prepared to navigate secondary and post-secondary experiences with the necessary skills and confidence.

Goals

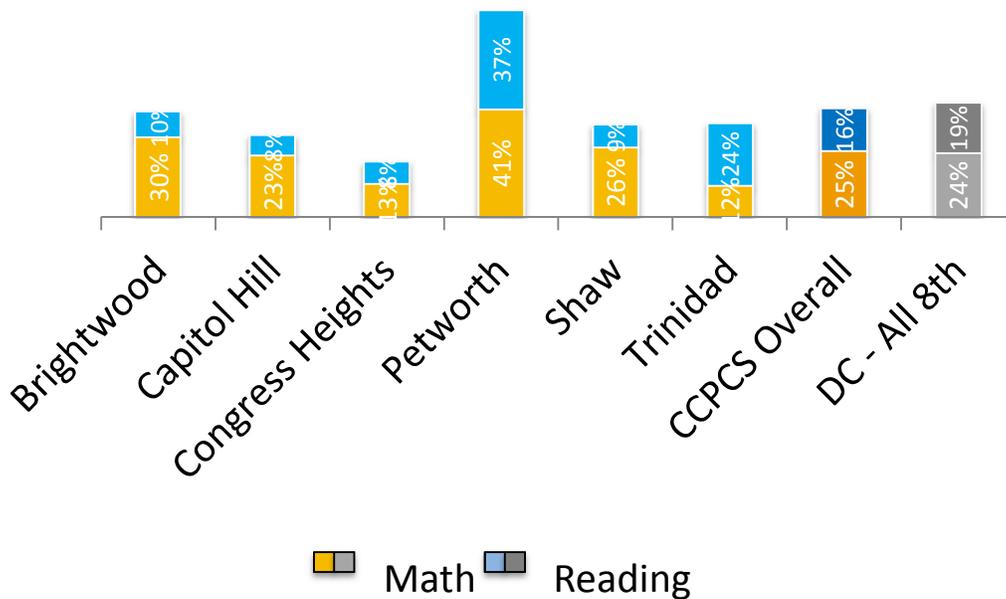
For the 2012-13 school year, the Special Education Division had with specific goals to meet the unique needs of students with disabilities. An important component to achieving these goals is ensuring all of our schools can meet the needs of our students. Student with disabilities would achieve increases on the following assessments:

Assessment	Goal
------------	------

DC CAS	1 proficiency level (ex. Below Basic to Basic)
DIBELS/TRC	1.5 year improvement and/or grade level proficiency at the 75th percentile (changed from last year's 50th percentile)
ANET	75% of a Special Education caseload will meet ANET proficiency target for assigned grade level
Performance Series	Math: 2 years growth Reading: 1.5 years growth

The Special Education division set two additional goals of a) students with disabilities would meet 100% of their IEP goals; and b) all student records would be in 100% compliance with Federal (IDEA), Local (DCMR and OSSE Policies) laws and Central Office Processes and Procedures.

Proficiency rates for special education students at CCPCS



Proficiency Rates Highlights:

- 1) Center City PCS's overall math proficiency rate for special education students is higher than DC's overall rate. Additionally, two campuses (Brightwood and Petworth) exceeded DC's proficiency rate for their special education population in math.
- 2) Two campuses (Petworth and Trinidad)'s reading proficiency exceeded DC's proficiency rate for their special education population.

English Language Learners

English as a Second Language (ESL) Program Curriculum Design and Instructional Approach at Center City PCS

The foundation of our program is our conviction that our ELLs (English Language Learners) can be successful, given a supportive educational environment, research-based programs, and comprehensive instruction. As Center City PCS we work to address our students' needs in a manner consistent with our educational philosophy and with the English Language Acquisition, Language Enhancement, and Academic Achievement Act under Title III. In doing so our goal is to:

- Meet the annual measurable achievement objectives;
- Make adequate yearly progress for Non- and Limited English Proficiency (NEP and LEP) students; and
- Assess English proficiency of NEP and LEP students to ensure student progress in both language and content standards.

Program Design

In designing our ESL program, we worked with the George Washington University Center for Equity and Excellence in Education (CEEE). We have incorporated their recommendations into our practices to build a program that promotes a coherent, connected, and systemic approach to educating our English language learners. Our guiding principles form the core of our program:

- Learners are held to high expectations;
- Learners develop full reading, writing, and spoken English language proficiency;
- Learners are taught challenging core content;
- Learners receive appropriate instruction;
- Learners are assessed using valid assessments aligned to standards; and
- Responsibility is shared between educators and parents for learners' academic success.

Identification of Students

The process for identifying a student begins with administering a Home Language Survey (HLS) to all students as part of the enrollment process. This HLS serves to identify language minority students, those for whom English is not their native language or who come from homes where a language other than English is spoken. Once language minority students are identified, they are assessed to determine if language support services are needed. This includes students who speak a dialect or a Native American language. Additionally, HLS also aids in the identification of families who may need to receive communication in languages other than English and other support services.

Placement and Services

The ACCESS for ELLs is the standard-based assessment used to measure English language proficiency in the areas of speaking, reading, writing, and listening comprehension of English. ACCESS for ELLs is only administered at the end of the school year. An abbreviated version of the ACCESS for ELLs assessment is available for placement purposes. The W-APT (WIDA ACCESS Placement Test) for students in the second semester of 1st grade to 12th grade, and the K-WAPT (Kindergarten WIDA ACCESS Placement test) for students in the first semester of PK to the first semester of 1st grade; are the state-approved placement tests that Center City PCS administers. This

placement test is given once in the life-time of a student. It is administered at the beginning of the year or within 30 days of any language minority student enrolling in the school with no prior assessment of English proficiency. Students who score 1.0- 4.9 (ACCESS for ELLs/W-APT), or Low-High (K-WAPT) receive direct ESL services. Parents receive notification of their child's eligibility prior to the start of services.

In the SY 2011-2012, 206 language minority students qualified for direct ESL services at Center City PCS. 104 LEP students received services at our Brightwood campus, and 72 LEP students were served at our Petworth campus. 25, 2, and 1 students were served at our Shaw, Capitol Hill, and Congress Heights campuses, respectively.

Center City PCS uses the WIDA English Language Proficiency Standards developed by the WIDA (World-Class Instructional Design and Assessment) Consortium in 2004 and revised in 2007, as the foundation for ELL students' instruction and assessment. The WIDA ELP Standards reflect the social and academic language expectations of ELL students in grades PreK-12 attending schools in the United States.

Center City PCS selected an English as a Second Language (ESL) Program Model to serve our Limited English Proficient (LEP) or non-English Proficient (NEP) students. This approach allows teachers to accommodate students from different language backgrounds in the same class and to provide instruction without being proficient in the students' own languages. However, being aware of the effective nature of enabling language minority students to continue to develop academic content knowledge while learning the new language, we encourage teachers to use the students' native tongue or L1 when possible and appropriate. More specifically, Center City PCS utilizes a Content-Based ESL Program or Sheltered Instruction Observational Protocol (SIOP), teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students.

Mainstream teachers serving NEP and LEP students meet weekly with an ESL teacher responsible to serve NEP/LEP students in their classroom to create lessons that will meet the needs of all learners. ESL and mainstream teacher co-plan for different co-teaching models to take place. The following co-teaching models are the most commonly used by ESL and mainstream teachers at Center City PCS: "One-teach, one drift" and "Station Teaching." ESL teachers are mostly responsible for vocabulary development. Grammar, phonics and reading comprehension review are also focus of attention of ESL teachers with LEP students needing support in these areas.

Center City PCS may also use a pull-out ESL model to support ELLs at entering and beginning levels of proficiency in English (levels 1.0-2.5 or Low) and in need of more individualized instruction, thus ensuring both intensity of instruction in English language skills and content coverage. LEP students at entering levels of proficiency (level 1) may be pulled out by an ESL teacher 5 times a week for 45-75 minutes, while LEP students at beginning levels (2.0-2.5) may receive pull-out services 2-3 times a week for 45 minutes.

Center City PCS offers professional development opportunities to ESL and mainstream teachers to strengthen their use of sheltered English methods. Center City PCS has adopted the Sheltered Instruction Observation Protocol (SIOP) model as our Sheltered English lesson planning and delivery system. SIOP is a research-based model that proposes the use of instructional strategies such as writing and reviewing language objectives, providing frequent opportunities for interaction and language practice

opportunities in all language domains, emphasizing key vocabulary, modeling, using gestures, visuals, and adapting content to all levels of proficiency for ELL students.

Transition/Exiting

The Center City PCS adheres to No Child Left Behind (NCLB) requirements and ensures that students, who are eligible, take the DC-CAS. ELL students who have lived in the United States and been in school for less than one year will be exempted from taking the Reading and Writing portions of the DC-CAS, but will be required to take the mathematics and science portions. ELL students who have lived in the United States and been in school for two years or more will take the full DC-CAS with the appropriate accommodations.

Once a student exhibits proficiency in all modalities of language including, reading, writing, speaking, and listening, and is able to gain a composite score of 5.0 or above in the ACCESS for ELLs assessment, the student is placed on monitoring status for at least two years. While under monitoring status, the ELL student's language, academic, and cultural growth progress is periodically evaluated. Within the two-year period or following the two years, a student may at any time be referred for re-admittance into the ESL program if deemed necessary by the team responsible for monitoring ELL students' success in school.

Performance Data for English Language Learners Based on WIDA-Access Results for the SY10-11

The ACCESS for ELLs, state-approved assessment to measure English Language Proficiency, was administered to 168 of the English Language Learners at CCPCS in the spring 2012. CCPCS met the targets for annual increases in the percentage of students attaining English language proficiency (AMAO 2-14%) measured by the ACCESS for ELLs state-approved assessment. 47 students (25.55%) attained English language proficiency, defined by a score of 5.0 or above in the ACCESS for ELLs Overall Composite Score.

The NEP/LEP subgroup at Center City PCS did not meet the target for annual progress (55% of students making a .6 improvement on ACCESS) for SY 2011-2012. Of the 168 students tested, 73 (or 54.05%) met AMAO 1. The NEP/LEP subgroup at Center City PCS also did not make Annual Yearly Progress (AYP) for the SY 2011-2012. CCPCS plans to hold schools accountable for meeting AMAOs (Annual Measurable Achievement Objectives) in four different ways: monitoring student progress on benchmark assessments; observing and providing feedback on teachers' implementation of ESL strategies (including GLAD and SIOP); providing professional development to all staff serving ELLs; and facilitating parent workshops dedicated to involving parents in the education of their students via an understanding of ESL services as well as strategies that can be implemented at home.

Additionally, ELLs will receive both in and out of class support, and will have access to more leveled readers and highly-engaging as well as culturally-relevant reading materials. ELLs will receive differentiated instruction in their classrooms with the support of both general education and ESL teachers. Classrooms will provide students with access to bilingual dictionaries and thesauri and word walls highlighting vocabulary with visuals.

2. Charter Goals

Center City PCS detailed thirteen goals in its charter application, detailed below:

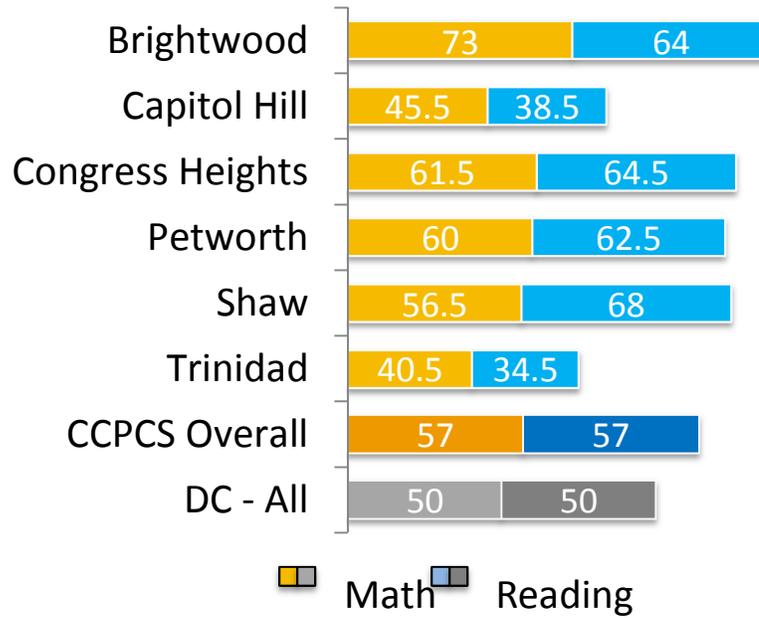
	Goal or Expectation
1	Students will read and comprehend grade-level appropriate text in core content areas.
2	Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.
3	Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.
4	Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.
5	Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.
6	Students will be equipped with academic skills needed to be accepted into the competitive high schools of their choice.
7	Campuses will be thriving communities of respectful and responsible learners.
8	Students will perform regular and reflective community service, consistent with core values.
9	Parents will see themselves as partners in their children’s education. Parents will view the school positively and express satisfaction with their choice.
10	Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.
11	Principals and academic deans will be instructional leaders.
12	Campuses will provide a safe and healthy environment that is conducive to learning.
13	The CCPCS Board will provide effective policy guidance, governance, and support to school leaders.

During the 2012-2013 school year and summer 2013, the DCPCSB conducted a five-year review of Center City PCS, with the DCPCSB staff recommending Center City PCS’ charter to be continued based on the school’s overall academic, compliance, and fiscal performance. In the review, the DCPCSB reported on twelve of the thirteen indicators, determined that the school fully met five goals and expectations, partially met two, and did not meet three goals. There was insufficient evidence to determine whether the school had met the remaining two goals. The PCSB remarked on Center City PCS’s Performance Management Framework performance as impressive, noting that the LEA’s upward trends in mathematics and science proficiency, as well as reading and mathematics growth percentiles during SY11-12.

1. Students will read and comprehend grade-level appropriate text in the core content areas.

While Center City PCS’s reading proficiency rate is below the state sector average, and four of the six campuses performed below the state reading proficiency rate in 2011-2012, Center City PCS’ reading proficiency rate has improved over time. Significantly, in 2011-2012 every Center City PCS campus had a reading median growth percentile (MGP) of over 50%, with the overall reading MGP at 56.5%. In 2012-2013, Center City PCS’s overall MGP was 57%, with four campuses with a reading MGP over 50% (see below).

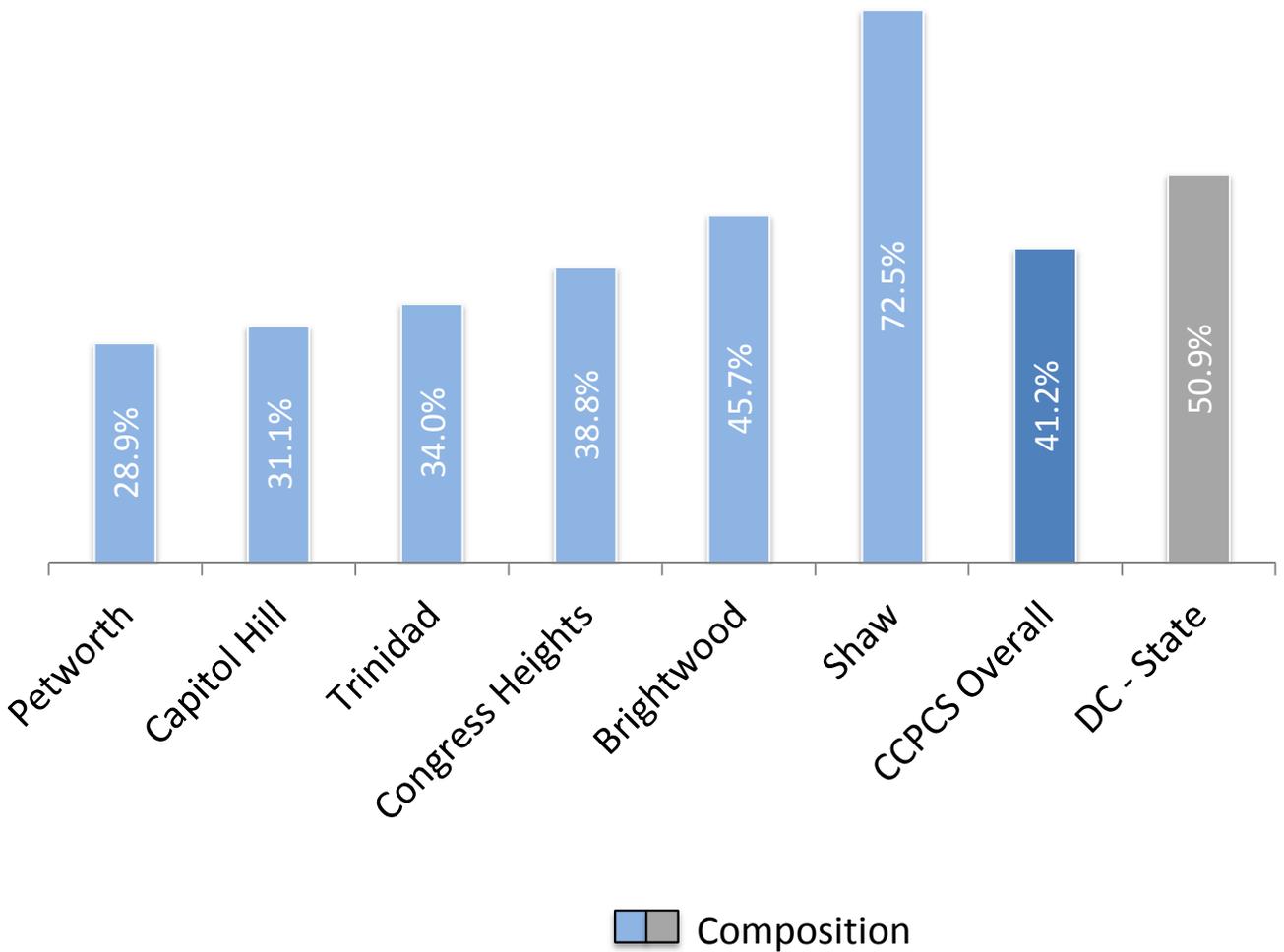
Median Growth Percentile By School



2. *Students will be effective communicators, clearly expressing ideas both orally and in writing, and consistently applying appropriate language conventions.*

As an LEA, Center City PCS has exceeded the charter sector composition proficiency rate for two of the past four years. Three of the six campuses exceeded this rate in 2011-2012, with four campuses showing improvement since 2008-2009. In 2012-2013, Shaw campus exceeded the DC composition proficiency rate for the state with 72.5%.

Composition proficiency rates by school



3. *Students will master and apply grade-level appropriate computation skills and concepts; they will use mathematical reasoning to solve problems.*

While Center City PCS's math proficiency rate is below the state sector average, and four of the six campuses performed below the state the math proficiency rate in 2011-2012, Center City PCS' math proficiency rate has improved over time. Significantly, in 2011-2012 every Center City PCS campus had a math median growth percentile (MGP) of over 50%, with the overall math MGP at 61%. In 2012-2013, Center City PCS's overall MGP was 57%, with four campuses exceeding the 50% MGP. (See previous chart, under the first bullet point).

Both Brightwood and Petworth exceeded the state proficiency rate in 2011-2012 and in 2012-2013, along with Congress Heights for the 2012-2013 SY.

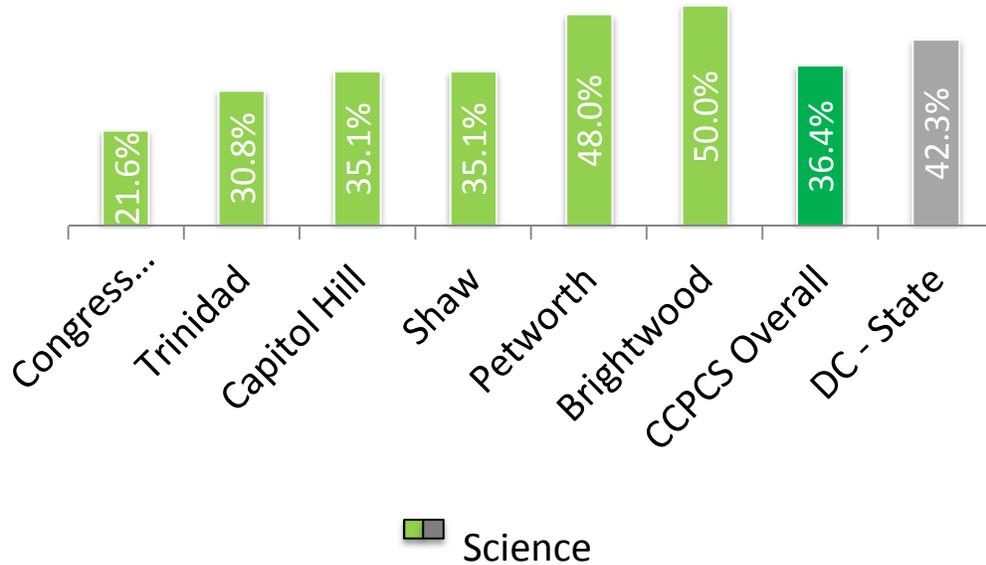
4. *Students will apply the process of scientific investigation through inquiry-based research and experiential learning activities.*

While the LEA's science proficiency rate is below of the charter sector average, Center City PCS's rate has increased every year since 2008-

2009. Three of the six campuses (Brightwood, Shaw, and Trinidad) exceeded the charter sector rate in 2011-2012, with four of the six campuses showing improvement since 2008-2009. In 2013, both Petworth and Brightwood exceed the DC’s state proficiency rate.

Additionally, Center City PCS hosts an annual district-wide Science Fair. All students in Prek-8 participate in the Science Fair, with students in grades 6-8 receiving targeted support from scientists from the Walter Reed Army Institute of Research

Science proficiency rates by school



5. *Students will explain how various historical, cultural, economic, political, technological, and geographical factors impact our world.*

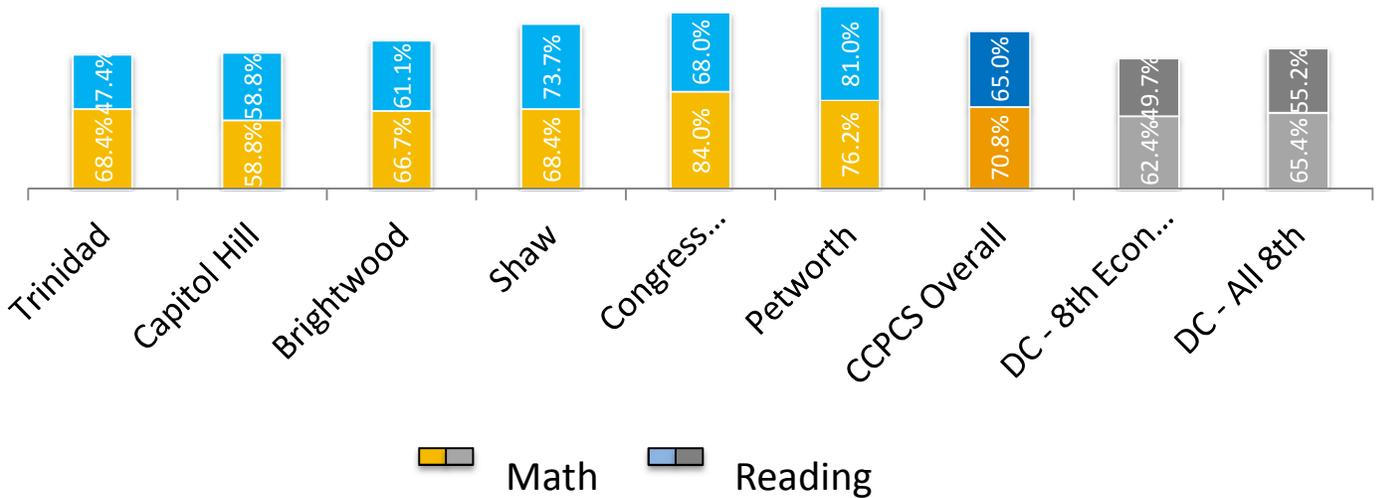
Center City PCS’ Social Studies program was aligned with the DC standards for social studies requirements. Two of the district-wide events, the Geography Bee and the Black and Latino History Quiz Bowl are focused on the Social Sciences. The Geography Bee allowed the participants to work together in teams and showcase their knowledge of US and world geography. The Black and Latino History Quiz Bowl allowed the participants to work together in teams and showcase their knowledge of African-American and Latino history in honor of Black History Month in February and Hispanic Heritage Month in September.

Additionally, the Capstone 2013 theme was Washington, DC. In grades PreK-2, students focused on the places of Washington, DC (A Capital City). In grades 3-5, students focused on the people of Washington, DC (A Global Community). In grades 6-8, students focused on the issues of Washington, DC and proposing unique policy- and service-related solutions to some of the most pressing problems facing the city (An Empowered Community).

6. Students will be equipped with academic skills needed to be accepted into the competitive high schools of their choice.

Center City PCS eighth grade students have demonstrated mixed results in reading and math proficiency on the DC-CAS since 2008-2009.

Percent of 8th grade students scoring proficient or advanced in DCCAS 2012-2013



Highlights

- 1) Overall, Center City PCS' overall percentage of students scoring proficient or advanced exceeds both DC's 8th grade economically disadvantaged and all of DC's 8th grade percentage averages, with four schools exceeding in both reading and math.
- 2) Trinidad's math percentage of 8th grade students scoring proficient or advanced exceeds both DC's 8th grade economically disadvantaged and all of DC's 8th grade percentage averages.

8th grade proficiency rates over time by school

School	Mathematics					Reading				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Brightwood	31.6%	27.0%	53.3%	50.0%	66.7%	47.4%	55.6%	57.1%	37.5%	61.1%
Cap Hill	29.4%	36.8%	42.9%	66.7%	58.8%	47.1%	47.4%	50.0%	44.4%	58.8%
Cong Hts	31.8%	31.8%	28.6%	50.0%	84.0%	40.9%	59.1%	71.4%	37.5%	68.0%
Petworth	70.0%	66.7%	93.8%	72.2%	76.2%	55.0%	66.7%	93.8%	50.0%	81.0%
Shaw	37.5%	22.2%	66.7%	59.1%	68.4%	41.7%	44.4%	46.7%	50.0%	73.7%
Trinidad	50.0%	59.1%	70.0%	70.0%	68.4%	75.0%	63.6%	65.0%	80.0%	47.4%

8th grade students were accepted into top high schools in the area ranging from Magnet schools, charter schools, private schools and boarding schools. Schools include: Stone Ridge, Archbishop Carroll, Gonzaga High School, McKinley Tech HS, Holy Cross, Duke Ellington, E.L Haynes, Richard Wright for Journalism HS, Bell Multi-cultural, Don Bosco Cristo Rey, and Thurgood Marshall Academy. 96% of all of the 8th graders graduated.

7. *Campuses will be thriving communities of respectful and responsible learners.'*

As part of the QSR, PCSB observed at least 75% of a campus' classrooms for several performance indicators, and observed a majority of the classrooms on Center City PCS campuses in which students and teachers are generally respectful to each other.

8. *Students will perform regular and reflective community service, consistent with core values.*

At Center City PCS, a service project is part of the culminating experience for the annual Capstone project. In addition, several campuses participate in quarterly service projects like canned food drives, a coat drive, Toys for Tots, Jump Rope for the Heart, raising money for the American Heart Association, and facilitating several seasonal festivals.

As a part of Center City PCS's Capstone experience, all students in grades Prek-8 completed 4 service experiences in the 2012-13SY.

9. *Parents will see themselves as partners in their children's education. Parents will view the school positively and express satisfaction with their choice.*

One measure of parental satisfaction is the re-enrollment rate. Center City PCS's re-enrollment rate of 82% exceeds the sector average of 72.5%.

With the implementation of the Flamboyant Foundation partnership, campuses have implemented several high impact strategies like home visits and data meetings for parents to understand how their children's academic progress is measured and monitored. As well, 8th grade parents meetings are held to learn about the DCCAS, graduation requirements, as well as the high school placement process.

10. *Teachers will actively participate in ongoing professional development opportunities offered by the school, consistent with our philosophy of being reflective, lifelong learners.*

11.

Center City PCS provides dedicated professional development time for teachers on Fridays from 2:30 – 4:30 PM, both district-wide and at the campus level. Teachers participate in district-wide professional development activities as well as school specific professional development tailored by the principal to address specific campus needs.

Additionally, as detailed in the next goal, principals and academic deans focus on individual teachers' need while observing and providing feedback on their instructional practice.

12. *Principals and academic deans will be instructional leaders.*

Principals and academic deans set quarterly observation goals for each of their campuses to monitor instruction and give meaningful, timely

feedback as well as model instruction as needed. Each teacher receives one formal observation and several informal observations. Additionally, campus leadership assists with lesson planning, writing exit tickets, and demonstrating how to use data to guide classroom instruction. Academic deans may also teach intervention blocks to ensure that all teachers are receiving appropriate individualized instruction, including more challenging materials for gifted students.

13. Campuses will provide a safe and healthy environment that is conducive to learning.

The leading indicators used to measure this goal revolve around student discipline: percentage of out of school suspensions and expulsions. In general, Center City PCS's rate is below the charter sector average in out of school suspensions, particularly of those of 10+ days. Center City PCS's expulsion rate is below charter sector average except at two campuses (Congress Heights and Trinidad, where the rate has decreased from previous years).

Additionally, all Center City PCS campuses had Wellness Committees headed by the school leadership, operations managers, and Physical Education teachers. The committees created policies and goals around health and wellness for the student body and broader campus community.

14. The CCPCS Board will provide effective policy guidance, governance, and support to school leaders.

During the SY12-13, Center City PCS' board engaged in a thorough and exhaustive search for a new President and CEO. During the interim, the Board Chair stepped down as Chairman of the Board and provided day to day management of the organization as the interim President & CEO. In Spring 2013, the board elected Mr. Russ Williams as the new President & CEO of Center City PCS.

Additionally, the Center City PCS board entered into a partnership with Charter Board Partners to align Center City PCS governance practices with best practices and to re-engage the board's committee structure. As a result, Center City PCS successfully recruited and on-boarded four new board members, with a new, revamped board orientation process. Center City PCS' committees updated the committee charters, set goals for the summer 2013 and for the upcoming school year, with the governance committee spearheading the process during the search for the new President & CEO.

B. Lessons Learned

LEA-wide

The 2012-2013 school year was a transition year for Center City PCS. While Center City PCS's board chair stepped down to provide day-to-day management as the interim

President & CEO while the organization held an exhaustive President & CEO search, a new President & CEO was elected in April 2013.

In order to align staffing with organizational priorities, Center City PCS Central Office hired: a Director of Performance Evaluation and HR, a Director of Information Technology, an Associate Director of Curriculum, a Director of Family Engagement and Student Discipline, and a Chief of Student Achievement.

In keeping with promoting a data-driven culture, Center City PCS was able to secure funding to purchase laptops for all of our instructional staff. While Center City PCS has made great strides over the past five years in upgrading our technology infrastructure, for the 2013-2014 school year, Center City PCS made the investment of providing laptops to our instructional staff to facilitate their use of data for instructional, administrative, and quality measurement purposes, to improve the instruction and learning in each classroom.

Program Initiatives

A. Curriculum

During the 2012-2013 school year, Center City PCS faced several challenges as it relates to our curriculum, which ultimately resulted in a lack of fidelity and consistency at the implementation level across all six campuses. The domino effect was that our teams of grade level teachers were unable to effectively co-plan with one another, as they were rarely teaching the same content at the same time.

The K-8 curriculum at Center City Public Charter Schools is undergoing a complete overhaul in order to intentionally drive student achievement and to engage, challenge and meet the diverse needs of all of our scholars. Driven by our mission to not only set scholars up for success on the more rigorous PARCC assessment in 2014-2015, but to also equip them with the critical thinking skills of a 21st century learner who will thrive in college and beyond, we designed our curriculum to bridge the gap between our current student achievement data and the high expectations for student outcomes driven by the Common Core State Standards.

Therefore, the first priority of the Associate Director of Curriculum was to develop a comprehensive and coherent curriculum that would be implemented with consistency across the district. Considering the immense scope of the curricular overhaul that is necessary to attain this goal, we project a three year timeline that prioritizes the work that will have the greatest impact on student achievement:

Academic Year	Curriculum Priorities
2013-2014	I. Create Coherent Curriculum for: K-8 English Language Arts K-8 Mathematics Middle School Science Middle School Social Studies II. Implement with Fidelity III. Collect Data and Feedback

2014-2015	<ul style="list-style-type: none"> I. Create Coherent Curriculum for: K-5 Social Studies K-5 Science II. Revise and Improve Math and ELA Curriculum III. Create Guided Reading Plans for Levels A - M IV. Collect Data and Feedback
2015-2016	<ul style="list-style-type: none"> I. Revise and Improve Curriculum – Increase Expectations for Student Outcomes and Text Complexity II. Create Guided Reading Plans for Levels N-Z III. Create Bank of Exemplary Lessons

Center City PCS began by assembling a curriculum team comprised of the most effective teachers across all six campuses based on their student achievement data, as well as principal recommendations. We then partnered with experts in the field, including consultants from Charter School Essentials and the Association for Supervision and Curriculum Development (ASCD), to provide extensive training on the curriculum writing process –including the Understanding by Design framework and unpacking Common Core content and practices. The team then spent the entire summer creating Scopes and Sequences with intentionally-paced units, and Unit Plans that provide teachers with essential questions, performance tasks, resources, and daily objectives.

English Language Arts

Our ELA curriculum is deeply rooted in two simple beliefs: first, that scholars need significant “time in text” and second, that a true love of reading must be at the core of each and every classroom. Driven by these beliefs, we designed a curriculum that prioritizes the major shifts in instruction driven by the adaptation of the Common Core State Standards - scholars will spend a significant amount of time reading *the right texts* closely and analytically, as well as identifying the most effective evidence from texts to form strong analyses and arguments. In grades K-2, scholars are securing foundational skills and engaging in text-based discussions through the Core Knowledge Language Arts program (CKLA), while scholars in grades 3-8 will meet the demands of the Common Core by engaging with authentic, high-interest literature that increases in complexity across the year. The ELA curriculum is rounded out with the TRAITS writing program in grades K-8, which provides scholars with an additional 40 minutes each day to explicitly learn and apply the best practices of a writer.

Mathematics

Our curriculum prioritizes the major work of each grade level, as designated by the PARCC Model Content Framework, thus allowing significant time for scholars to engage in higher levels of mathematical performance - to persevere in problem solving, reason about various strategies and reflect on mistakes, processes and solutions. Each unit is designed around a culminating performance task, which requires scholars to apply critical thinking skills to discern which new content knowledge or strategies are applicable to tackle a challenging mathematical task in an unfamiliar context. With a deep conceptual understanding of the content and daily opportunities to apply the Mathematical Practices, scholars are empowered to justify their reasoning and critique the reasoning of others. The CCPCS curriculum is supplemented in grades K-5 with My Math and in grades 6-8 with Glencoe Math.

Science

For the upcoming school year, we have adopted a new set of standards by creating a hybrid of the DCPS Standards and the Next Generation Science Standards. The Science curriculum we designed around these standards embodies the dual nature of science: the body of knowledge and the processes and practices used to add to that body of knowledge. Scholars will learn the key components of Earth, Life and Physical sciences while being challenged to solve real world problems, analyze data in context and share their findings with their peers. These particular areas of focus are sufficiently rich to allow scholars to understand systems and subsystems, the nature of interactions, how humans interact with the living and nonliving world for positive and negative outcomes, while also building their literacy, mathematical reasoning and problem solving skills.

Social Studies

For the upcoming school year, we have adopted a new set of standards that follow the Core Knowledge Sequence. The Social Studies curriculum we designed around these standards prioritizes the reading of nonfiction text in primary and secondary sources and requires accurate citation of visual and textual evidence within these sources. Our curriculum emphasizes the determination of central ideas, summarization, citation, inference, and analysis in order to build the critical thinking skills necessary for scholars to develop and defend historically accurate arguments in both written and oral response format. The CCPCS Social Studies curriculum for sixth grade is supplemented with the Pearson Learning's Core Knowledge series *History and Geography* and by Joy Hakim's textbook Series, *A History of Us* in the seventh and eighth grades.

In order to ensure the successful and consistent implementation of our new curriculum in the 2013-2014 school year, we are strategically designing our Professional Development to allow sufficient time for grade level teachers to delve into each unit, share resources, co-plan, and analyze end-of-unit data in a PLC format. The Associate Director of Curriculum will be observing the implementation of curriculum in all classrooms across the district for accountability measures, as well as to collect both qualitative and quantitative data in order to evaluate its effectiveness.

B. HR, Talent Recruitment, and Performance Evaluation

During the summer of 2013, the Performance Management and HR Team planned a

New Teacher Induction program with the goal of providing a comprehensive on-boarding experience. The two-day program was held on August 6 and 7 and covered a range of topics from an overview of the Common Core Standards to Center City PCS's employee policies and procedures. The team continues to work with campus leadership to enhance and streamline the on-boarding process throughout the 2013-2014 school year.

During the 2012-2013 school year, Center City PCS engaged The New Teacher Project (TNTP) to provide individual coaching to campus leadership on talent management practices including recruitment and hiring, retention strategies, and observation and feedback. TNTP also assisted Center City PCS in upgrading its hiring process, timeline, and workflow to align with best practices for charter schools. TNTP assisted the team in launching a more collaborative recruitment season through the use of a comprehensive recruitment portal. The portal allowed campus leaders and the recruitment team to track candidate files through the hiring process and the portal captured important recruitment data that will aid in the launch of a seamless 2014-2015 season.

The team also implemented Demo Days which allowed prospective teachers the opportunity to perform mock lessons and participate in interviews with campus leaders. The events provided campus leaders with access to multiple qualified candidates in a single day. Each Demo Day resulted in hires for teaching positions in subject shortage areas.

Center City PCS implemented a successful referral bonus program to encourage current Center City staff to refer talented and qualified teachers from their own professional networks. To address the need for effective new teachers in subject shortage areas, Center City PCS continued to partner with the Urban Teacher Center and DC Teaching Fellows.

To design and implement a rigorous teacher and principal evaluation system, Center City PCS hired Robin Chait, Director of Performance Management & Human Resources. During the summer of 2013, Robin worked with principals and other Central Office staff to create new teacher and leader evaluation rubrics and modify existing processes to ensure consistent implementation of both formal and informal observation processes across campuses. The team has collaborated with TNTP to create an online evaluation system which will be used throughout the 2013-2014 school year to record observation and evaluation data, including feedback provided to teachers throughout the year.

Partnership Initiatives

In addition to the initiatives detailed above, Center City PCS partnered with other organizations around particular initiatives:

- New Schools Venture Fund: monitoring student behavior to lead to full implementation of the responsive classroom model; and
- TNTP: Provide individual coaching to campus leadership on talent management practices including recruitment and hiring, retention strategies, and observation and feedback
- AppleTree: common core alignment and select curriculum for PreKindergarten.
- Flamboyant Foundation: best practices around parent engagement, data-driven conversations, and increased home-school communication

Brightwood

The Brightwood leadership team remained fairly stable this year by retaining the Principal and one of the Academic Deans. This consistent leadership provided needed stability for the students and staff. For the second year, the leadership divided the school into grade bands Prekindergarten through grade 2, grades 3-5 and grades 6-8 with each member owning instructional responsibility and oversight for one grade band. The school's principal took responsibility for school culture and climate and family engagement initiatives.

For the third consecutive year, the school received a \$5000 competitive grant written by the Middle School science teachers from Youth Service America-STEMester program. This grant allowed our middle school students to engage in a semester-long opportunity to address environmental issues connected to climate change, green space availability, health effects, and disaster management with the occasion to use technology to deepen and demonstrate results of their learning. The students at Brightwood added onto the sustainable garden (created in spring 2011) to build an outdoor classroom space. The teacher recipient of the grant was also honored by the Youth Service America organization, by winning a teaching award at their annual conference held in Texas.

In the past two years, under the leadership of Shavonne Gibson, the Brightwood Principal, the school has adopted a new instructional coaching model rooted in weekly/frequent observation and feedback cycles. To ensure the success of this model, the school's leadership team (principal and two academic deans) spend much more time coaching and using effective coaching approaches. The focus of these cycles is to make each observation purposeful and systematic with the aim of improving overall teacher quality. The observation and feedback cycle is carefully tracked to ensure that all school leaders know what feedback has been given and whether or not the feedback has been implemented (and to what degree) to improve a teacher's practice.

The coaching model has shifted from large scale teacher effectiveness observations which assess teacher quality to determining the most effective ways to coach teachers to improve student learning. These visits while demanding of a school leader are shorter in duration than a traditional observation and immediately followed by confirmed and locked-in feedback meetings. Across a given week, teachers also meet one-on-one with a school leader for another meeting which may focus on planning, tuning, and/or student data analysis.

At the center of the instructional model is identifying the key action step. Instead of providing a teacher with a dozen action steps for improvement, the school leader highlight two-three action steps which are narrow and specific to increase student learning. With many teachers new to the career, this model removes the guesswork from teaching. Instead of teachers deciding what steps to implement next, the teacher knows what is the priority and why it is important. For example, instead of asking a teacher to "implement small group centers" we might break that down to "use the data from your last interim to plan a center for students that reinforces skills they are not quite proficient on yet." By introducing this model of observation and feedback our leadership team has enabled the leadership to hone in and target specific areas of growth for teachers—namely planning—to develop strategic professional development. Another outcome of the feedback/observation cycle and general cultural shift at

Brightwood is the transparency that exists between leadership and teachers related to the goals Brightwood is working towards meeting. By stating these goals outright—both student achievement goals and professional development goals for teachers—and connecting practices like the observation/feedback cycle, weekly PLCs, and the strategic use of data to these goals, teacher investment in their own development and success and the success of students at Brightwood has improved.

The Brightwood Campus continued to emphasize data driven instruction. In our work with partner organization, The Achievement Network (ANET), the Brightwood Campus was recognized within the DC Achievement Network for “Outstanding Practice” for our mathematics progress and student mastery. This humble honor was earned by our teachers for their hard work and commitment to data driven practices and their participation in the various network events including learning walks at other schools, leadership events, and common core readiness meetings.

Unlike last year, the Brightwood Campus did not have significant staff turnover. The staff retention rate is 81% for the 2013-14 school year. It is important to note that two of the five non-returning teachers submitted resignation letters prior to contract renewals as both are moving out-of-state. With a consistent teaching base, the school is poised to further push teacher growth.

In order to fully support student needs, Brightwood applied for the family engagement grant through the Flamboyan Foundation. This grant allowed the school to provide home visits to over 125 Brightwood families with the aim of building proactive home-school relationships and to provide Academic Parent Teacher Team (APTT) meetings which brings all of the parents in a cohort together to discuss student data on set goals for the upcoming 60 days. Additionally, a 30 minute individual conference is held at the end of year to address student strengths, weaknesses, and summer supports necessary for student growth.

This in-depth focus on literacy will continue to add to our remediation and interventions available to students who are struggling or non-readers. The Brightwood Campus will continue to employ a Reading Specialist to provide targeted small group remedial reading instruction to far below grade level students utilizing the Wilson Foundations, Just Words and Wilson Reading programs.

Capitol Hill

The Capitol Hill campus began the 2012- 2013 school year having made gains in both the areas of reading and math on the DC CAS. The students in grades 3 through 8 made 8% gains in math and reading. Using this data a strategic improvement plan was put into place to address the areas of reading, math and writing. The yearly goals for these areas were as follows:

- Priority Goal 1: Increase student proficiency in mathematics by 25%
- Priority Goal 2: Increase student proficiency in reading by 25%

During the 2012-2013 school year, Capitol Hill lost several important instructional positions, two 4th grade teachers and our school counselor. The loss of these two positions had a profound effect on our 4th grade class and our school culture. The school creatively utilized our academic deans to teach 4th grade until we found a teacher. We also reached out for support to other Center City schools for assistance of

the counselor's duties. Our math specialists took over the student support process in the absence of a counselor.

Staff from the Capitol Hill Campus created and implemented a school wide discipline policy and a positive reinforcement system that was implemented in all classrooms within the schools. Both of these new systems were described to parents during Capitol Hill's Back to School Night and in the first few weeks of school. Students responded favorably to both new programs. This consisted of a tiered system, buddy classroom for reflections, rewards through our scholar dollars. Students enjoyed the party train, additional recess, and computer time.

Due to a loss of several staff members throughout the year the validity of the school wide discipline policy and the positive reinforcement system was put to a test. But staff members worked together to continue to hold students responsible for their actions and to implement consistent and appropriate consequences for students. We also struggled this year with students who had severe behavior concerns. We received a great deal of support from our Central Office and we continued hired a one on one for a student with severe behaviors.

The Capitol Hill Campus has many strong and important partnerships that strengthen the educational and social experience of the students of Capitol Hill:

- The Parent School Partnership (PSP): The PSP holds monthly parent meetings to engage parents in active participation and support of the students and families of Capitol Hill. They host several important school functions throughout the year such as school dances, field day, and holiday breakfast and lunches.
- Higher Achievement: Capitol Hill is happy to be the Ward 6 Center of Higher Achievement. Higher Achievement is a nationally recognized program that supports the efforts of students to attend high school and college.
- Playworks: Students are taught cooperation and positive competition in at recess and classroom game time by a full time coach from Playworks. Each Playworks coach works closely with students to support positive play and additional athletic opportunities.
- Flamboyant- Parent Engagement partnership that helps schools engages in home visits and APPT meetings. We became a grant school based on the hard work that was done throughout the school year.

Congress Heights

The Congress Heights Campus of Center City PCS started the 2012-2013 school year with a new leadership team and 56% of the instructional staff being new to Center City and/or Congress Heights. The new principal is a former teacher and leader with Center City. The leadership team's two main foci have been data driven instruction and improving the climate and culture of the building. A data coach, a member of the leadership team, was hired to house/manage the data for the building for PLC meetings, district reporting, and teacher coaching. In addition, a new culture and climate plan was introduced to address discipline and overall school morale.

Eighty-nine percent of the Congress Heights instructional staff was rated highly effective or effective by the leadership team. Only four teachers fell in the not quite effective category, while none were labeled ineffective. Additionally the staff feels that they receive quality instructional feedback from their leadership team. Per TNTP's Instructional Culture Survey, 85% of the staff believes they get enough feedback on their

instructional practices from the leadership team. On a scale of 10, the staff rated the instructional culture of Congress Heights a 9.6. This is much to celebrate as last year's instructional culture rating was 3.8/10. This increase can be credited to enhanced instructional coaching, holding of weekly data and PLC meetings, frequented observations and feedback, weekly lesson plan review and feedback, and requiring teachers to be reflective of their own practices during our PLC/Data meetings.

Congress Heights had several students who made significant achievements in district-wide events. The district-wide events held this year include Multiplication Around the World, Math League, Spelling Bee, Black History Quiz Bowl and Science Fair. Congress Heights had students place in the top 3 in the Spelling Bee, and the Math League. One student advanced to the DC metro Scripps Spelling Bee.

A "Cultural Re-Set" program had to be undertaken this year to match the instructional reset and focus. A culture plan was introduced that outlined grade-band expectations and rules. The plan created a map for student incentives within a token economy system, to reward students for displaying positive behaviors and making good choices. With tokens earned, on a bi-weekly basis, students attend the school store to "purchase" items of their choice. The school store is partly sponsored by our ongoing partnership with the Student Support Center, which also coordinates our Second-Step school wide counseling initiative, which is a form of character education and development.

The new culture plan speaks to more than just student behaviors and how staff members are to address discipline in the classroom. The new plan calls for more parent functions, authentic field experiences and parallel accountability for teachers, parents and students. Parent meetings have been held monthly at the campus and have ranged from Home/School Association Meetings to game nights to parent-teacher data meetings. Congress Heights' students have also attended a variety of field trips to authenticate their in-class learning experiences. The parents are provided with a weekly newsletter that contains data, upcoming dates, tips for good health, parenting, test taking strategies, neighborhood/community news has created a system of parallel accountability. All building stakeholders know who and what is expected of them, and how their actions and outcomes affect the overall performance of the school.

Petworth

The Petworth Campus started off the 2012-2013 school year having made considerable gains as a result of the 2011-2012 school year initiatives. This school year, as well as last year, Petworth continued with a primary focus on data driven instruction, evidenced by weekly data meetings to assess students growth and areas of focus; data benchmark meetings to discuss overall school growth on this year's benchmark assessments and professional learning community (PLC) meetings to discuss other academic and non academic items that affect student achievement.

The assessments used in the 2012-2013 to track student growth and measure student achievement are as follows (with the benchmark assessments administered 3 times a year or quarterly in bold):

Assessment	Applicable Grades
Weekly formative assessments from classrooms (in the form of daily exit tickets, class tests, quizzes and rubric-	2 nd -8 th -discussed formative assessments during weekly/bi-weekly meetings and grade level meetings.

graded project based work).	
Achievement Network (ANet) assessing Math and Reading Comprehension (this benchmark is the most utilized as it aligns with and projects Safe Harbor and AYP expectations for the subsequent DC CAS).	2 nd -8 th ANet was used to gage predicted proficiencies for DC CAS.
Performance Series, a computer based test that assesses both Math and Reading Comprehension skills and generates a grade level equivalency (GLE) for each child.	2 nd -8 th -discussed during weekly/bi-weekly meetings and grade level meetings.
DIBELS: A language arts benchmark that assess students early literacy skills	K-5 th -discussed during weekly/bi-weekly meetings and grade level meetings.
Math Assessments: Paper based math assessments that tested students early Math skills in the primary grades	K-1 st reviewed results during weekly/bi-weekly meetings and grade level meetings.
DC CAS	2 nd -8 th

In 2011-2012, Petworth's DC CAS campus results revealed the following:

Subject/Proficiency Level	Mathematics	Reading
Below Basic (BB)	11%	5%
Basic (B)	47%	42%
Proficient (P)	36%	52.24%
Advanced (A)	6%	9%

Using this data a strategic improvement plan was put into place to address the areas of reading, math and writing as noted by Petworth's School Improvement Plan (SIP):

- 85% of students will score proficient or advanced on the 2012 DC CAS.
 - Priority Goal 1: Increase the number of students reading (fluency and comprehension) on grade level
 - Priority Goal 2: Increase student proficiency in mathematics; and
 - Priority Goal 3: Increase student proficiency in technical writing with a primary focus on BCRs.

During the school year, students at the Petworth Campus took several assessments to track their performance as noted above. Since the DC CAS data from 2011 evidenced a greater need to focus on Math than reading, initiatives were put in place to focus on Math lessons, provide Math lesson feedback and work on web based and non web based small group intervention focused on Math. However, as the school year progressed, Petworth's strong ELA scores were not sustained, hence a shift in focus was needed at the middle of the school year. The ELA lesson block was revamped to ensure that literacy as well as comprehension and vocabulary and writing rich lessons were occurring on a daily basis. More strategic interventions were also used for comprehension. However, Math growth needed to be sustained, so an equilibrium that

would keep both Math and ELA in focus was needed. Hence, an equal balance of resources and focus was given to both Math and ELA. This was in the form of providing effective feedback in both content areas, assisting with after school tutoring and small groups within the classroom in both content areas, using interventions equally in both content areas to address deficiencies and using data to drive instruction on a consistent weekly basis (with a major focus on classroom data in both Math and ELA). This process resulted in gains across both content areas on subsequent benchmarks, but also revealed the need to be more strategic at the beginning of the year when planning curriculum, instruction and initiatives that need to be established to ensure students success from the very first day of school and to maintain consistent structures that are needed for student's success.

This year, second grade students saw tremendous growth from the 2011-2012 year. The second grade class also had to take the ANet and DCCAS tests this year, which created a tighter instructional schedule but also developed more urgency around teaching comprehension skills. This proved effective as evidenced by 2nd grade making benchmark on TRC (text reading comprehension) this year. PreK made AppleTree benchmarks and K-1st grade made benchmark on DIBELS and TRC. The increase in rigor of the new paper based Math assessment, format of the questions and curriculum shifts were all factors that needed to be integrated into instruction to ensure student mastery of Math concepts.

As we progressed through the 2012 2013 SY, teachers planned from the beginning of the differentiated and rigorous lessons, along with daily spiraling and drills to equip students with essential tools needed to master Reading and Math skills and concepts.

Writing was implemented into all aspects of the Math and ELA curriculum with a focus on BCR's and written responses to any type of reading (in the form of annotating, formal papers, summarizing and 'informal' notes). It was vital that writing was a daily expectation in lessons. The primary grades did a stellar job with teaching students the writing process daily at writing centers. In the 2012 2013 SY, more emphasis and feedback was placed on grades 2nd-8th to ensure that the writing process occurred consistently and were used across all content areas.

Petworth Campus continues to have high parental involvement. We continue to have the need for more community projects to allow students to interact with the community and connect curriculum to real world experiences, and to truly expose the Petworth campus to the rich culture of Petworth and surrounding neighborhoods.

Shaw

The Shaw Campus of Center City PCS had a consistent leadership structure for the entire 2012-2013 school year, which oversaw the implementation of the AppleTree PreK curriculum, a student ambassador global leadership program, a PBIS system-Three R points and monthly incentive trips/activities and a college completion culture. Students were named after college/universities, college signs were displayed throughout the school, staff was encouraged on dress down days to sport their alma mater paraphernalia and several field trips to local colleges and universities were arranged.

Additionally, the Shaw leadership focused on the learning culture inside the building by restructuring the building layout to include a more cohesive floor plan to empower a learning community collaboration, implementing a school wide management system

with a progressive discipline approach, consistent acknowledgement of staff and family contributions to the school community, award ceremonies, a staff/parent of the month, daily kudos, and a “Cup of Coffee” series for parents to sit down with campus leadership.

Shaw created a summer enrichment program to extend students’ knowledge in agriculture, photography, video design, online magazine production, ballet and basketball. Our student ambassador global leadership program afforded students learning opportunities in global economic, world language, world perspectives and humanities with organized service learning trips to New York and the Dominican Republic. The Shaw students and families fundraises over ten thousand dollars to assist with the expenses for the service learning trips.

As part of the community service experience at Shaw campus, Shaw sponsored four community engagement activities: the Shaw Community Literacy Expo, the National Zoo Shaw community Adopt a Species program, the PreK International Cuisine Competition and WinterFest.

Some of Shaw campuses’ challenges arose from the lack of substitute teachers available for coverage during the school year in conjunction with the required number of AppleTree coaching and professional development sessions needed from academic deans and partner coaches. The next biggest challenge was shifting the mindset of staff, students, and families around the change process.

Trinidad

The Trinidad Campus tackled attendance during the SY12-13, which increased by 30%. The operations team and the school counselor partnered to make informed decisions on attendance concerns, make home visits, and provide students and families with outside resources. Parents and students increased their communication with the campus around unexcused and excused absences, and the administrative staff achieved 85% compliance on calling homes, verifying attendance reports, and sending out a letter/notice if a child had missed at least five days of unexcused or excused absences. Because of the effort, Trinidad saw a 35% decrease from the previous school year in students being truant and missing at least 5 days of school unexcused. Trinidad experienced challenges with getting parents to understand and respect the DC attendance law and assisting parents in adhering to Center City PCS practices and policies around attendance routinely.

Internally, Trinidad’s leadership focused on having teachers use the STAT process as a resource instead of automatically referring and student and/or families to the Special Education Process. This lead to families inquiring about the STAT process, and 45% of students referred to STAT make considerable academic and behavioral gains.

Attention is needed with the integration of students with emotional disabilities into their culture of the campus. There were many struggles with effectively managing these students and the way their behaviors effected the classroom and campus environments. Also, a continued focus on engaging all parents will help to ensure all students understand and buy in to the culture of high expectations and high achievement.

For Trinidad’s middle school students, they had the opportunity to participate in a plethora of field trip experience, including multiple college trips, and the Civil Rights

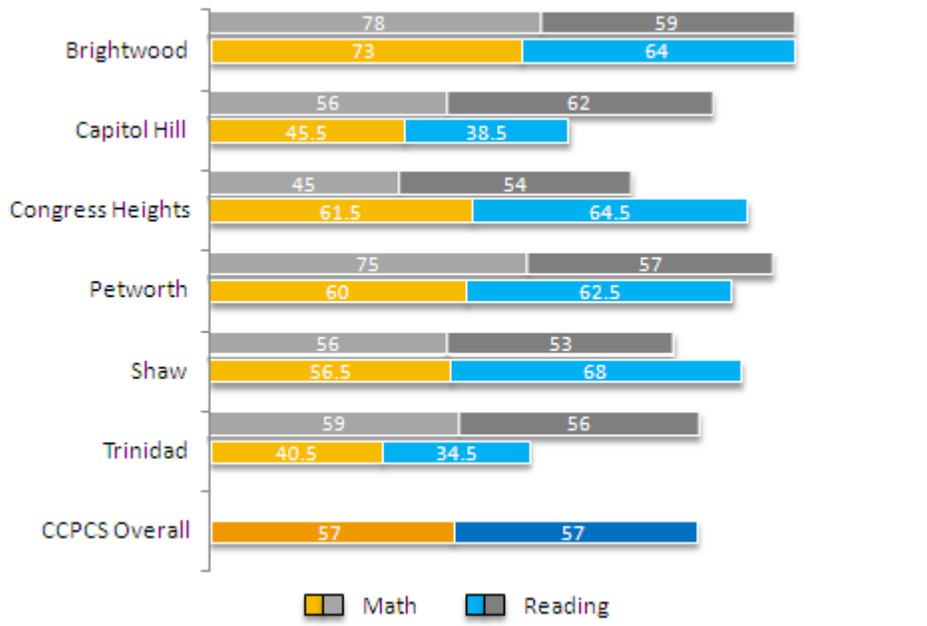
road trip to Canada. Middle school students were held to consistent behavioral expectations, through a combination of merits (committing acts of kindness, helping others, completing classwork) and demerits (not completing homework, disrespectful behavior, not completing classwork). One challenge was the constant transition of the middle school staff, and Trinidad struggled with creating an inclusive middle school environment for the older students because of space restrictions.

C. Unique Accomplishments

Academic Highlights

Center City PCS’s growth and achievement has been recognized by OSSE, DCPCSB and external assessments. In OSSE’s denominations, two of our campuses moved from their current category to higher categories. Congress Heights went from “Developing” to “Reward”, one out of the 10 reward school designations for 2012-2013 due to its student achievement growth and Brightwood maintained its “Rising” status. Under DCPCSB standards, both Brightwood and Petworth achieved Tier 1 school status for the SY12-13, with other Center City PCS campuses in Tier 2.

Median growth percentile comparison from last year to this year



Median Growth Percentile Highlights:

- 1) Overall, Center City PCS’ overall MGP was above 50%, with both 57% in both reading and math. Additionally, four of our campuses exceeded the 50% mark in both reading and math.

Additionally, the Brightwood Campus achieved second place in the Fight for Children Foundation Quality School Initiative Award in the charter school category. Fight for Children’s Quality Schools Initiative is an awards program that recognizes schools that improve student achievement for low-income students in DC, with an investment of \$100,000 over two years to implement a targeted school improvement strategy.

In May 2013, the DC Association of Chartered Public Schools held its third annual STARS Tribute Gala, to celebrate the success of public charter school students and teachers. One of Center City PCS's teachers, Joshua Johnson from the Brightwood Campus, was recognized as one of the four Most Outstanding Teachers of the Year.

During the 2012-2013 school year, Petworth piloted an ESL-specific after school program to provide its ELL students with additional support in writing, reading, mathematics, and technology use, as well as time to work on their homework in an immersive environment. Students in grades 5-8 had the opportunity to take part in a photography/writing program called "Through Students' Eyes" in which they photographed "answers" to prompts about their school experiences and then wrote about their photographs. This program allowed students additional time each day to work on their English language skills and literacy while maintaining an academic focus. Parents were invited throughout the duration of the program to displays of students' work and projects, and received information about how to support their students at home. ELL students at Petworth showed growth on both ACCESS and DC CAS upon the culmination of the program.

Academic Events

Center City PCS planned a number of thrilling and educational district-wide competitions this past school year. These annual events were created to:

- encourage student excitement across subjects,
- allow students to demonstrate knowledge and mastery in new and creative ways,
- engage parents, students, and teachers in intellectual competition, and
- enhance the educational experience of our scholars.

Through healthy competition, children with different interests and learning modalities each have a chance to shine. They are afforded a unique, and fun, opportunity to discover their passion and find what lights their intellectual fire.

These events were:

- *Multiplication Around-the-World* in October 2012. Drawn from our Learn-a-thon developed over the summer and implemented during the extended learning program, this opportunity increased Center City PCS's focus on STEM learning both inside and outside the classroom.
- *Geography Bee* in November 2012. In order to provide an opportunity across all content areas and valuing our liberal arts curriculum, Center City PCS held its first ever Geography Bee in SY11-12. With a focus of developing skills necessary to compete in the 21st century, the Geography Bee introduced a global perspective to our students.
- *Annual Spelling Bee* in January 2013. Spelling bees provide students with opportunities to exhibit character, excellence and service. Successful spellers learn how to study, expand their vocabularies, and improve their memory skills.
- *Black and Latino History Quiz Bowl* in February 2013. In the spirit of Black History (February) and Latino Heritage (September 15th – October 15th) Months, Center City PCS held its first district-wide Black and Latino History Quiz Bowl. We wanted our scholars to have fun while providing students with the opportunity to learn more about the contributions made by African-American and Latino cultures in local, national, and world history. Our scholars' performance ability via cultural song and dance were also showcased.

- *Annual Science Fair* in April 2013. Center City’s Science Fairs elevate the rigor and importance of science. All Center City scholars use authentic scientific methods, process skills, and inquiry to pursue answers to questions about their world. Scholars exhibit the Core Values of knowledge, curiosity, and discipline and they identify a problem, research it, hypothesize a solution, develop and execute a procedure, collect data, and draw conclusions from the investigation.
- *Annual Visual and Performing Arts Show* in May 2013. Featured in all of our six campuses, Center City PCS arts program goes beyond enrichment as a dynamic way to incorporate academics through music, art, and dance by delivering outstanding presentations and in-class supports for core subject areas. Our art, music, and dance departments showcase the artistic spirits of all our students during the annual Visual and Performing Arts Show, held at theARC in southeast DC, as a celebration of the arts – not just dance and music, but also as an art exposition.

Out of School Time Program

At Center City PCS, we believe in the education of the whole child. We also believe that our role as schools is to not only educate our students during the traditional school day but to expand their opportunities and expose them to new worlds during the afterschool hours through our Extended Learning Program. We do not want our students’ perspectives of the world around them influenced by their socio-economic status or zip code and so, we focus on creating authentic, rigorous experiences that mimic those received by their wealthier and suburban peers.

To support the academic enrichment of our students, we provide 12 additional hours of programming per week (48 hours per month, 480 hours per year) to support our students’ educational process and prevent afterschool learning loss through the Center City PCS Extended Learning Program. Our program operates from 4pm-6pm Monday through Thursday and from 1pm-6pm on Fridays. For many of our families, our Extended Learning Program provides an extremely affordable opportunity for their children to be exposed to the same activities as their wealthier peers.

The Extended Learning Program focuses on a three-prong strategy:

- 1) Provide each student in Extended Learning with individual supports to promote academic growth via tutoring, homework help, and rigorous activities aligned to the Common Core State standards;
- 2) Foster close collaboration with teachers and principals to align our supports and interventions with the school day; and
- 3) Expose students to high-quality enrichment programming at low or no cost, rivaling those provided to middle and upper middle class students in the afterschool hours, using community and program partners.

High Quality Enrichment Programming through Community Partnerships

Through our engaging our community and program partners, we expect to:

- 1) Enhance academic skills and the joy of learning that students exhibit both in and out of school by applying what they learn in the classroom to real life scenarios and situations;
- 2) Expose our students to the enrichment activities that they would not typically be able to afford on their own or exposed to in their local community;
- 3) Teach our students alternative methods to resolve conflict and properly cope with stress and frustration;

- 4) Increase student confidence, investment, and self-esteem by allowing them to participate in activities that challenge and encourage them.

Learn-A-Thon

In the summer of 2011, Center City PCS created and instituted a program called the Learn-A-Thon. Modeled after popular Read-A-Thons that local libraries host in the summer, Center City PCS wanted to provide a way for students to engage in fun, rigorous, station-based activities in the areas of reading, writing, and mathematics. The program is going into its third year of implementation, as it carried over into the Extended Learning Program in the 2011-2012SY.

During the school year, the Learn-A-Thon is hosted at each campus once per week, for 1.5 hours between 4:00 and 5:30pm for Extended Learning Program participants. Monthly, students participate in one reading, one writing, and one math Learn-A-Thon, along with one Student Choice Learn-A-Thon (where students in the program vote for which Learn-A-Thon they would like to have twice that month). Students rotate between interactive stations by grade-band that focus on the skills they are learning during the school year. Sample stations include: Comic Writing, Make Your Own Passport, Picture Autobiography, Invent Your Own Secret Code, Vocabulary Basketball, Lines and Shapes Bingo, Subtraction War, Pizza Fractions, Literacy Lounge, and Create a Cube.

The Learn-A-Thon not only sharpens the mathematics, reading, and writing skills of our students, but also motivates them to work hard both in-school and out-of-school and shows them that their hard work pays off. Similar to library programs, students earn “dollars” for each station they complete successfully and for completed reading logs, book reports, math worksheets, and time on computer-based resources. Students can either save their “dollars” by putting them in their personal Learn-A-Thon “bank accounts” in order to get bigger prizes in December and June (ex. Kindle Fires, bicycles, balls, and books) or they can spend their “dollars” immediately on small prizes (ex. pencils, pens, and puzzles) at the Learn-A-Thon store.

At the stations, students are observed having fun while learning, challenging one another to think critically, and exploring and applying the academic concepts that they learn in class in various ways. Learn-A-Thon stations are student-led, with Extended Learning staff assisting in the rotation flow, helping to improve student understanding and change conceptual misconceptions, and monitoring the Learn-A-Thon Bank.

International Field Trips

Two of our campuses, Shaw and Trinidad, organized the first service learning international fieldtrips to Canada and the Dominican Republic. As part of the global ambassadorship program at Shaw, students and families fundraised over ten thousand dollars for the Dominican Republic Trip. Trinidad’s families and students also fundraised year long for the 8th grade service learning field trip to Canada.

III. DATA REPORT

GENERAL INFORMATION		
School	LEA Name	Center City PCS
School	Campus Name	Center City PCS - Brightwood Campus
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	238
PCSB	PK3 Audited Enrollment	
PCSB	PK4 Audited Enrollment	21
PCSB	KG Audited Enrollment	25
PCSB	Grade 1 Audited Enrollment	24
PCSB	Grade 2 Audited Enrollment	25
PCSB	Grade 3 Audited Enrollment	27
PCSB	Grade 4 Audited Enrollment	25
PCSB	Grade 5 Audited Enrollment	25
PCSB	Grade 6 Audited Enrollment	24
PCSB	Grade 7 Audited Enrollment	23
PCSB	Grade 8 Audited Enrollment	19
PCSB	Grade 9 Audited Enrollment	
PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	182
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	12.2%

PCSB	Expulsion Rate	0.0%
PCSB	Instructional Time Lost to Discipline	0.2%
PCSB	Promotion Rate (All Grades)	97.7%
PCSB	Promotion Rate (KG and higher)	98.1%
PCSB	Mid-Year Withdrawal Rate	2.9%
PCSB	Mid-Year Entry Rate	0.0%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	27
School	Teacher Attrition Rate	26.0%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	approximately 11,900 SF
School	Square footage for entire building	35,900 SF
School	Cafeteria	No
School	Theater/Performing Arts Space	Yes
School	Art Room	Yes
School	Library	No
School	Music Room	No
School	Playground	Yes
School	Gym	Yes

EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	No
School	Career/Technical	No
School	Classical Education School	No
School	College Prep	No
School	Expeditionary Learning	No
School	Evening	No
School	Extended Academic Time	Yes
School	GED	No
School	International Baccalaureate	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori	No
School	Online/Blended	No
School	Public Policy/Law	No

School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Cultures	No
School	Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.	0

GENERAL INFORMATION		
School	LEA Name	Center City PCS
School	Campus Name	Center City PCS - Capitol Hill
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	230
PCSB	PK3 Audited Enrollment	
PCSB	PK4 Audited Enrollment	16
PCSB	KG Audited Enrollment	24
PCSB	Grade 1 Audited Enrollment	25
PCSB	Grade 2 Audited Enrollment	25
PCSB	Grade 3 Audited Enrollment	26
PCSB	Grade 4 Audited Enrollment	26
PCSB	Grade 5 Audited Enrollment	25
PCSB	Grade 6 Audited Enrollment	20
PCSB	Grade 7 Audited Enrollment	24
PCSB	Grade 8 Audited Enrollment	19
PCSB	Grade 9 Audited Enrollment	
PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	182
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	22.2%
PCSB	Expulsion Rate	0.4%
PCSB	Instructional Time Lost to Discipline	0.6%
PCSB	Promotion Rate (All Grades)	100.0%
PCSB	Promotion Rate (KG and higher)	100.0%
PCSB	Mid-Year Withdrawal Rate	10.0%
PCSB	Mid-Year Entry Rate	0.4%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	23
School	Teacher Attrition Rate	43.0%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	approximately 9900 SF
School	Square footage for entire building	40037
School	Cafeteria	Yes
School	Theater/Performing Arts Space	Yes
School	Art Room	Yes
School	Library	No
School	Music Room	No
School	Playground	No
School	Gym	No

EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	No
School	Career/Technical	No
School	Classical Education School	No
School	College Prep	No
School	Expeditionary Learning	No
School	Evening	No
School	Extended Academic Time	Yes
School	GED	No

School	International Baccalaureate	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori	No
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Cultures	No
School	Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.	0

GENERAL INFORMATION		
School	LEA Name	Center City PCS
School	Campus Name	Center City PCS - Congress Heights Campus
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	254
PCSB	PK3 Audited Enrollment	
PCSB	PK4 Audited Enrollment	22
PCSB	KG Audited Enrollment	25
PCSB	Grade 1 Audited Enrollment	27
PCSB	Grade 2 Audited Enrollment	27
PCSB	Grade 3 Audited Enrollment	25
PCSB	Grade 4 Audited Enrollment	24
PCSB	Grade 5 Audited Enrollment	15
PCSB	Grade 6 Audited Enrollment	30
PCSB	Grade 7 Audited Enrollment	32
PCSB	Grade 8 Audited Enrollment	27
PCSB	Grade 9 Audited Enrollment	
PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	182
School	Notes on number of	0

	instructional days for grades with different calendars	
PCSB	Suspension Rate	23.2%
PCSB	Expulsion Rate	1.6%
PCSB	Instructional Time Lost to Discipline	0.4%
PCSB	Promotion Rate (All Grades)	99.2%
PCSB	Promotion Rate (KG and higher)	99.2%
PCSB	Mid-Year Withdrawal Rate	6.3%
PCSB	Mid-Year Entry Rate	0.4%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	25
School	Teacher Attrition Rate	16.0%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	approximately 8400 SF
School	Square footage for entire building	27,000 SF
School	Cafeteria	No
School	Theater/Performing Arts Space	No
School	Art Room	No
School	Library	No
School	Music Room	No
School	Playground	Yes
School	Gym	No

EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	No
School	Career/Technical	No
School	Classical Education School	No
School	College Prep	No
School	Expeditionary Learning	No
School	Evening	No
School	Extended Academic Time	Yes
School	GED	No
School	International Baccalaureate	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori	No
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No

School	Stand-Alone Preschool	No
School	World Cultures	No
School	Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.	0

GENERAL INFORMATION		
School	LEA Name	Center City PCS
School	Campus Name	Center City PCS - Petworth Campus
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	235
PCSB	PK3 Audited Enrollment	
PCSB	PK4 Audited Enrollment	21
PCSB	KG Audited Enrollment	23
PCSB	Grade 1 Audited Enrollment	21
PCSB	Grade 2 Audited Enrollment	26
PCSB	Grade 3 Audited Enrollment	27
PCSB	Grade 4 Audited Enrollment	27
PCSB	Grade 5 Audited Enrollment	26
PCSB	Grade 6 Audited Enrollment	22
PCSB	Grade 7 Audited Enrollment	20
PCSB	Grade 8 Audited Enrollment	22
PCSB	Grade 9 Audited Enrollment	
PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	
STUDENT DATA POINTS		
School	Total number of instructional days	182
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	12.8%
PCSB	Expulsion Rate	0.4%
PCSB	Instructional Time Lost to Discipline	0.2%
PCSB	Promotion Rate (All Grades)	100.0%
PCSB	Promotion Rate (KG and higher)	100.0%
PCSB	Mid-Year Withdrawal Rate	2.6%
PCSB	Mid-Year Entry Rate	0.4%
FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	27
School	Teacher Attrition Rate	18.5%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	approximately 9300 SF
School	Square footage for entire building	30,825 SF
School	Cafeteria	Yes
School	Theater/Performing Arts Space	Yes
School	Art Room	Yes
School	Library	No
School	Music Room	No
School	Playground	No
School	Gym	No
EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	No
School	Career/Technical	No
School	Classical Education School	No
School	College Prep	No
School	Expeditionary Learning	No
School	Evening	No
School	Extended Academic Time	Yes
School	GED	No
School	International Baccalaureate	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori	No
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Cultures	No
School	Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.	0

GENERAL INFORMATION		
School	LEA Name	Center City PCS
School	Campus Name	Center City PCS - Shaw Campus
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	218

PCSB	PK3 Audited Enrollment	
PCSB	PK4 Audited Enrollment	20
PCSB	KG Audited Enrollment	21
PCSB	Grade 1 Audited Enrollment	26
PCSB	Grade 2 Audited Enrollment	21
PCSB	Grade 3 Audited Enrollment	26
PCSB	Grade 4 Audited Enrollment	18
PCSB	Grade 5 Audited Enrollment	18
PCSB	Grade 6 Audited Enrollment	23
PCSB	Grade 7 Audited Enrollment	24
PCSB	Grade 8 Audited Enrollment	21
PCSB	Grade 9 Audited Enrollment	
PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	182
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	17.4%
PCSB	Expulsion Rate	0.0%
PCSB	Instructional Time Lost to Discipline	0.3%
PCSB	Promotion Rate (All Grades)	100.0%
PCSB	Promotion Rate (KG and higher)	100.0%
PCSB	Mid-Year Withdrawal Rate	3.2%
PCSB	Mid-Year Entry Rate	0.0%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	25
School	Teacher Attrition Rate	40.0%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	approximately 7,700 SF
School	Square footage for entire building	29,420 SF
School	Cafeteria	Yes
School	Theater/Performing Arts Space	Yes
School	Art Room	No
School	Library	No
School	Music Room	No
School	Playground	No

School	Gym	No
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EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	No
School	Career/Technical	No
School	Classical Education School	No
School	College Prep	No
School	Expeditionary Learning	No
School	Evening	No
School	Extended Academic Time	Yes
School	GED	No
School	International Baccalaureate	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori	No
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Cultures	No
School	Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.	0

GENERAL INFORMATION		
School	LEA Name	Center City PCS
School	Campus Name	Center City PCS - Trinidad Campus
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	230
PCSB	PK3 Audited Enrollment	
PCSB	PK4 Audited Enrollment	20
PCSB	KG Audited Enrollment	25
PCSB	Grade 1 Audited Enrollment	28
PCSB	Grade 2 Audited Enrollment	18
PCSB	Grade 3 Audited Enrollment	24
PCSB	Grade 4 Audited Enrollment	30
PCSB	Grade 5 Audited Enrollment	22
PCSB	Grade 6 Audited Enrollment	25
PCSB	Grade 7 Audited Enrollment	18
PCSB	Grade 8 Audited Enrollment	20
PCSB	Grade 9 Audited Enrollment	

PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	182
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	31.3%
PCSB	Expulsion Rate	0.9%
PCSB	Instructional Time Lost to Discipline	0.7%
PCSB	Promotion Rate (All Grades)	99.4%
PCSB	Promotion Rate (KG and higher)	100.0%
PCSB	Mid-Year Withdrawal Rate	3.5%
PCSB	Mid-Year Entry Rate	0.9%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	22
School	Teacher Attrition Rate	36.0%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	approximately 9,360 SF
School	Square footage for entire building	23,313 SF
School	Cafeteria	Yes
School	Theater/Performing Arts Space	No
School	Art Room	No
School	Library	No
School	Music Room	Yes
School	Playground	No
School	Gym	No

EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	No
School	Career/Technical	No
School	Classical Education School	No
School	College Prep	No
School	Expeditionary Learning	No
School	Evening	No
School	Extended Academic Time	Yes

School	GED	No
School	International Baccaulateate	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori	No
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Cultures	No
School	Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.	0

IV. APPENDIX A – STAFF ROSTER

	Brightwood	Capitol Hill	Congress Heights	Petworth	Shaw	Trinidad
Principal	Gibson, Shavonne	Deal, Sharise	White, Niya	Ham, La Shada	Gartell, Demetria	Bouldin, Travis
Principal				Barton, Toni		
Resident Principal		Kimport, Rebecca				
Academic Dean	Crouch, Rachel	Lee, Antwan	Boyd, Melissa	Jones, Lakeala	Aganga-Williams, Hilda	Friebele, David
Academic Dean	Pecsi, Amanda				Tyson, Brandy	Lee, Dallas
Data and Intervention Coach			Dukes, Aaron		Miller, Kamili	
Operations Manager	Romero, Heidi	Browning, Michelle	Smith, Sidney	Bailey, Lydia	Sherman, Renae	Thomas, Duane
Administrative Assistant	Garcia, Evelyn	Ortiz, Daverba	Hutcherson, Chanda	Najera, Lily	Amaya, Rosa	Shaw, Sharon
Extended Learning Director	Cruz, Jaime	Dyson, Stephanie	Yohannes, Portia	Jasper, Angela	Brown, Charles	Swann, Laurie
Specialist	Seaman, Jennifer	Wilson, Kimberly	Horn, Mychelle			Adams, Kaitlyn
PreK	Stephens, Nakeya*	Johnson, Apryle	Johnson, Quiana*	Santiago, Mariluz (co-teacher)*	Dixon, Delinda (Interim)	Parrish, Christine H. *
Pre K Inst Asst	Duggard, Mari*	Washington, Wanda	Hill, Linda	Thompson, Shervon (co-teacher)	VACANT	Chase, Brittany
Kindergarten	Jalloh, Aminata	Donawa-Johnkins, Shandrika*	Winters, Brittany*	Austin, Leslie*	Welch, James*	Heath, Chantay*
K Inst Asst	Cromer-Snow, Amanda*	Craig, Heather	Smith, Neoka	Felix, June	Warren, Sarah	Richardson, Johnice
1st Grade	Williams, Adrienne*	Brown, Rashida*	Montgomery, Davaughn	Wiles, Katie*	Deweese, Mary*	Hill, Tori*
1st Inst Asst	Abbit, Samantha	Jones, Crystalyn	Snowden, Aaron	Benn, Beverly	Mnkande, Gabriela	Collins, JaShaunda
2nd Grade	Steverman, Samantha*	Amrhein, Lauren*	Martin, Leonard II*	O'Malley, Tara (co-teacher)*	Scaife, Rebecca*	Fernandez, Avanti*
2nd Grade Asst.	Faison, Kamien	Lampkins, Stacie	Ivy, Shemeka	Adeola, Nikki (co-teacher)	Sandra Lee	Bradshaw, Cheryl
3rd Grade	Lewis, Cameron*	Bailey, Janae*	Steinbach, Martha*	Adams, Sarah*	Fleming, Bethany (3/4 ELA/SS)*	Harris, Teresa*
4th Grade	Cuffee, Brandi*	VACANT	Henderson, Robert	Rook, Devon*	Fuller, Kimberly (3/4 Math/Sci)*	Bias, Gia*
5th Grade	Costello, Emily*	White, Nicole*	Miles, Eburn*	Davis, Camisha*	Cooper, Kevin*	Ralph, Sister Patricia*
MS Social Studies	Procaccio, Nicole*	Alhambra, Amir*	DeTurris, Chris*	Gordon, Jonathon*	Browning, Joshua*	VACANT
MS Science	Johnson, Josh*	Lovette, Chalice*	Henderson, Demetria*	Smith, Racquel*	Barcelli, Nina*	Garoute, Aida*
MS Math	Johnson, Hakim*	Pennington, Marisha	Smith, Desiree*	Byrne, Mary*	Williams, Terry*	Brown, Nicholas
MS ELA	Cooper, Julia*	Fox, Saabirah	Wagstaffe, Tanya*	Williams, Shonta	Campbell, Audrey*	Williams, Megan*
Spanish	Salazar Salame, Alejandra*	Gabbedon, Arturo*	Williams-Lee, Alexis	Groff, Hannah*	Colo, Jerry*	Rojas, Gretchen
PE	Ryer, Robert	Warren, Andre	Reid, Quintin	Anderson, Montez	Brown, Devonne (part-time)	Davis, Morgan
Art	Saaron, Samantha*	Lee, Kamishia*	Jones, Jamille	Saaron, Samantha*	Jones, Jamille*	Lee, Kamishia*
Music	Spruill, Daniel	Propst, Carl*	Propst, Carl*	Strawbridge, Monica*	Strawbridge, Monica*	Spruill, Daniel*
Dance	Anderson-Lee, Ronya	Gower, Kimberly*	Gower, Kimberly*	Alford, Michael*	Anderson-Lee, Ronya*	Alford, Michael*
SPED Teacher #1	Fields, Alexis	Vance, Delicia*	Tate, Barikia*	Rowe, Michael*	Hamilton, Erica*	VACANT
SPED Teacher #2	Fowlkes, Kinshasa	Atkins-Mose, Miakoda*	Armstrong, Sarah*	Minor, Toni*	Wolf, Davida*	Wright, Clarissa*
SPED Teacher #3		Napora, Adam*	Pierce, Derek*	Dwyer, Erin*	Jones, Patrice*	VACANT
ELL Teacher #1	Youngblood, Brooke		N/A	Zakaria, Josephine*	Forbes, Sarah*	
ELL Teacher #2	VACANT	N/A	N/A	Passante, Alicia*	Gillmeister, Alison*	
ELL Teacher #3	Mendoza-Sejas, Maria*	N/A	N/A	Gillmeister, Alison		
ELL Teacher #4	Gillmeister, Alison*	N/A	N/A			
Counselor	Battle, Natalie*	VACANT	Leidig, Angela*	Ndaka, Rosita	Crews, Savon	Harris, Ashley

APPENDIX C – EXTENDED LEARNING PROGRAM

Internal/ External	Program	Description	Grade Band	Category
Internal/ External	Tutoring and Homework Café <i>Students from Howard, Georgetown, American, and George Washington Universities</i>	Our Homework Café teaches our students organizational and study skills, and offers supports and services to tutor and assist them where they struggle academically. Tools and structures such as our homework tracker, and individualized academic plans for struggling students serve to ensure that our students possess both the academic and organizational skills needed to succeed in high school, college and beyond.	1 st -8 th	Academic
Internal	Learn-A-Thon	The Learn-a-Thon is an interactive station-based learning competition composed of challenging and engaging math, writing, and reading activities for PK-8 th grade students. At each station, there is a challenge that allows for students to educate themselves by engaging in a grade appropriate academic challenge or game. At these stations, you will see students having fun while learning, challenging one another to think critically, and both exploring and applying the academic concepts that they learn in class in various ways. Students earn dollars/points for the effort that they exert at each challenge station, as well as for the work that they do at home such as completing book reports, spending time on online interventions, etc. Students can then use the dollars/points they accrue to claim prizes at the end of each Learn-A-Thon, or save their dollars/points in their Learn-A-Thon “Bank” for bigger prizes at the end of the quarter.	PK-8 th	Academic/Math/Reading/ Writing
External	Dance 4 Peace <i>Conflict Resolution through Movement</i>	Dance 4 Peace is a global peace education nonprofit that uses exercises, dance, music, emotions, experiences, and thoughts, to build emotional and social competencies for peace within our students.	PK – 4 th	Character Development/ Conflict Resolution/ Movement
External	Living to Lead: A Movement!	Living 2 Lead’s Sisterhood Project provides culturally relevant, age appropriate activities that promote resiliency, self-empowerment, and civic responsibility by fostering a safe and non-judgmental environment where young women acquire meaningful and tangible life skills.	5 th – 8 th	Character Development/ Mentoring
External	Young Women’s Drumming Empowerment Project	The Young Women’s Drumming Empowerment Project gives rise to young women’s self-esteem, positive development, and creative self expression through drumming, poetry, movement, song and performance.	2 nd – 8 th	Character Development/ Conflict Resolution/ Artistic Expression

External	Chess	The Mission of Chess Wizards is to improve student's abilities to focus and think ahead in various aspects of life. While introducing students to the Magical World of Chess, Chess Wizards teaches children many important life concepts such as the ability to win graciously and accept defeat with dignity and sportsmanship.	3 rd – 8 th	Critical Thinking/Math
External	Adventure Theater	Adventure Theater provides young people with quality musical theater training	1 st – 4 th	Drama/Artistic Expression
External	DC Reads	The Catholic University of America collaborates with local elementary schools and non-profit organizations to organize tutorial programs focused on increasing the reading skills of the D.C. children. Once a week, Catholic University students tutor one-on-one or in small group settings at Center City both during school and, after-school. .	PK-4 th	English Language Arts/Reading
External	Jumpstart	Jumpstart is a national early education organization that recruits and trains college students and community Corps members to serve preschool children in low-income neighborhoods. This year, PNC volunteers will teach the Jumpstart curriculum to our students after school once a month over the span of a year. The JUMPSTART curriculum helps children develop the language and literacy skills they need to be ready for school, setting them on a path to close the achievement gap before it is too late.	PK	English Language Arts/Language and Literacy
External	InterAct Story Theater	InterAct seeks to improve the literacy skills of youth through arts-based learning.	5 th – 8 th	English Language Arts/ Literacy
External	American Poetry Museum	The American Poetry Museum is dedicated to celebrating poetry, promoting literacy, fostering meaningful dialogue, encouraging an appreciation for the diversity of the American experience, and educating students through the presentation, preservation and interpretation of American poetry.	5 th – 8 th	English Language Arts/Reading Comprehension/Writing
External	Sign with Me (Sign Language)	Sign With Me teaches our students how to communicate using sign language	PK – 2 nd	Foreign Language
External	YoKids! Yoga	YoKids is committed to offering yoga to our students in an effort to teach them how to reduce stress, about health and well-being, and to help children become comfortable in their own bodies.	PK – 4 th	Movement
External	Capoeira	The International Capoeira Angola Foundation is a non-profit organization dedicated to the maintenance, promotion and preservation of the art of Capoeira Angola and Afro-Brazilian culture. They teach our students about the art of Capoeira and Afro-Brazilian culture through movement and music.	5 th – 8 th	Social Studies/ Movement
External	Bricks 4 Kids Legos and robotics	Bricks 4 Kids is a hands-on enrichment program where students design and build machines, catapults, pyramids, derby cards, buildings and other constructions. Students work in a lab-type setting and are taught with an integrated	PK – 8 th	STEM/Critical Thinking

		curriculum based on math and science. Instructional content includes concepts of friction, gravity and torque, scale, gears, axles and beams.		
External	Champions Science Adventures	Champions Science Adventures provides Center City with fun, engaging, hands on and interactive science kits. Each kit includes projects for students to complete and take home as well as lessons that align with one or more learning objectives from the National Science Standards for grades K-8.	K-8 th	STEM
External	GUMSHOE	GUMSHOE is a student led math and science outreach organization. Undergraduate and graduate Georgetown students offer one hour weekly math and science tutoring sessions for our students.	3 rd – 8 th	STEM

V. APPENDIX D – HUMAN CAPITAL PARTNERSHIPS

The talent team has worked to grow and develop relationships with organizations that can continue to assist Center City in recruiting, supporting, and retaining excellent teachers, leaders, and management personnel for Center City PCS students.

1. **Teach for America:** Center City PCS partnered with Teach for America for the third year to hire several candidates. Our screening team is working to quickly identify high-caliber TFA candidates and use them to fill high-need vacancies. Overall, we have Teach for American corps members and alumni in critical roles across our campus teaching and leadership corps, and we will continue to work with them to fill openings at every level, given their groundbreaking work across the human capital spectrum.
2. **Urban Teacher Center:** The Urban Teacher Center Partnership is now in its second year at Center City PCS. As an inaugural partner, 4 new teachers served as Center City PCS Fellows in SY10-11 and Center City PCS began SY12-13 with 18 fellows across six campuses. In addition, Center City PCS was a recipient of Race to the Top Funds in conjunctions with Urban Teacher Center and Cesar Chavez Public charter schools. The UTC program works to assign resident teachers, who will be taking coursework and then working at Center City for 3 additional years. The partnership included Brightwood, Shaw, Capitol Hill and Trinidad.
3. **New Schools Venture Fund (NSVF):** New Schools Venture Fund partnered with Center City PCS to pilot a campus leadership at two campuses, Brightwood and Trinidad, to build an effective instructional leadership team and transfer best practices. NSVF in turn offered additional level of support through two current program partners TNTP and ANET, as well as targeted instructional support through LearnZillion. For the upcoming school year, Center City PCS continue partnering with Charter Board Partners, a NSVF partner, as well as implementing best practices from the Center for Transformative Teaching (CT3) and Project GLAD.
4. **EdPioneers:** This summer, we hosted five Education Pioneers in the Central Office. The fellows were charged with functions critical to Center City PCS in the realm of operations, family engagement, teacher evaluation, finance and special education. Education Pioneers are graduate school Fellows who work with a partner site for a summer to support mission-critical work. In addition, the talent team works closely to source management talent from the nationwide network of high-performing Fellows Alumni.
5. **The New Teacher Project (TNTP):**
 - a) **Talent Management Initiative:** Center City has fully participated in TNTP’s assessment of talent management practices at DC Public Charter Schools. The results, which were made available in mid-July, provide critical teacher, administrator, and leadership input on Center City’s talent management practices. TNTP also presented these results to our entire campus-based leadership team and will be working to conduct the survey at points throughout the year.
 - b) **Principal Coaching:** The second phase of this NSVF-supported partnership involves principal coaching. Currently, we have partnered with all six campuses to provide human capital pipeline management and individual principal coaching.