Cornville Regional Charter School

1192 West Ridge Rd.

Cornville, Maine 04976

www.cornvilleregionalcharterschool.org

Maine Charter School Commission

YEAR 4 PERFORMANCE REPORT

June 2016

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Charter Renewal Process

According to *§2411 Charter Term and Renewal* a charter may be renewed for successive terms of 5 years, although an authorizer may grant a renewal for a term not to exceed 15 years based on the performance, demonstrated capacities and particular circumstances of each public charter school. An authorizer may grant renewal with specific conditions for necessary improvements to a public charter school.

No later than June 30th of a public charter school's 4th year of operation under each 5-year term of a charter contract, the authorizer shall issue a public charter school performance report. If the charter of the public charter school is expiring, the authorizer shall offer charter renewal application guidance to the school. The performance report required in this subsection must summarize the public charter school's performance record to date, based on the data required by this chapter and the charter contract, and must provide notice of any weaknesses or concerns perceived by the authorizer concerning the school that may jeopardize its position in seeking renewal if not timely rectified. The school must be given the opportunity to respond to the performance report and submit any corrections or clarifications for the report. The renewal application guidance required must include or refer explicitly to the criteria and standards that will guide the authorizer's renewal decisions, which must be based on the performance framework under § 2409. The renewal application guidance must, at a minimum, require and provide an opportunity for the public charter school to:

(1) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;
(2) Describe improvements undertaken or planned for the school; and
(3) Detail the school's plans for the next charter term.

No later than September 30th of a public charter school's 5th year of operation under a term of a charter contract, or September 30th of a public charter school's final authorized year of operation under a term of a charter contract, the governing board of a public charter school seeking renewal shall submit a renewal application to the Maine Charter School Commission pursuant to any renewal application guidance offered by the Maine Charter School Commission.

The Maine Charter School Commission shall rule by resolution on a renewal application under this section no later than 45 days after the filing of the renewal application. In making charter renewal decisions, every authorizer shall:

A. Ground its decisions in evidence of the public charter school's performance over the term of the charter in accordance with the performance framework under §2409;
B. Ensure that data used in making renewal decisions are available to the public charter school and the public; and
C. Provide a public report summarizing the evidence basis for each decision.

A charter may be revoked at any time or not renewed if the authorizer determines that the public charter school failed to comply with the provisions of this chapter or: committed a material violation of any of the terms, conditions, standards or procedures required under this chapter or the charter

contract; failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract; failed to meet generally accepted standards of fiscal management; or violated any provision of law from which the school was not exempted.
If an authorizer revokes or does not renew a charter, the authorizer shall clearly state, in a resolution of its governing entity, the reasons for the revocation or nonrenewal. The authorizer shall include in the charter contract a description of the standards and processes under which the authorizer may pursue revocation of the charter contract. The processes must comply with §2410, subsection 2 and provide an opportunity for the public charter school to be heard prior to a decision on revocation.

The following public charter school performance report shall be issued no later than June 30th, 2016, Cornville Regional Charter School's 4th year of operation under its initial 5-year charter contract. The performance report summarizes Cornville Regional Charter School's (CRCS) performance record to date, and provides notice of any weaknesses or concerns perceived by the Maine Charter School Commission (MCSC) concerning the school that may jeopardize its position in seeking renewal if not timely rectified. CRCS will be given the opportunity to respond to this report and submit any corrections or clarifications.

School Information

School Name	Cornville Regional Charter School (CRCS)
Address	1192 West Ridge Road Cornville, Maine 04976

Governing Board	
Board Chair	Jean Walker
Board Vice Chair	Stephanie Miller
Board Secretary	Lorri Cahill
Board Member	Beth Enmann
Board Member	Jason Herrick

Executive Director	Rich Abramson
Principal	Travis Works

Year Opened	2012-2013 school year
Years in Operation	4
Number of Sending Districts	9
Grades Served	K-8
Current Enrollment	121 (Oct. 1 count - 2015)
Number of Students on Waiting List	39

Cornville Regional Charter School Overview

Founded in 2012, Cornville Regional Charter School (CRCS) offers a public school education for elementary school age children. The school environment emphasizes creativity, collaboration, community, service, and leadership. CRCS currently serves 121 students in multi-age learning groups and will expand to 132 students in the fall of 2016, kindergarten through grade eight, which is its maximum enrollment number as identified in its charter contract.

Cornville Regional Charter School's Mission is *To create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.*

Cornville Regional Charter School's Vision is *To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.*

Evidence of CRCS's Mission is evident in the use and promotion of Responsive Classroom, Positive Behavioral Intervention Supports, and Mass Customized Learning. Evidence of CRCS's Vision is evident in its hands-on Agricultural Education Program and Mass Customized Learning. The technology provided to each student actively engages them in their education.

Students are encouraged to actively participate in setting goals and assessing progress for their personal academic achievement in meeting the Common Core Standards and Maine Learning Results. CRCS strives to make the learning environment caring, interactive and personally challenging to promote academic success. CRCS encourages participation and collaboration among students, parents, and teachers in areas of decision making, program development and student growth. CRCS strives to instill strong social and environmental values, a sense of personal responsibility, and to create a love of learning.

At the end of each of the past 4 school years, an announced on-site monitoring visit was made to CRCS. The Maine Charter School Commission (MCSC) review team of 3 Commission members, MCSC staff, and Department of Education Special Education representative held interviews with school leadership, staff, students, parents, and the school's Governing Board. They also reviewed data provided by the school. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets. The following table shows CRCS's Performance Indicators and whether those targets were met, partially met, or not met in each of the school's first 3 years of operation.

CRCS' Performance Indicators[1]

Indicator	2016			2015			2014			2013		
	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not Meet	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Student Academic Proficiency [2]	See footnote 2				X[3]			X[4]		X		
Student Academic Growth[5]	See footnote 5				X[6]		X				X[7]	
Achievement Gaps in proficiency and growth between major student subgroups [8]	See footnote 5			See footnote 8			See footnote 8			See footnote 8		
Student Attendance	X			X			X			X		
Recurrent Enrollment from Year to Year	X			X					X[9]		X[10]	
Financial Performance and Sustainability	X			X			X			X		
Governance Board Performance and Stewardship	X			X			X			X		
Adequacy of Facilities Maintenance in Support of Program	X			X			X			X		
School Social and Academic Climate	X				X[11]		X			X		
Parent and Community Engagement	X			X			X			X		

[1] For Performance Indicators see appendix B
[2] State test scores have not been released at the time of this report and will be added when available.
[3] CRCS students scored equal to or higher than the state average in 4 grade level subject area Smarter Balanced tests.
[4] 80% target for mastery of all PLP performance Indicators, 62% met
[5] State test scores have not been released at the time of this report and will be added when available.
[6] Student Academic Growth: 69.6% of students when including those who were within 1% of their Individual Growth Target
[7] CRCS test results were inconsistent. See page 8.
[8] Establishing a baseline in this area.
[9] 90% enrollment target, 78% actual re-enrollment
[10] Reenrollment was 89%, missing the 90% target. Continuous enrollment over multipole years was not applicable in Year 1.
[11] Student Social and Academic Growth: Student Survey not conducted

Academic Performance

- Student Academic Proficiency: State Assessments
- Student Academic Proficiency: School Selected Assessments
- Student Academic Growth: State Assessments
- Achievement Gaps

Year 1, 2012 – 13

CRCS met its requirement of setting baseline for Academic Proficiency.

CRCS partially met in the area of Academic Growth due to the inconsistency in various test scores during the year. NWEA testing showed inadequate growth; however, DRA, Saxon Math, and DPVA math assessments revealed exceptional growth in math and adequate progress in reading.

Year 2, 2013 – 2014

CRCS partially met its goals for Student Academic Proficiency

Targets met:

- State Assessments - *3% increase proficiency on NECAP Reading and Math*.
- School Developed Assessments - *10% will master 75% of PLP Performance Indicators*
  10% will master 50% of PLP Performance Indicators
  (Actual percentages and numbers not reportable due to small size)

CRCS met its goals for Student Academic Growth

- Value added nationally normed Individual and group assessments for English and Math- *NWEA given pre/post to show 3% increase.*

Targets not met:

- School Developed Assessments - *80% will master all PLP Performance Indicators* (62% of students met all indicators).

Actual percentages and numbers for School Developed Assessments were not reportable due to small size and maintaining student confidentiality.

NWEA math data showed that 88% of students had growth in RIT (Rasch Unit[12]) scores. NWEA reading data showed 88% of student having growth in RIT Scores between fall and spring.

End of year DRA data showed that of the 90 students assessed, 56 students were at grade level.

NECAP data showed 28 students tested in both 2012 and 2013. In reading, 15 students (54%) made 1 year's growth. In math, 17 students (61%) made a year's growth.

[12] The difficulty and complexity of each NWEA MAP assessment question is measured using the RIT scale. A student's RIT score indicates the level at which the student was answering questions correctly 50% of the time.

Year 3, 2014 – 2015

CRCS partially met its goals for Student Academic Proficiency

Targets partially met:

- State Assessments
  - Percent of grade 3-8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
  - Percent of grade 3-8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.
- School Developed Assessments
  - Pilot Empower

Targets not met:

- School Developed Assessments
  - 65% of students will meet or exceed proficiency on NWEA in reading
  - 50% of students will meet or exceed proficiency on NWEA in math

CRCS met its goals for Student Academic Growth:

- State Assessments
  - Same cohort growth on State Assessment in ELA – establish baseline
  - Same cohort growth on State Assessment in math– establish baseline
- School Developed Assessments
  - 70% of students will meet their individual growth target in reading (NWEA)
  - 60% of students will meet their individual growth target in math (NWEA)
  - 80% of students will make a minimum of 1 level of growth on their DRA

CRCS students in grades 3-8 participated in the state Smarter Balanced testing. School-wide results are reported below. Individual grade level data are not reportable due to small class size and maintaining student confidentiality. CRCS students scored equal to or higher than the state average in four out of 18 grade level subject area Smarter Balanced tests.

School-wide Smarter Balanced Results

	% level 3 or above
ELA	40.63%
Math	23.08%
Science	63.16%

59.5% of students met or exceeded proficiency on NWEA in reading and did not meet the goal of 65%.

47.4% of students met or exceeded proficiency on NWEA in math, falling short of the 50% goal.

On the NWEA Reading Assessment 64.6% of students met their individual growth target. The target of 70% was missed by 5.4%.

On the NWEA Math Assessment 63.6% of students met their individual growth target, exceeding the 60% goal.

On the DRA 90.6% of students made a minimum of 1 level of growth, which exceeds the goal of 80% by about 10%.

Year 4, 2015 – 16

CRCS partially met it goals for Student Academic Proficiency on School Developed Assessments.
Target met:

- Spring - 80% of students will meet their PLP goals

Targets not met:

- 70% of students will meet or exceed proficiency on NWEA in reading
- 55% of students will meet or exceed proficiency on NWEA in math

CRCS partially met it goals for Student Academic Growth on School Developed Assessments.
Target met:

- 80% of students will make a minimum of 1 level of growth on their F&P assessment

Targets not met:

- 75% of students will meet their individual growth target in reading (NWEA)
- 65% of students will meet their individual growth target in math (NWEA)

100% of learners met their PLP goals, exceeding the 80% target.

65% of learners met or exceeded proficiency on NWEA in reading at the end of the year, 5% shy of the 70% target.

51% of learners met or exceeded proficiency on NWEA in math at the end of the year, 4% below the 55% target.

58% of learners met or exceeded their growth target from Fall to Spring in reading as assessed by the NWEA, falling 17% below the 75% target.

63% of learners met or exceeded their growth target from Fall to Spring in math as assessed by the NWEA, falling 2% below the 65% target.

100% of learners made a minimum of 1 level of growth this year on their Fountas and Pinnell reading assessment, exceeding the 80% target. (This percentage does not include the learners that had already tested at a level Z (the maximum) in the Fall and maintained that level throughout the year).

Note: Data for the following targets will be added to this report when they become available.

Student Academic Proficiency

- State Assessments
  - Percent of grade 3-8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
  - Percent of grade 3-8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.

Student Academic Growth:

- State Assessments
  - Same cohort growth on State Assessment in ELA – establish baseline
  - Same cohort growth on State Assessment in math– establish baseline

Summary

The population at CRCS has ranged from 61 students in year one to 122 in year 4. The small population makes it difficult to make general statements about data, as they are easily skewed with the small student count.

CRCS has been quick to analyze data and respond to their implications. After year one, CRCS noticed math was a relative weakness as compared to other subject areas overall and, in respond, changed its math curriculum.

CRCS groups and regroups students to meet identified student targets. The school analyzes the school-wide needs and adjusts for each individual student's needs.

At the end of year monitoring visit in year four, the MCSC review team was impressed by the students' comfort and familiarity with their learning goals and use of language to express them. Also, the review team was impressed with the integration of technology that facilitated and supported student learning.

CRCS has seen student growth in academics; however, because CRCS has set aggressive targets and continues to strive for high performance it appears math is an area of relative weakness. In response CRCS has responded with a change in curriculum, training for teachers, and continual monitoring of data in-house and using the NWEA.

Attendance and Reenrollment

- Average Daily Attendance
- Student re-enrollment
- Continuous enrollment for multiple years

Year 1, 2012 – 2013

CRCS met the target of:

- average daily attendance rate of 94%

CRCS did not meet the target of:

- student reenrollment from one year to the next of 90%

The average daily attendance rate was 96%. The reenrollment rate was 89%, 1% below the 90% target.

Year 2, 2013 – 2014

CRCS met the targets of:

- average daily attendance rate of 94%.

CRCS did not meet the targets of:

- student reenrollment from one year to the next of 90%.

The average daily attendance rate was 94%. The reenrollment rate from 2013-14 to 2014-15 was 78%, 12% below the goal of 90%. Because of the low student population, the departure of a family group resulted in a lower reenrollment rate.

Year 3, 2014 – 2015

CRCS met the targets of:

- average daily attendance rate of 94%
- 90% of students enrolled on state "count day" who are still enrolled on the last day of school
- 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year
- 75% of students enrolled continuously for multiple years

The average daily attendance rate was 94%, meeting the 94% target.

93% of students enrolled on state "count day" were still enrolled on the last day of school, exceeding the 90% target.

90% of the student body eligible for re-enrollment at the end of the year indicated their intent to return the following school year, meeting the 90% target.

75% of students enrolled continuously for multiple years, meeting the 75% target.

Year 4, 2015 – 2016

CRCS met the targets of:

- average daily attendance rate of 94%
- 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year

CRCS did not meet the targets of:

- 90% of students enrolled on state "count day" who are still enrolled on the last day of school

CRCS is still in the process of determining:

- 75% of students enrolled continuously for multiple years

The average daily attendance rate was 97%, exceeding the 94% target.

97% of the student body who were eligible for re-enrollment at the end of the year indicated their intent to return the next year, exceeding the 90% target.

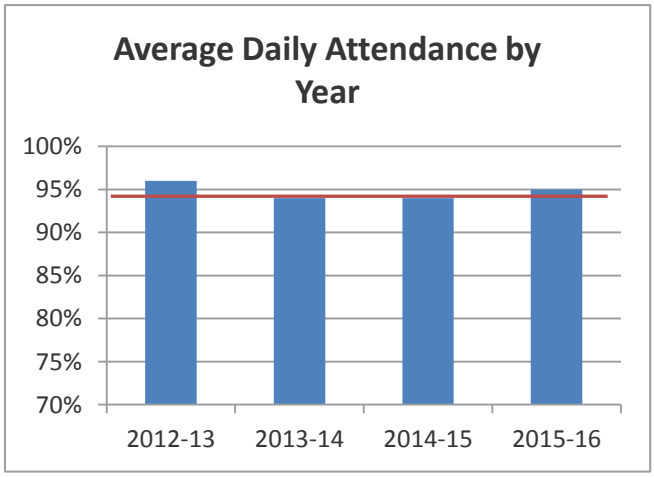
87% of students enrolled on state "count day" were still enrolled on the last day of school, 3% shy of the 90% target.

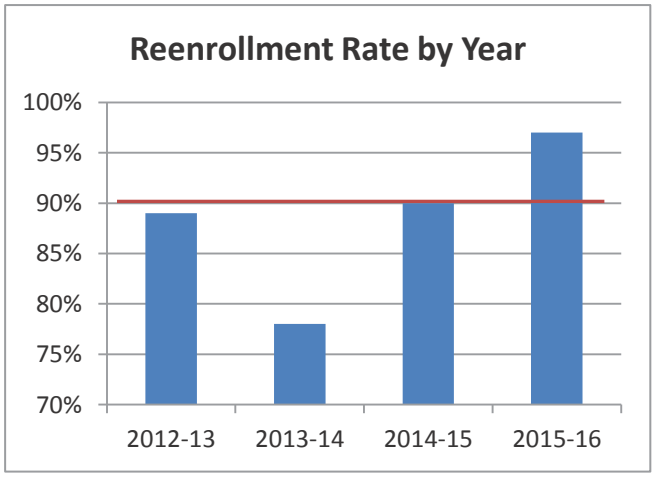
In its 4th year, CRCS requested, and was granted, an increase in enrollment capacity from 132 to 144. CRCS was able to fill those seats during the school year.

Summary

CRCS's average daily attendance rate has been at or above the 94% target every year for the first four years of operation.

After a dip in the percentage of eligible students reenrolling for the following year at the end of year two, CRCS has seen an increase in reenrollment in both years three and four.





Governance and Operations

- Public accountability
- Transparent Board Operations
- Responsive Board Operations
- Legally compliant Board operations

Year 1, 2012 – 2013

CRCS met the targets of:

- Board will meet one time per month at a minimum
- 100% of Governing Board agendas and minutes are made available to the public

Board meetings were held monthly. The school's application showed evidence of bylaws and policies being in place and the policies were regularly reviewed. Oversight of school leadership was observed. The Governing Board members stated at the end of year monitoring visit that they have open and honest dialogue, work well together and put students first in making decisions. They developed procedures for subcommittee and whole board work, adopting Principles of Good Practice for Boards of Trustees. They also indicated wanting to increase membership to 7 members.

Year 2, 2013 – 14

CRCS met the targets of:

- Board will meet one time per month at a minimum
- 100% of Governing Board agendas and minutes are made available to the public

Board meetings were held monthly. The Governing Board was very active with forms and policies, and being inclusive, responsive, and compliant. At the end of year visit the MCSC review team noted that oversight of the school's leadership was very evident.

Year 3, 2014 – 15

CRCS met the targets of:

- Board will meet one time per month at a minimum
- 100% of Governing Board agendas and minutes are made available to the public

The CRCS Governing Board continued to employ a school Principal to fill a vacancy on the Administrative team. Another accomplishment of the CRCS Board was its attendance of a board training sponsored by Maine Association for Charter Schools (MACS). Meeting agendas and minutes were posted on the school's website and 1-5 parents attended most meetings.

Challenges faced by the Board included turnover of Board members, finding Board members with skill sets to replace outgoing board members, and a conflict between Board members. Ultimately, the conflict issue resulted in stronger communication among the Board members.

Year 4, 2015 – 16

CRCS met the targets of:

- Board will meet one time per month at a minimum
- 100% of Governing Board agendas and minutes are made available to the public

All board agendas and minutes are posted on the school's website.

The CRCS Board passed new bylaws which include a new process for adding new members to the Board. There is now a process of application, resume, and interview. The Board would like an additional member with financial experience.

The CRCS Board created a calendar outlining how it will review elements of its charter contract each month and found it an effective way of keeping the Board aware of the requirements in the charter contract.

Summary

The CRCS Governing Board has remained small, but active during the first 4 years of operation. The board struggled at times with turnover of Board members and finding Board members with skill sets to complement the current skills.

A conflict between Board members in the third year led to stronger communication and a change in Board members. In the fourth year two board members resigned due to other obligations, leaving the board with seats to fill. The Board changed its bylaws, and as a result, this allowed the Board to be more diverse in terms of skills and background.

During the 2015-16 school year, year 4, CRCS received a parent complaint initially regarding a student injury on the playground. Both the Board Chair and the Principal worked with outside resources, including legal counsel and an independent investigator, to determine the validity of the claims. It was found that there was no evidence to support the claims. Additionally, the school took responsive and appropriate steps in educating staff and revising policies.

Fiscal Performance

- Financial Performance and Sustainability

Year 1, 2012 – 13

CRCS met the targets of:

- School will produce monthly financial reports, and evidence that reports are reviewed by the governing board monthly through agenda item
- When monthly financials vary by more than 5% item is flagged for special governing board consideration

CRCS provided monthly financial reports and evidence that the reports were viewed by the governing board monthly, and if monthly financials vary more than 5% the item is flagged for governing board consideration. The budget reflected commitment to professional development.

Year 2, 2013 – 14

CRCS met the targets of:

- School will produce monthly financial reports, and evidence that reports are reviewed by the governing board monthly through agenda item
- When monthly financials vary by more than 5% item is flagged for special governing board consideration

There were monthly financial reports and evidence of review by the Governing Board monthly. Budget showed balance and sustainability; a $480,000 Federal multi-year grant was awarded to the school.

An annual financial audit was completed for FY 2013, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Year 3, 2014 – 15

CRCS met the targets of:

- School will produce monthly financial reports, and evidence that reports are reviewed by the governing board monthly through agenda item
- When monthly financials vary by more than 5% item is flagged for special governing board consideration

CRCS provided monthly financial reports and evidence that the reports were viewed by the governing board monthly, and if monthly financials vary more than 5% the item was flagged for governing board consideration. The school produced monthly financial reports and evidence reviewed by governing board monthly through agenda item. The CRCS Budget for 2014-2015 ended with a cash reserve of $110,000.

CRCS received funds from a federal grant that will end in September 2016. In response to family feedback $70,000 was moved within the budget from Technology to Agricultural Education. Those funds were used to purchase a tractor and greenhouse.

An annual financial audit was completed for FY 2014, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Year 4, 2015 – 16

CRCS met the targets of:

- School will produce monthly financial reports, and evidence that reports are reviewed by the governing board monthly through agenda item
- When monthly financials vary by more than 5% item is flagged for special governing board consideration

At the annual monitoring visit with the MCSC the Board chair expressed that there had been frustration around getting CRCS' finances sorted out so the board knows what the budget looks like. She also reported that they will not be using the same auditor next year, as he continues to file extension after extension.

The CRCS Board reported at the annual monitoring visit that it was not getting a monthly financial report in writing because the CFO was in limbo waiting for the audit. The CRCS board members stated that internal controls are in place and that CRCS was building a budget for next year.

An annual financial audit was completed for FY 2015, and was submitted to the MCSC and the Department of Education. It was determined there were no findings or other matters about which the auditor had concerns.

Summary

During the course of 4 years, CRCS has maintained stable financials and fiscal sustainability. Financials are reviewed regularly by the board and an annual audit has been conducted for each fiscal year.

In year 2 the school received funding through a highly competitive multi-year Federal grant for $480,000, which benefitted the school greatly in terms professional development and instructional quality. CRCS teachers have participated in many conferences and professional development activities, either presenting, coaching, or hosting other schools in learning from their proficiency-based and mass customized learning approach.

The multi-year federal grant also allowed for increasing the agricultural education component including an agricultural education teacher, building of a greenhouse, creation of a garden and chicken coops.

Within its budget, CRCS has maintained and improved its facilities.

Audits were conducted for Fiscal Years 2012-2015. There were no findings or other matters about which the auditor or the Maine Department of Education had concerns.

Adequacy of Facilities Maintenance in Support of Program

- Facility
- Capital Improvement

Year 1, 2012 – 13

CRCS met the targets of:

- Facility will meet all applicable state expectations for public schools

The school building was reported to be in good overall condition. There were no major problems discovered with the building, the heating system, the water, or sewer.

In an attempt to save heating costs CRCS was planning to pursue alternative heat by trying to obtain a new heating system through grants for a Bio Mass or pellet heating system. This would be to reduce its carbon footprint, and to use a renewable Maine resource.

CRCS also planned to pursue solar heating systems, both passive and active, to help meet the needs of heating/ hot water and electric. This pursuit was expected to take more time and was to be based on grant and private funding availability.

At the end of the 2012-2013 school year there did not appear to be any need for capital improvements other than the long term goal for changing the heating system over to an alternative source.

Year 2, 2013 – 14

CRCS met the targets of:

- Facility will meet all applicable state expectations for public schools

At the end of the 2013-14 school year CRCS' Capital Improvement plan including items such as getting roof leaks patched, working on the library and art rooms, and repairing the parking lot.
At the annual monitoring visit the MCSC review team reviewed evidence of building committee meetings. In the spring of 2014 CRCS purchased a two-room modular building to serve as the school's library.

Year 3, 2014 – 15

CRCS met the targets of:

- Facility will meet all applicable state expectations for public schools

Every room and space at CRCS was being used. Space was to be reorganized to allow for speech, OT and counseling. The two-room modular building continued to be used for the library and Agricultural Education.

Year 4, 2015 – 16

CRCS met the targets of:

- Facility will meet all applicable state expectations for public schools

The CRCS facility met all applicable state expectations for public schools. At the end of the school year CRCS was investigating the purchase of a new heating system.

Summary

Upon opening, the school building was found to be in good overall condition. At the end of year two CRCS added a modular building to its facility. By year three every room and space at CRCS was being used to capacity, and in year four, space was reconfigured and used creatively.

Parent and Community Support, Student Involvement

- Partnerships
- Communications system
- Parent participation in their children's education and in operation of the school

Year 1, 2012 – 13

CRCS met the targets of:

- 100% of students will participate in student interest groups
- 100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable
- 80% of returned parent surveys will indicate satisfaction with level of parent communication
- 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year
- 100% participation from parents in PLP meetings

CRCS set a goal to have all families involved in the school community in ways that are meaningful to parents and the school, and chose to seek 80% parent participation moving forward. A list of engagement opportunities was provided to parents and community members throughout the school year. Records were kept of volunteer and parent participation. At the end of year monitoring visit, parents in the focus group expressed strong support and appreciation for the school. They appreciated good communication between school and home, citing such examples as the Principal's Friday newsletter, and the transparency of the Governing Board and the dialogue afforded them at Board Meetings.

Year 2, 2013 – 14

CRCS met the targets of:

- 100% of students will participate in student interest groups
- 100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable
- 80% of returned parent surveys will indicate satisfaction with level of parent communication
- 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year
- 100% participation from parents in PLP meetings

All students participated in student interest groups and community service, and students seemed positive about the community service experience. Parent Communication was conducted through surveys, letters, and principal's blog. There was an active PTF; it participated in the PLP plan, conferences, and attended Board meetings. Evidence of strong teacher/ parent communication was noted by the MCSC review team at the end of year visit.

Parents received weekly newsletters, and participated in PLP meetings and participated in activities.

Year 3, 2014 – 15

CRCS met the targets of:

- 100% of students will participate in student interest groups
- 100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable
- 80% of returned parent surveys will indicate satisfaction with level of parent communication
- 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year
- 100% participation from students and 90% participation from parents in PLP meetings and goal setting on PLPs

100% of students were involved in student interest groups. More than 20 student interest groups were offered over a 2-day period. All parents were subscribed to the CRCS electronic weekly newsletter. 10% of families had requested a hard copy, which was provided to them. Parents attended Board meetings and reported feeling welcome to visit or volunteer at CRCS. Parents attended CRCS Board Meetings, with typically 1-5 parents in attendance at each meeting.

Community Partnerships included: Maine Huts and Trails, USDA Cooperative Extension, Maine Academy of Natural Sciences, and Atlantic Salmon Federation.

Year 4, 2015 – 16

- 100% of students will participate in student interest groups
- 100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable
- 80% of returned parent surveys will indicate satisfaction with level of parent communication
- 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year
- 100% participation from students and 90% participation from parents in PLP meetings and goal setting on PLPs

100% of learners participated in student interest groups throughout the year, meeting the target.

100% of parents were sent a weekly newsletter from the office, meeting the target. At the annual monitoring visit, parents reported being very pleased with the weekly personalized newsletter emailed to them with information from each of the student's teachers. They also appreciated the newsletter sent home from the office.

On the spring 2016 Panorama Education Survey, 44 parents/guardians participated in the Panorama Education survey for CRCS. When asked how they felt about communication with the school, over 90% responded favorably, exceeding the 80% target.

CRCS believes that 100% of parents were invited and a minimum of 70% of parents participated in 1 or more activities throughout the year, meeting the target, but stated that they need to create a better way to track and report this data.

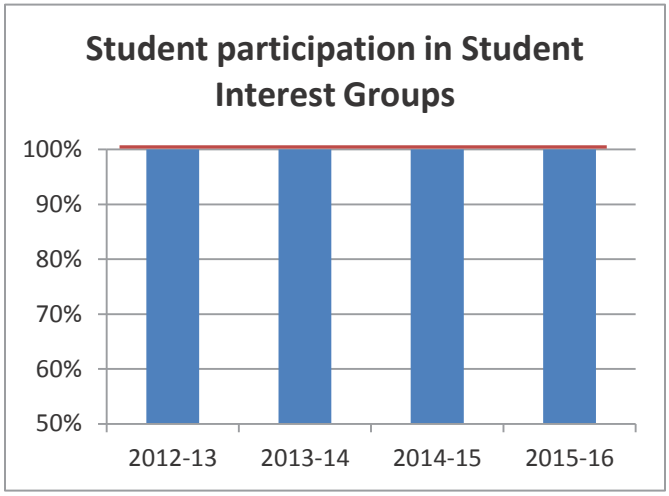
100% of CRCS learners participated in PLP meetings. 90% of families participated in conferences.

Summary

CRCS has forged and maintained strong parent, family, and community relationships in its first charter term. Additionally, student involvement in goal-setting, and community volunteering has increased, resulting in students who are invested in their education and community.

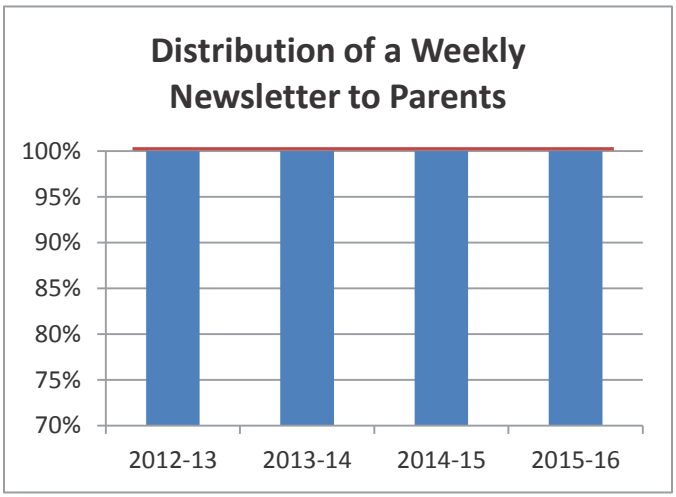
100% of parents have been invited to activities throughout each school year.

100% of students participated in PLP meetings and goal setting on PLPs



100% of students have participated in student interest groups each of the first four years of CRCS' operation.

100% of parents have been sent a weekly newsletter from the office either via email or a hardcopy.



School Climate

- Confidential survey of parents, staff, and students
- Fewer instances of bullying, harassment, or other abusive practices
- emotional/social growth of students

Year 1, 2012 – 2013

CRCS met the targets of:

- School will report the number of behavioral incidents using the state and federal reporting requirements
- Surveys administered to students and distributed to parents

CRCS conducted parent and student surveys. Parents reported feeling welcome and respected, an atmosphere of open communication, and that they would recommend the school to other parents. Students reported that they liked student interest groups, they would recommend CRCS to other students, they felt safe at school, and they felt their teacher cares about them.

CRCS maintained the same state and federal reporting requirements as all public schools, meeting that target. Bus behavior was identified as an issue and was addressed through parent and student discussions, and placing monitors on the bus.

Year 2, 2013 – 14

CRCS met the targets of:

- School will report the number of behavioral incidents using the state and federal reporting requirements
- Surveys administered to students and distributed to parents

CRCS maintained the same state and federal reporting requirements as all public schools. There was one reported behavior incident. A January 2014 survey revealed lower scores on safe environment and child likes going to school, with higher scores being reported on parent respect/welcoming teachers. Parents reported positive relations with teachers. Students were positive about the school environment and student ability to craft individual programs.

Year 3, 2014 – 15

CRCS met the targets of:

- School will report the number of behavioral incidents using the state and federal reporting requirements
- Each year the school will survey parents/staff

CRCS did not meet the target of:

- Each year the school will survey students (While surveys were conducted of parents and staff, there was not a student survey.)

Teachers reported being excited about the direction of the school and its positive administration. They appreciated being able to work with the Executive Director and the Principal to develop the school schedule so that students could work together in dynamic groups in a multitude of areas both academic and social. Teachers found that the establishment of common programs, such as Zones of Regulation[13], throughout the school was positive.

On a 2015 Parent Survey, 99% of participating students' parents reported feeling that the teacher cares about their child's success. 83% of participating students' parents reported that their child likes to go to school each day. 79% of participating students' parents reported feeling that they felt their child was being challenged academically.

A Student survey was not completed during the 2014-15 school year with an explanation of time constraints. As a result, CRCS planned to contract with a provider to have more effective surveys with parents, teachers, and students for the 2015 - 16 school year.

From year 2 to year 3 there was an increase in the number of bullying/harassment incidents. During the 2013-14 school there was one reported incident. During the 2014-15 school year there were 3 reported incidents of bullying/harassment. Growth in student population (CRCS added a grade level and 17 students in 2014-15), along with attention to reporting, was a possible contributor to an increase in bullying incidents. CRCS Administration planned to continue to implement Responsive Classroom[14] and Positive Behavior Interventions[15] in the following year to address behavior.

To address these issues there was an alternate lunch/recess plan put in place. Eventually there was a suspension and home tutoring. CRCS maintained the same state and federal reporting requirements as all public schools, meeting that target.

Year 4, 2015 – 16

CRCS met the target of:

- School will report the number of behavioral incidents using the state and federal reporting requirements

During the 2015-16 school year CRCS had no reportable behavioral incidents.

[13] The Zones is a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

[14] Responsive Classroom is a research-based approach to teaching that focuses on the strong link between academic success and social-emotional skills.

[15] Positive Behavior Interventions is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

As of the writing of this report, Panorama Survey data were just released to the school. The following target will be addressed and revised when available.

- Each year the school will survey parents/staff/students and from the results identify a specific area to improve and show improvement in those areas. 80% of surveys given out at PLP meetings will be returned and 50% of other anonymous surveys given out at other times will be returned.

Panorama Surveys were completed by CRCS families, staff, and students in the spring of 2016. The results to the School Climate scale portion of the survey are below.

Group	Number of surveys completed	Percent Positive	National Percentile Rank[16]
Families	45	85%	90th percentile
Staff	12	74%	80th percentile
Students grades 3-5	37	71%	70th percentile
Students grades 6-8	29	70%	90th percentile

Summary

Throughout its first 5-year charter term, CRCS has used its survey data to make improvements to school social and academic climate. Security cameras were installed throughout the school to address safety and security concerns. With the school population growth in its initial years, and its attention to recording procedures, CRCS saw an increase in undesirable behaviors. To address these behaviors, CRCS administration and staff have committed to using proven techniques such as Positive Behavior Intervention (PBI) and Responsive Classroom. After implementing the security system and PBI and Responsive Classroom CRCS saw a decrease in undesirable behaviors in its fourth year.

[16] Percentile rank is the percentage of scores that fall below a given score, in this case CRCS's scores.

Effective Leadership

During the 2014-2015 school year the Principal at CRCS began piloting the Marzano Teacher Evaluation Model. By the end of the fourth year, in 2016, the Performance Evaluation and Professional Growth Model (PE PG) plan had been submitted to the Maine Department of Education (MDOE) and was pending approval.

The Executive Director and the Principal recommended new positions at the school, including a Positive Behavioral Intervention Supports Coach /Ed. Tech position and an Americorps position, which the Board approved.

Upon the resignation of CRCS's Executive Director in late 2015, the position was filled with an interim Executive Director who is available to the Board and the Principal as needed.

At the end of the 2016 school year, the CRCS Governing Board presented a revised administrative structure. This new structure was based on shared leadership and changed the Principal's title to Executive Director, as well as adding two Teaching Principals.

Instructional Quality

- Process for teacher evaluation
- Certification of teachers
- Professional development
- Quality of programs

During the 2014-15 school year the Principal at CRCS began using the Marzano Teacher Evaluation Model and planned to move forward in its implementation.

By the end of the fourth year, in 2016, the Performance Evaluation and Professional Growth Model (PE PG) plan had been submitted to the Maine Department of Education (MDOE) and was pending approval.

Over the course of four years CRCS's administration had offered professional development on subjects including Mass Customized Learning, Positive Behavioral Intervention Supports, and Responsive Classroom.

CRCS teachers have participated in many conferences and professional development activities over the past 4 years, either presenting, coaching, or hosting other schools to learn from their proficiency-based and mass customized learning approach.

At the annual monitoring visits, the MCSC review team was impressed with the teachers' dedication and hard work. They reported having strong relationships based on collaboration and trust. They Support each other in striving for a high quality of education for students.

CRCS hires Maine certified teachers and ensures that all staff who have contact with children have the MDOE criminal history record check approval.

Compliance with Terms of Charter Contract and Laws

In its 4 years of operation CRCS had no record of instances of noncompliance.

Commendations and Recommendations

Commendations:

1. CRCS has met or partially met its performance targets over the 4 years with the exception of the recurrent enrollment target in 2014.

2. The CRCS approach to school improvement is data driven and responsive to the needs of its students as evidenced by the performance data.

3. The school has personalized the learning of its students and, with the inclusion of mass customized learning, provides each student direct instruction based on his/her performance level.

4. CRCS has developed a professional culture of innovation and professional development.

5. Teachers collaborate effectively with administration and have considerable voice in school decisions.

6. CRCS governance has successfully weathered critical issues and has been responsive to its stakeholders' needs.

7. CRCS has been fiscally responsible and successful in its pursuit of grant money.

8. CRCS students report enjoying their educational experience, professing enthusiasm for and engagement in its personalized learning approaches.

9. The positive work ethic of administration, staff and governance is evidenced by the extent of the successful implementation of the schools many efforts.

10. The CRCS Board has evolved from a Founding Board, getting the school started, to a Governing Board focusing on academic excellence, facilities, and financial stability.

11. CRCS distributive leadership plan recognizes the needs of a small school and the expertise of its staff.

12. CRCS has expanded student choice and voice from interest sessions facilitated by community members and staff (24-28 different offerings) to Science and Social Study Seminars within the classrooms.

13. CRCS has addressed home-school communication through customized newsletters for each child, facilitator websites that provide curriculum information, utilization of software programs such as Empower and SeeSaw where parents can view digital versions of student work and more frequent office newsletters of school events.

14. CRCS has formed a School Community Action Committee (SCAC) for the purpose of resolving any issues that arise.

15. CRCS has created opportunities for parent/family involvement through Movie Nights, family dances, student conferences and invitations to the community to conduct interest sessions.

16. CRCS has created an atmosphere of welcome and respect amongst its K-8 students as observed by the review team conducting the student focus group in the Spring 2016 Monitoring session.

17. CRCS has acted to address the MCSC recommendations given in the 2012-2015 Annual Monitoring Reports as evidenced by by-law change for Board appointments, active fundraising, communication with parents/families through promptness and the use of technology.

Recommendations:

1. CRCS administration needs to better meet teacher expectations for the evaluation of their performance as outlined in the Marzano evaluation model.

2. CRCS administration needs to ensure sensitivity to the multiple demands that a small innovative school places on its professional staff.

3. CRCS should allow time for new programs to successfully attach before turning to another.

4. CRCS should continue to pursue collaborative relationships with neighboring school systems and MeANS and other capacity building opportunities to meet student needs.

5. CRCS Administration will need to create time for staff classroom and leadership tasks to be performed.

6. CRCS will need to continue to actively pursue software development to provide mass customized learning and proficiency based education record keeping and student grouping.

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RENEWAL SELF ASSESSMENT FOR 2015-2016
March 2016

1. Are we an academic success?

Areas of Focus

- o Mission, Vision, and Targeted Student Population
- o Academic Program
- o Special Student Populations
- o Assessment
- o Climate and Discipline

Questions to Explore:

How does the school's program serve the school's mission and vision?

"Our mission is to create a safe, respectful, nurturing, and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments, and to develop a lifetime love of learning."

Customization is critical and a one size fits all approach does not meet the needs of all individuals. It is our philosophy that we can customize to meet the needs of our learners, parents, and community. By providing a truly proficiency based environment there is no ceiling for the learner, but rather a continuum of learning targets allowing the learner to be engaged in their own personal learning and growth.

Choice and Voice are fundamental elements that are interwoven into our everyday programming and are essential to provide the "ideal learning experience." The school started with giving choice and voice during the Student Interest Group times, which is where learners had choice between learning opportunities provided by parents, staff, and community members. We have expanded that concept to include choice between Science and Social Study Seminars (units), activities within the classroom and at lunch/recess. As we move along our continuum for proficiency based implementation, we are also giving learners choice and voice on what they need "to know" to accomplish their learning goal, but also what they are going "to do" to demonstrate their understanding. We have a significant number of learners identified as needing Special Education services. We are finding that they require less intense supports when they are given the opportunity to thrive. Our programming is done in such a way that our learners are successful by receiving explicit instruction based on their learning goals

rather than on their age. From the moment they start their day, they are in an environment where they fit socially and emotionally. When they transition, they go to the environment where learning opportunities are designed within their Zone of Proximal Development (ZPD). Within that academic environment they have choice between certain activities that would be better suited or engaging while they work on their Learning Goals. Later in the day they are able to choose a Science or Social Studies Seminar that is of interest and will provide learning opportunities related to specific goals.

How do we know we are meeting the needs of our learners?

It is true that 20%-25% of our population is identified as Special Education; however, they are not easily identifiable. Many of these learners are identified as Other Health Impaired (OHI) and exhibited behavioral issues that impeded their academic growth in their previous learning environment. These learners are often more successful at CRCS with an educational model that sets up the learner for success, not failure. Organizing learners by learning goals allows them to focus on what they need. Students are engaged and successful when they see how meeting these goals will move them along their continuum of learning. Rather than letting frustration build up, our team approach is able to make immediate adjustments to the learner's schedule ensuring that they are successful. In a traditional environment learners are organized by grade level. If a learner is "behind" or "not quite there yet", they are often overwhelmed and frustrated. To further complicate the matter, students are pulled out of the classroom for targeted instruction and then put back in with their peers where they continue to struggle. They have missed out on learning opportunities that took place while they were gone. This is a disjointed learning environment based on a schedule organized by adults. By maintaining our fluid learning environment, learners are not arbitrarily in one classroom all day just because it is their grade level. Rather, they engage in a schedule decided by their proficiency, learning targets and personal preferences.

Our learning environment is one that creates a culture and climate where our learners are able to feel safe, respected and nurtured as they become active participants in their own learning. By nature, our learners do in fact thrive and develop the mindset that they are truly lifelong learners. Learning facilitators/teachers are encouraged to use student performance, data, and personal knowledge of the learners to adjust groupings to best meet their needs. Learners are also targeted for Response to Intervention (RTI) and Title I services as needed. Short term interventions can be put into action quickly due to our small learning community and team approach to learning.

Are our students succeeding academically? What do test scores say about the school's academic success?

Yes, they are! Test scores are only one snapshot, but we all know that they are an important outside measurement. Scores don't necessarily tell the whole story but they do give us the ability to check in to see where things are headed and where to improve.

Fall 2015 to Winter 2016 NWEA Data is readily available and currently being analyzed. We do know that the results show a very positive trend of improvement. As a staff we are analyzing the data to inform instruction, adjust our programming as needed, and focus on all learners. We are very mindful that even when a learner is substantially above proficiency they should not lose ground and therefore, we are targeting all learners. Learners met their growth targets if we look at the NWEA scores standard deviation, however, for informing our decisions and programming we ignore the margin and hold high standards. While renewal and data surrounding performance can be stressful on staff, we are very cognizant not to transfer that stress to the learners and/or families. We maintain that refinement of our research based instructional strategies and programming will yield great learning results over time. It would be very easy to focus on a narrow group of learners to boost scores from one proficiency category to another, but we believe it is important to focus on ALL learners and provide the ideal learning experience.

We have used our performance indicator grid to display our data and we have found that between fall and winter of this year:

*****DATA BASED ON FALL 2015 to WINTER 2016 ONLY*****

Student Academic Proficiency: School Selected Assessments Measure 1: Growth on school selected standardized test in reading. (NWEA)	Percent of students who meet their individual growth targets with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. 2012 - 2013 unable to establish a baseline due to only having a winter to spring window 2013 - 2014 target: Establish baseline (63% of students met their growth target in 2013 - 2014 Fall to Spring) 2014 - 2015 target: 70% of students will meet their individual growth target in reading. **2015 - 2016 target: 75% of students will meet their individual growth target in reading.** 2016 and all successive years: 80% of students will meet their individual growth target in reading.	Percent of students who meet their goal for NWEA growth in reading ● *60% of learners met or exceeded their growth target* ● *Our goal on the Performance Measures is 75% of learners will meet their growth target and if we zoom out to the number of learners who missed their growth target by 3 points then we meet our goal.* ● *Economically disadvantaged had 31% of learners met or exceed their growth target → which is significantly lower than the norm* ● *When looking at the Special Ed. population - 25% of learners met or exceeded proficiency with 63% of learners meeting or exceeding their %ile from Fall to Winter → this is significantly lower than the norm* ● *Special Ed. had 63% of learners meet their growth target which is right now with the norm*
Student Academic Proficiency: School Selected Assessments Measure 2: Growth on school selected standardized test in math. (NWEA)	Percent of students who meet their individual growth targets with the fall administration of the Math NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 unable to establish a baseline due to only having a winter to spring window Year 2 target: Establish baseline (44% of students met their growth target in 2013-2014 Fall to Spring) Year 3 target: 60% of students will meet their individual growth target in math. **Year 4 target: 65% of students will meet their individual growth target in math** Year 5 and all successive years: 70% of students will meet their individual growth target in math.	Percent of students who meet their goal for NWEA growth in math ● *56% of learners met or exceeded their growth target* ● *Our goal on the Performance Measures is 65% of learners will meet their growth target and if we zoom out a bit we did hit/exceed our goal if we look at learners who missed their growth target by 2 points* ● *Economically disadvantaged had 57% of learners met or exceed their growth target → which is right on with than the norm* ● *Special Ed. had 58% of learners meet their growth target which is right now with the norm*

<u>Student Academic Proficiency: School Selected Assessments</u> Measure 4: Proficiency on school selected standardized test in reading. (NWEA)	Percent of students who meet or exceed proficiency with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 target:Establish baseline (55% of students met or exceeded proficiency in reading from winter to spring 2012-2013) Year 2 target: 60% of students will meet or exceed proficiency on NWEA in reading Year 3 target: 65% of students will meet or exceed proficiency on NWEA in reading **Year 4 target: 70% of students will meet or exceed proficiency on NWEA in reading** Year 5 and all successive years target: 75% of students will meet or exceed proficiency on NWEA in reading	Percent of students who met or exceeded proficiency on NWEA in reading. ● *60% of learners meet or exceed proficiency* ● *Our goal on the Performance Measures is 70% of learners meeting or exceeding proficiency* ● *Of the learners that did not meet or exceed proficiency, 56% did meet their growth target* ● *41% of those that met their growth target increased beyond their growth target by at least 50%* ● *When looking at the economically disadvantaged learners - 48% met or exceeded proficiency with 65% meeting or exceeding their %ile from Fall to Winter → which falls pretty close to the average for all learners* ● *When looking at the Special Ed. population - 25% of learners met or exceeded proficiency with 71% of learners meeting or exceeding their %ile from Fall to Winter → this is significantly lower than the norm*
<u>Student Academic Proficiency: School Selected Assessments</u> Measure 5: Proficiency on school selected standardized test in math. (NWEA)	Percent of students who meet or exceed proficiency with the fall administration of the Math NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 target: Establish baseline (46% of students met or exceeded proficiency in math from winter to spring 2012-2013) Year 2 target: 45% of students will meet or exceed proficiency on NWEA in math Year 3 target: 50% of students will meet or exceed proficiency on NWEA in math **Year 4 target: 55% of students will meet or exceed proficiency on NWEA in math** Year 5 and all successive years target: 60% of students will meet or exceed proficiency on NWEA in math	Percent of students who met or exceeded proficiency on NWEA in math. ● *46% of learners meet or exceed proficiency* ● *Our goal on the Performance Measures is 55% of learners meeting or exceeding proficiency* ● *Of the learners that did not meet or exceed proficiency, 43% did meet their growth target* ● *38% of those that met their growth target increased beyond their growth target by at least 50%* ● *When looking at the economically disadvantaged learners - 39% met or exceeded proficiency with 60% meeting or exceeding their %ile from Fall to Winter → which falls pretty close to the average for all learners*

How are our students doing in comparison to other students in Maine? In our catchment area? In our sending districts?

We do not have access to other district data for NWEA. For the State data we have been in the ballpark of our current districts, but that only represents proficiency levels. In traditional public schools, subgroups such as Economically Disadvantaged and Special Education tend to have large numbers that fall below the proficiency. The reality is that growth is extremely important and what we are looking at with our data analysis is the growth pattern of our learners in each of the subgroups. Having a common assessment with other districts will be beneficial to see how our groups over time compare, but unfortunately that is not data that is available at this point in time.

Are we meeting the needs of all of our students?

We take pride in ensuring that we go above and beyond differentiated instruction in the classroom to include meeting all learner's needs. We have many structures in place to help with the implementation of meeting both academic and social needs. Socially, we use the principles of Chip Wood's book, *Yardsticks*, to look at the developmental needs of our learners, and then to place them in homeroom groupings based on those beliefs. We want to ensure that all learners have a strong social group to connect and to build relationships with. In addition to homerooms, we have implemented Learning Coach times every Friday where learners of all ages are grouped and assigned to a certified teacher/facilitator. Learners connect with other learners of various ages. This relationship with the Learning Coach helps the learners reflect on their goals and their progress while also providing another liaison between school and home.

Academically, we group and regroup learners depending on their current learning goals. This allows learners to always be challenged and pushed to their highest potential. We use infrastructures and resources such as Empower and the NWEA Descartes (Learning Continuum) to track each learner's progress and to see what learning goals they are working on at any given moment. Empower is also the tool that we use to communicate with families about their children's work and the progress they are making towards meeting proficiency on those learning goals. Beyond grouping and regrouping, we use blocks of time during our Monday and Wednesday afternoons to target instructional interventions and academic supports for those who need it.

Lastly, we meet the needs of all learners by giving them as much choice and voice as possible. Learners have the ability to choose their Science/Social Studies Seminars as well as their Student Interest Groups. Choice and voice has shown to increase engagement and overall proficiency. All of these practices and structures in place have proven to truly meet the needs of all of our learners.

Are we implementing our academic program as we envisioned?

Our academic program is strongly rooted in creating self-directed, motivated, responsible, confident, innovative, lifelong learners who are in charge of their own learning goals and facilitators who work to meet every learner at their own individual level. As previously mentioned, one way we build self-direction is to encourage learners by giving them the choice and voice over some parts of their education. For other academic areas including math, reading, and writing, learners are building self-awareness of their academic goals. Some learners have even started tracking their progress on their goals using graphing sheets, or uploading their own evidence of proficiency in Empower. This gives learners responsibility over their education and increases motivation towards proficiency.

Another foundation of our academic program is making connections with our local resources. Community connections and resources are a great extension of our Agricultural Education program. The Agricultural Education Program has expanded and includes two 4-H programs after school. We are always looking for a community connection to expand a unit of study such as a presenter or field trips. We also try to include as many community members and their expertise for Student Interest Groups. Next year we are looking at leasing 2 vans that will enable more learning opportunities outside of our building and within the community. The leasing option is more efficient than hiring a bus for a small group of learners and, more importantly, the costs will be offset by mileage accrued by employees for the lunch program, conferences, and meetings.

While the use of technology wasn't part of the original academic vision, we have found that having schoolwide 1-to-1 iPads and interactive whiteboards in all classrooms has increased our ability to provide a more individualized learning experience for all learners. With all of the technology that is present in the building, we have been very intentional holding strong to a vision that technology is only another tool to use and by no means should replace the facilitator. Overall, we have made lots of strides, especially in the last couple of years, towards truly implementing an academic program that is true to our vision and the vision of the founders.

The academic vision that all learners would be able to grow at different rates of time and in different ways has not changed. The details of how that would exactly look, the management of learners, resources, etc. was not something that could be forecasted at the onset of the charter. Nevertheless, the founders have been involved with the implementation and refinement of the programming, verifying that CRCS holds true to the original intent, mission, vision, and philosophy. Despite more than doubling our learner population and increasing our enrollment cap, we have held steadfast to the basic ideals that the founders believed in:

- *deliver proficiency-based education in language arts and math and differentiated instruction in all subject areas to meet the unique needs of every child*

- *offer an academically rigorous and content-rich curriculum*
- *support students' hierarchy of needs*
- *provide Personal Learning Plans for every student*
- *celebrate accomplishments*
- *prepare students to be successful problem solvers, critical thinkers and collaborators as they move on to high school and beyond*
- *create responsible, self-reliant, lifelong learners*
- *provide a placed-based education that utilizes local, natural, historical, civic and agricultural resources*
- *connect learning across discipline, subject area and grade level through project-based activities*
- *support collaboration between students and staff*
- *include parents as partners in their child's education*
- *help students build confidence*
- *create a safe, respectful, nurturing, accepting and active learning community*

Every decision the administration has made is based on these fundamental ideals. Academic rigor is something that we always strive for, but it cannot be truly achieved until these ideals are deeply embedded throughout the programming and culture. Now that we are ending our 4th year (2 years of building a foundation, 2 years of implementing) we are well under way to achieving the academic program ideals that were originally envisioned.

The belief that a learner is more than a test score is something that the original founders believed in. We continue to hold on to that same philosophy, knowing that these test scores and data serve as an important piece of evidence for accountability, monitoring, and assessing our programming. This data is extremely valuable and helps us reflect on our implementation and adjust accordingly. Without the data we wouldn't be able to respond to the needs of our learners and our facilitators. Still, we are very careful that every adjustment does not compromise those basic ideals and there needs to be a balance. Obtaining high test scores by over focusing on testing goes against those ideals and takes away from what is most important, the learner. Our academic program is about providing rich learning opportunities that foster a love of learning and ultimately growth. Our data is very clear. More of our learners are achieving their growth targets, more are becoming proficient, and more importantly, our learners are more engaged and thriving.

Is our school a safe and positive environment for staff, students, and families?

We have put forth a strong effort building a supportive environment and culture among staff, learners, and families. We have been using a Responsive Classroom model school-wide for the past two years. This has helped build a great community feel within each classroom and subject. We have Positive Behavior Intervention Supports (PBIS) in place including weekly recognition assemblies where we recognize 9 students for their respectful, responsible, and

safe behavior. We also recognize 2 learners every morning during the announcements. As a school, we developed a behavior matrix, our Cougar Code, which states behavior expectations for all common areas (cafeteria, playground, hallway, etc.). These expectations are frequently reviewed within classrooms as well as in the common areas. If a learner is struggling with any of the behavior expectations, we have a processing protocol. Facilitators are encouraged to process with learners in the moment if at all possible. If that cannot happen, we have a facilitator who meets with learners during the lunch and recess hour to process any incidents that have taken place. As far as families are concerned, we emphasize strong communication between school and home to ensure a safe and positive environment. Families are highly encouraged to contact their child's learning facilitator regarding any questions or concerns that arise and the building administrator is always available as well.

What have we learned from parent and student surveys?

We try to survey our families 3 times a year during conferences. The surveys focus on a few key areas including communication between home and office as well as home and all facilitators, academic programming and rigor, technology, and safety concerns. These main focus areas were selected due to conversations and concerns families brought up throughout the past years.

Communication

Specific concerns from the community have included facilitator/parent communication, office/ home communication, communication of events in a timely manner, communication regarding changes in programing and communication regarding student tracking and progress. As a staff, we have taken many measures to increase communication with families and the larger community.

Each facilitator has a website or page that provides specific information about the courses and areas that they facilitate. These sites are linked through the school website and are updated regularly. Many Learning Coach facilitators are using Mail Merge to contact families on a weekly or biweekly basis regarding student learning and social goals. Mail Merge is also being used as an efficient way to send out large pieces of information (for example, assessment results) both on a classroom and schoolwide scale to get this information to parents quickly. Many facilitators have begun utilizing Empower and other programs such as SeeSaw that allow parents to view digital versions of student work.

In addition, the office sends out frequent newsletters that synthesize recent school activities as well as upcoming events. Initially, the office sent out weekly newsletters and then transitioned to monthly newsletters with the addition of sending supplementary correspondence. The combination of a monthly newsletter and Mail Merge was not as successful as hoped based on feedback. The office has increased the frequency to weekly newsletters and continued the use of Mail Merge.

The school website includes a direct link to an online calendar that can be accessed at any time and is continuously being updated when new events arise. We have taken steps to improve and streamline our sign-up process for choice oriented activities including Student Interest Groups and Seminars so that families have a list of these choices prior to sign-ups and are informed of student placement following signups.

We are contracting with a computer programmer to design a product called FlexTime. This program will streamline the scheduling of learning opportunities and increase individualization of choices revolving around students' academic and social needs. We have also formed a School Community Advisory Committee (SCAC) comprised of parents, grandparents, community members, board members and staff. SCAC serves as a platform to openly discuss areas of strengths, concerns, growth and also to problem solve as a united team. It is a resource that supports a positive school culture and academic achievement for all learners.

Safety concerns

Parents reported the biggest areas of concern regarding safety were playground supervision, the mixture of older and younger children during lunch and recess periods and potential bullying situations. We have reevaluated our protocols in these areas and have tightened the expectations of those providing supervision. For example, supervisors have specific zones and duties in the lunchroom to ensure that all areas are adequately covered. Likewise, recess rotations have similarly been mapped out and are set up in a fluid way that allows supervisors to adapt to where groups of students congregate, depending on the day. We have studied documentation of lunch and recess incidents with our video surveillance system and have determined that the majority of incidents happen between students of like-peer groups. There are very few incidents that involve vastly older and younger students in a negative way. All staff have taken part in head injury training and are aware of our protocol for any head injury, regardless of how minor it appears. Students who have displayed consistent unsafe behaviors during these times are receiving small group structured time to help build social skills and promote appropriate, positive interactions with peers. Our supervision ratio is generally 1 adult for every 30-40 children, which more than meets surrounding districts' guidelines.

Socially and Emotionally meeting the child's needs

Parents indicated concern regarding bullying, social interactions among students, and respectful behavior in particular toward volunteer facilitators in the school. To encourage healthy relationships and interactions between all students and staff we have a renewed focus on our Cougar Code (a matrix of expectations that is used school wide). Every morning two students are recognized publicly for displaying Cougar Code traits. Every week we hold an assembly where nine students are drawn for our "Wall of Pride" and students' names are

drawn for a special luncheon. Students earn entries into the drawing by receiving "Purple Slips" when they exhibit above and beyond respectful, safe and responsible behavior.

Learning Coach time also offers a chance to focus on social interactions. Learning Coach groups are comprised of socially diverse learners who work together to solve problems. CRCS also teaches the Habits of Mind curriculum. Many of the habits deal directly with social interaction. Empathy, one of the first habits covered, is reviewed year long.

For students who need additional support with positive interactions, either because they are having trouble integrating with peers or have displayed unsafe or disrespectful behavior, we have structured recess and processing routines. This helps improve and promote positive interactions, with individual work occurring to reflect on behavior.

Academic rigor for children

Achieving academic rigor for learners is at the forefront of all of our instructionally based conversations. It is an area of growth for the school. We use the NWEA assessment as one influential data point to gauge student growth. The NWEA test provides vast amounts of extremely detailed data regarding current student levels and appropriate next steps. We monitor learners data to make sure they are meeting their growth targets set by NWEA and also maintaining or increasing their percentile ranking. In other words, are they "keeping up" with national peers that performed similarly in other test sessions.

Implementing quality programming that requires higher level thinking for all learners has been the subject of much of our staff Professional Development. We have ongoing PD, both from individuals within the school as well as outside professionals in the area of proficiency based education. Every classroom is expected to display student learning targets and to support learners in taking the lead in goal setting and providing evidence of learning. Increased use of computer programs like Empower allows learners and educators alike to track progress, set high goals and brainstorm ways to show how targets are met. The fluidity between classrooms means there is no ceiling for learners as they progress through targets. Likewise, learners who need to review skills can move to another classroom for additional support. Facilitators are learning how to do instructional rounds to give educational peers feedback on lessons and techniques that are being utilized in the classroom as well as to gain new ideas for their own classrooms. We recognize that academic rigor starts with quality instruction, and we are reflecting deeply on our instructional practices and morphing them to best challenge our learners.

2. Are we an organizational success? Areas of Focus

Calendar and schedule

This year, we've set up many structures and protocols in efforts to be more organized. We set aside specific days on the calendar for professional development. We knew that attending trainings as a complete staff would be highly beneficial. The learning facilitators and support

staff collectively spent 3 days in Auburn at the Leveraging Learning Conference and will attend Moose Tech in Dover-Foxcroft. Several learning facilitators will be presenting at this technology conference as well. We have put a large amount of thought into our school calendar to best utilize our professional development days to maximize the amount of staff that receive training. This year, we distributed our PD days strategically throughout the year as workshop days (days off for students) to coincide with local trainings and conferences. This way all applicable faculty members are able to attend without hindering instructional time.

We have included early release Fridays within our weekly schedule. The afternoon time allows for learning facilitators and support staff to reflect on current practices and discuss learner needs. This crucial time is also used for collaboration and professional development. We've invited many educational professionals into our school for guidance and to utilize their expertise.

On Fridays, the learners are engaged in explicit teachings of Habits of Mind and Complex Reasoning. All of our learning facilitators and support staff are trained in Complex Reasoning (thinking skills), so the language is becoming common throughout the building. Several of our learning facilitators are highly trained in the Habits of Mind curriculum as well and have actually presented to other schools to help them begin this curriculum in their own buildings. The habits will help our learners become responsible, respectful, contributing members of our community. Not only are Complex Reasoning and Habits of Mind explicitly taught, but they are also incorporated into most lessons. We are guiding our learners into becoming thinkers, innovators, and problem solvers.

Additionally on Fridays, the learners and facilitators have an hour of Learning Coach time. Each facilitator has a group of 10 learners that range in age from 5-14. The facilitator meets with each learner and discusses current educational goals, goals that are coming up in the future, social life, home life, or anything else that is pertinent to their success. Learners will remain with the same coach as long as they are with us. This system will help to build a strong relationship between learner and coach. In many ways the coach will be considered an advisor and counselor. He/she will also act as a communication liaison between learners, facilitators, and parents or guardians.

All of our learners receive physical education, art, and music classes. These special courses are contained to 2 afternoons per week. This allows for more common planning and collaboration time for learning facilitators. It also guarantees the learners 2 days per week of a common time for seminar (Science and Social Studies) courses. The organization of common class time opens up opportunities for all learners to have a choice in what they are learning and is showing to be a motivational success.

We started the year with reading and math instruction taking place Monday thru Thursday. That allowed Friday to focus on 1 hour of Habits of Mind/Complex Reasoning, an 80 minute Seminar, and 1 hour of learning coach time. Nevertheless, after the midpoint of the year, looking at the data and having conversations with parents and staff, we made the decision to adjust the schedule. The latest Friday schedule has 45 minute blocks for Habits of Mind/Complex Reasoning, Reading, Math, and 1 hour for Learning Coach. Since we eliminated a seminar block, we extended the time frame of those units from 3 weeks to 6 weeks to make up the difference. It is important that our schedule, staff, and parents have the flexibility and fluidness needed to be be able to provide quality and rigorous learning opportunities.

Student recruitment, enrollment, and retention

Our enrollment is very healthy and continues to grow with time. We currently have over 30 learners on the waitlist and each week that number keeps climbing. Our recruitment strategy is to spread news about our dynamic programming through word of mouth, Facebook posts, and talking with local community members, prospective parents, and business leaders. We do pass out brochures to some local businesses, but that total is less than 100 brochures in all.

The school started with 60 learners, then progressively added more each successive year to reach 90, 105, 120, and next year possibly 144 (135 plus siblings). This past year we lost what felt like a large percentage of our learners. Since October 1st we lost 14 learners out of 121. However, when looking at the data differently, we noticed that it was really 6 families out of 87 families which is less than 7% turnover this year. Those 14 spots were filled by learners on the waitlist. We do have a growing wait list for 2016-2017 and we will conduct a lottery for the order in which potential learners are placed.

We do anticipate losing a couple of families between June and August at the 12-14 year old range due to sports and "preparing for High School." This has been an area where we have had turnover year after year and it is something that we need to address in our reapplication. This may be the opportunity to consider and explore a PK-12 model where our learners can have a seamless transition into High School.

We quickly filled those spots with learners and families that were well informed about our programming and philosophy. The majority of the learners that left did so because their families were seeking a more traditional level of programming. They had specific requests for 100 point grading, very few transitions, less student choice, and homework in the traditional sense. We did have one learner that was not socially emotionally connected and he stated that his mother had made the "choice" for him to come to our school, not him.

Staffing and human resources

We have had very little staff turnover and we have been able to repurpose our existing personnel to be more efficient and effective. Over time we have increased our staff from 13 to

18 and within four years we have had some staff move on for a variety of reasons. The majority of staff that are no longer here are a result of one or more of the following reasons:

- Change in family status
- Enrolling in Master's program full time
- Relocating out of State
- Retirement
- Fulfilled their individual time commitment to the school

Out of all of our positions we have had two that have either resigned or were not renewed under conditions that could be described as not amicable.

Management and Operations

Adequate infrastructure and resources such as the Student Information System (SIS), accounting and financial system, QuickBooks, has been an area that we have grown significantly and continue to grow. Limited resources, including funding, make these essential pieces a challenge. We have recently contracted out our bookkeeping and payroll services, which has been extremely beneficial and has reduced the strain on our existing personnel. In addition, investing a large amount of money and time into Infinite Campus, a flexible scheduler, and other database tools helps keep the management and operation of the school running smoothly, efficiently, and effectively. After 4 years of operation we are now just getting to the point where there seems to be less time being spent on inefficient process and thereby making things run smoothly. We have purchased a phone system, expanded our network, and purchased software. In addition, we have distributed our administration tasks and we share the load amongst several individuals throughout the building.

Parent and Community Involvement

Our Student Interest Groups continue to be a high interest option for our learners. This year we have been able to maintain 24-28 different weekly offerings (12-14 on Tuesdays and 12-14 on Thursdays). This is an opportunity for us to bring in community members, parents, staff and our own learners to lead healthy learning and self-awareness activities, develop talents and explore new interests. Student Interest Groups change every six weeks to allow the largest amount of exposure and choice throughout the year for students.

Art and Music Teachers

For art and music, we have two local artists and two local musicians who are contracted to be here two days a week. They teach a group of only 7 or 8 learners at a time which gives the learners a small group and provides more individualized attention. Learners are able to delve deeper into the study of art media, music, and instruments in their lessons. We would like to

explore developing a strong working relationship with Snow Pond Academy to offer rich and dynamic performance arts programming for our learners.

What have we learned from parent, student, and staff surveys?

We have learned that communication is critical and because all of our learners are grouped and regrouped, communication can be difficult. Parents don't have just a homeroom teacher to contact and learning facilitators have more than just a homeroom class. Surveys have helped us to understand what parents are expecting and looking for in particular areas. At the moment each teacher has their own individual blog, website, or Facebook page, but that is cumbersome for parents, particularly when a learner has 4-7 different learning facilitators! We are anticipating transitioning to a better system by the middle of April. The goal is to use Empower, our Learners Management System, to send a message from our learning facilitators to the parents of the learners within their group. The parent would then receive messages for their individual child from multiple learning facilitators and they won't have to hunt for the information. We have also learned that parents want more work samples to go home, which is why we are focusing on giving them access in Empower. We are just getting evidence uploaded and now they will be able to check and see what their child is working on.

What does our staff turnover tell us about how well we are meeting the needs of our staff?

We have had a solid foundation of staff and turnover has been very limited. Staff members that have moved on have done so for professional opportunities, financial reasons, or for personal reasons such as starting a family or getting married. We are currently drafting a budget for the upcoming year that will bring the salaries of our professional staff within 90% of their colleagues in surrounding towns. We are also looking at ways to offer lower deductible insurance plans. In addition to these important adjustments, we also believe in empowering our staff in the decision making process for our curriculum, implementation, and overall operations. Distributive leadership is important in any school setting, but even more so where resources are slim and the tasks needed to function are broad. Teachers have identified possible leadership roles that will help distribute responsibilities and will also recognize those going above and beyond instructional expectations, assisting with the operations and management of the building. Purpose and investment are important for retention of our employees.

The "Employee Retention Program" is evolving to the point where the office is able to do things to recognize and to provide incentives for its employees. Through a private fundraising campaign, we have been able to renovate the staff kitchen and bathroom so that it feels like home. The appliances were upgraded along with cabinets, sink, microwave, table, and bathroom vanity, sink and mirror. The next step is to provide lunch for our employees on a regular basis as a thank you for their hard work and for being an integral part of our community. We pride ourselves on CRCS being the Ideal Learning Experience, but we cannot lose sight that we also want this to be the Ideal Experience for all those within the CRCS family.

Does our current staffing meet the needs of our program?

We currently have enough staff to carry out our programming for the upcoming year. We are reassigning some of our personnel to different functions, which will make us more efficient and effective in providing targeted instruction. We will be able to maintain small class sizes and meet the needs of our learners at the same time. As we continue to refine a customized approach, we will continue to utilize all of our resources even more efficiently. This is going to be critical as we are expanding the number of students from 120 to potentially 144. As we continue to refine our programming it is going to be important to streamline the non-instructional staff and costs. In the future it will be important to continue with a distributive leadership model where we will be able to reduce our "back office" (Curriculum, Technology Coordinators, etc.) costs and shift those savings to programming.

Are we following applicable state law regarding hiring of staff?

We post all positions on Serving Schools and when there is a limited candidate pool we extend the opening time frame. We conduct formal interviews and record the notes. Following best practices and all state and federal laws are critical. We always choose the **BEST** candidate for the position. We have had to reassign existing staff to new roles or responsibilities because, as the programming has changed, so have the needs of the school. We do not advertise for those sorts of changes.

How are we ensuring meaningful family involvement in their child's education and in our school?

Family involvement is important and we try to find the best way to get parents and community members involved. Student Interest Groups (SIGS) are one way that we can involve parents and it has been very successful. By providing 6 week intervals once or twice each week it enables individuals to commit a small chunk of time, which is more manageable given our location and time of the day that SIGS are offered.

In addition, we pride ourselves on an Open Door Policy where parents are more than welcome to volunteer or visit classrooms, as long as it doesn't interfere with programming. Weekly emails from Learning Coaches also involve the parent by informing them what their child is working on in the classroom and any social emotional information that might be important to communicate. We see the parents, learners and school as a giant support team and it is important to get all three stakeholders involved with one another.

3. Are we a governance success? Areas of Focus

Governing Body

Our Board has finally taken the step of changing our By-Laws to allow for the appointment of directors rather than from a public election. We have finally been able to focus on the steps

needed to achieve the founders' mission and vision—not the interests of any single individual and especially not a board member's personal interests.

Governing Board Composition

Our Board of Directors currently consists of five board members who share the same vision and enthusiasm for CRCS.

- Jean Walker, our Board and Academic Excellence Committee Chair, was a Special Education teacher for 39 years and is passionate about CRCS's mission and core values. She attends all committee meetings, seeks out training opportunities and understands the difference between governance and school management. She leads the Board with a style that is centered on mutual trust and respect.
- Stephanie Miller is the Vice Chair of the Board and leads the Governance Committee. She manages all aspects of an independent grocery store and brings that business background to the Board. Stephanie is the mother of two current learners at CRCS with two more CRCS learners for the future.
- Stacy DeMerchant fills the roles of Treasurer of the Board and chair of the Finance Committee. She is the Vice President and Relationship Manager of the Bangor Savings Bank, Skowhegan Branch. Stacy's financial background and her ability to speak directly and honestly has been invaluable to our work.
- Beth Enman brings more than 25 years of experience as a school administrative support professional. She brings experience in maintaining a school account checkbook as well as compiling and distributing a school budget. Beth is a member of both the Finance and Academic Excellence committees.
- Lorri Cahill spent time observing classrooms and interviewing Travis before making the commitment to become our newest Board member. As a recently retired teacher, she strongly believes children need a holistic education that meets their developmental, social, interpersonal and academic needs. She brings a background in school leadership, familiarity with the teacher renewal process, as well as an understanding of both children's developmental stages and the importance of collaborative time for teachers. Lorri is a member of the Academic Excellence committee.

Does our governing board have the capacity to effectively lead and manage the school?

The CRCS Board of Directors has become an educated unit. We ask questions, learn from each other and converse during board meetings rather than criticize board decisions after the fact. We have demonstrated resilience since the school's inception and understand that our job is to establish policies that follow state and federal guidelines and to monitor and evaluate our school's progress.

Are our practices open and transparent to the community?

The meeting times and dates are posted on the school website for the entire school year. Every Board meeting agenda is on the website at least four days prior to the meeting. All accepted minutes dating back to the fall of 2012 are also available on the school website. We believe that CRCS's practice of encouraging visits by community and Board members is unique to the area and creates a sense of collaboration toward a unified goal.

Are we following effective board stewardship?

We believe we follow effective board stewardship. Our Board functions as a team while relying on the strengths of each individual member. We maintain an efficient yet effective budget, managing our resources and living within our means. We value and fund our learner-centered school while supporting our teachers and staff to the best of our ability.

The Board puts a great deal of trust in our school leadership. Justin Belanger gave his all to help this school emerge and become a true charter school expert; we are so grateful for his sacrifice. Dr. Bill Crumley laid the foundation of the importance of building relationships. Rich Abramson is bringing the leadership expertise and connections within the educational community that we most certainly will benefit from. Travis Works has been a tireless advocate of our school, staff, and students with the knowledge to drive our academic program. He is helping us turn what was a charter school application on paper into a reality. At the same time, the Board understands that our relationship with our school leaders must be balanced and supportive while also holding them accountable for overall results.

4. Are we a financial success? Areas of Focus

Budget and Financial Management

Budget and financial management has been the most challenging area that we have struggled with over the last four years. Our financial management practices and accounting protocols from accounts receivable, payable, payroll, cash receipts, etc. have and continue to be in great shape. Nevertheless, it is the actual accounting software and alignment with the State's Chart of Accounts (COA) that has been a struggle. We have invested over $30,000 to hire an outside accountant and to purchase the software that will enable us to accurately record, track, and monitor our transactions/revenues.

The original Chart of Accounts that was given to the school from the Charter Commission was incomplete with less than 50 lines of coding. Therefore, as the funding formula changed, the need to rectify the problem became essential. As our COA changed it has been difficult to get a 3 or 5 year spending trend by line or cost center. Now that our COA is in place and our enrollment is close to leveling, we are able to move forward with a clear picture of spending that is 100% in compliance with State guidelines. For the first 3 years we have been able to maintain a 10% surplus and not sacrifice programming. We are awaiting our most recent audit and upcoming budget to insure that we can maintain that level of surplus moving forward.

Facilities

We were fortunate to receive our facility for no cost, but at the same time, it was a facility in need of great repair, maintenance and investment. We have been able to repair the roof and extend its life expectancy for 20 more years. We have upgraded the single pane windows to double hung, which has increased the overall efficiency of our heating expenses. We have converted from oil heating to propane. The next big investment we face is the replacement of our boiler, which means we need to reevaluate our current heating system and make a decision to either replace the boiler or switch over to a whole new heating system. Structurally we have been able keep the building going and improve its overall life expectancy.

When looking at facilities from a programming standpoint we are maximizing every space possible to provide learning opportunities. We built a 2 story storage unit in the gym where the cafeteria tables could be stored below with an upstairs for additional storage. This increased usable space in the gym and it also allowed us to repurpose two small rooms that were used as storage in the past. The stage was renovated and a hardwood floor was installed. At the same time we purchased storage cabinets and repurposed the stage area to become more of a teacher work space while not interfering with the use of the stage. The addition of the portable building for Library and Agriculture Education has given us the necessary space to expand our cap from 132 to 144.

Transportation

Transportation during the first 3 years was limited to the Skowhegan area. While it met the criteria for providing transportation laid out in our contract, it restricted enrollment to families that could provide their own transportation, whether to a central location or to the school. During our 4th year we added a third bus and spread out the routes so they now cover the towns of Norridgewock, Madison, Canaan, and Skowhegan. This has opened our enrollment to more students and met a need for our existing families. We are in the process of further adjusting our routes so the Canaan bus will pick up students in Canaan, St. Albans, Hartland, Harmony, and Athens. There is no additional cost and it will meet the need of a dozen students and their families. We are also budgeting next year for the lease of two 12 passenger vans for field trips and the transportation of our meals from Good Will-Hinckley. This cost will offset the mileage reimbursement we currently pay an employee.

Insurance

Insurance is an area that we do not technically provide to our employees but we do assist them with getting on the Health Care Exchange. We do provide them with money to help offset this burden of paying for their own health insurance costs. Moving forward, we are exploring the possibility of creating a formal committee titled the Employee Financial Assistance Team. Any employee would have access to the committee and could ask for assistance to help offset a major financial burden such as, but not limited to, major catastrophe, monthly insurance costs, high insurance deductible, and/or a significant change in income. This model would allow us to

save over $30,000 annually and provide our employees with a lower deductible than a standard insurance plan. It is also more inclusive and not limited to health care to help provide assistance to our employees. This is NOT something currently in place and is being explored at this time. At the moment employees are forced to pay a high deductible while on the Exchange, which is why we are exploring all options.

Food Service

We have established a strong working relationship with Good Will-Hinckley, who provides our community with a high quality, locally grown, and nutritious catered lunch. Providing food for our learners is important to us. In the last year we have been able to offer a quality lunch program and we are now planning to include breakfast for the upcoming year. We have met all the requirements set forth by the Maine Department of Education (MDOE) to be a Serve Kitchen and we had a very positive audit of the program in January 2016. We are applying for a Fresh Fruits and Veggies grant now that we have close to 60% of our population at the free/reduced status.

Is the operating budget balanced?

We have been very fortunate to have a balanced budget with a surplus. Our goal is to continue operating with a balanced budget and a 10% fund balance.

What role does fund raising play in the school's fiscal operation?

Fundraising was originally used to offset the cost of school supplies, maintenance supplies, roof repairs, and other basic necessities. Over time our fundraising has transitioned to provide enrichment opportunities for our learners. The Parent Teacher Friends Organization (PTF) primarily conducts the fundraising activities and then sponsors events, speakers, field trips, and supplies as needed.

Now that the school is established, programming is being refined, and success is quantifiable, we do need to look at increasing our alternative funding sources through a combination of grants and donors. While it is very possible to continue providing quality programming, we need to look at increasing salaries, curriculum, professional development and capital improvements for the future. This is going to be critical to keep and attract highly qualified professionals while maintaining the necessary level of professional development to insure that we continue to deliver the best programming for our learners.

What evidence can the school offer to show that the school's management and operations procedures and practices serve the mission, vision, and needs of the students?

The school's management and academic implementation are intertwined. As previously mentioned in the *Are we implementing our academic program as we envisioned?* section, "Every decision that the administration has made is based on these fundamental ideals."

Whether it is facilities, programming, human resources, etc. is guided by those basic ideals that the founders believed in:

- *deliver proficiency-based education in language arts and math and differentiated instruction in all subject areas to meet the unique needs of every child*
- *offer an academically rigorous and content-rich curriculum*
- *support students' hierarchy of needs*
- *provide Personal Learning Plans for every student*
- *celebrate accomplishments*
- *prepare students to be successful problem solvers, critical thinkers and collaborators as they move on to high school and beyond*
- *create responsible, self-reliant, lifelong learners*
- *provide a placed-based education that utilizes local, natural, historical, civic and agricultural resources*
- *connect learning across discipline, subject area and grade level through project-based activities*
- *support collaboration between students and staff*
- *include parents as partners in their child's education*
- *help students build confidence*
- *create a safe, respectful, nurturing, accepting and active learning community*

The evidence is that we have eliminated "weight bearing walls" and structures that typically impede the ability to provide a proficiency based environment. Looking at how we have repurposed space and personnel and the positive impact on programming are clear examples. In addition, the ultimate piece of evidence is the number of learners that were identified as struggling in their previous educational setting and are now successful in terms of engagement, positive behavior, and academic growth. We believe their success is attributed to the fact that their programming is seamless and meets their educational and social emotional needs. This could not be achieved through programming or delivery of instruction alone; rather, it is intertwined with the overall operations and management of the building.

5. If Applicable: Education and Other Service Providers Questions to Ask:

Is the relationship with the ESP beneficial to the implementation of the school's program?
Is the ESP meeting the needs of the school?
Is the ESP responsive to the needs of the school?

"Education service providers (ESPs), or **education** management organizations, are for-profit or non-profit organizations that contract with new or existing public, charter, or private schools to help them implement comprehensive reforms." - Online Definition

According to the definition above, we do not have an Education Service Provider. Nevertheless, we do belong to the Maine Cohort for Customized Learning which is a big resource for our school's programming. On many levels they are a large support system for implementing the comprehensive reforms within our building. Justin Belanger and Travis Works served on the Board of Directors, which fostered a greater relationship between the school and Cohort. The content and curriculum we use comes from the Cohort and our staff has been part of the curriculum development. Last year we had 3 of our 8 regular education facilitators present at the national level on behalf of the Cohort. This year we are anticipating 4 of the 8 flying to South Dakota to present and all 8 will present at the Maine Regional Customized Learning Conference. 90% of our teachers attended the National Customized Learning Conference in Pennsylvania, which was extremely important for creating a shared experience and common understanding of Customized Learning. While the cohort is a support and we are deeply involved, it is the staff that is implementing the comprehensive reforms within our building. It is important to note the role and asset that the MCCL plays in creating what we call the "ideal learning experience".

Summary of Performance Indicators - January 2013 site visit Cornville Regional Charter School

Indicator	Not yet documented/ or begun	Under development/ in progress	Substantially underway or completed
Student Academic Proficiency		ongoing development	
Student Academic Growth		Establishing baselne through assessment system	
Achievement Gaps in proficiency and growth between major student subgroups		ongoing development	
Student Attendance			94 % student attendnce
Recurrent Enrollment from Year to Year	N/A		
Postsecondary readiness (for HS)	N/A		
Financial Performance and Sustainability			Demonstrated financial stability with an estimated $20,000 surplus at year's end
Governance Board Performance and Stewardship			Principal reports regularly to parents, monthly to oard,financials reported by executive director, Board involved in decisions ,review of academic performance and maintenance of

			school per conversations with board members
Adequacy of Facilities Maintenance in Support of Program			Board making facility plans seeking out bids for heating system and looking at funds for roof and window replacement
School Social and Academic Climate			Student conversations indicated engaged,enthusiastic youth.Guiding code posted Be safe, be positive, be respectful, be responsible
Parent and Community Engagement			Parent/student/teacher conference held;37 families out of 43 returned the Parent survey

Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
Exhibit B

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence presented as part of monitoring plan (State whether evidence is from Document/ Interview/Site visit/Other source (describe)	Meets performance Expectations: Yes/no/partially
Student Academic Proficiency	• Proficiency Level on State Assessments • Proficiency Level on school-developed assessments	• Percentage of students scoring at "proficiency" or above on state assessments in English Language Arts and Mathematics • Percentage of students scoring at each state-defined performance level on ELA and Math • Percentage of students considered proficient on school assessment in specified subject areas	• Percentage of students at proficiency level will increase every year by 3% on NECAP In Reading and Math • NWEA to be given pre and post, midterm for struggling learners to show 3% increase. • Local assessment to include DRA administered 2 times a year and unit tests for Math based on MLR/Common Core standards.	• Annual state assessment • School-developed formative and summative assessment data, available on monthly, quarterly and annual basis.	In the first year, the Commission will ask for a six month update on its plan. Data will be submitted annually thereafter.	
Student Academic Growth	• Value added nationally normed individual and group assessment or equivalent for English and Math	• Percentage of students who make one years growth • Percentage of students moving to a	• 80% of the students will achieve mastery of all of their PLP	• Within the first three months, school has established indiv. student	In Year One, the school will submit its plan within six months of opening. The Commission	

	• Established benchmarks for each student • Placed based rubric specific to charter school	higher performance level for academics and goals of the charter school	performance indicators demonstrating advancement/growth. 10% will achieve 75% mastery of their PLP performance indictors, 10% will achieve 50% mastery of their PLP performance indicators.	records for target information, offered quarterly and annually	will review the school's reports annually thereafter. (A major review to be completed in the third year?)	
Achievement Gaps in proficiency and growth between major student subgroups	• Gaps in proficiency and growth between major student subgroups	• Gaps as determined by Maine's ESEA-based accountability system	• Goals for gap closure include charting population to identify subgroups and establish a goal of 4-5% growth • Agreement to review goals annually with authorizer. • State data will be used as comparison.	• Evidence to be available quarterly and annually, for each student • Where available, state data for comparison schools will be also reviewed.	Annual reports	
Student Attendance	• Average Daily Attendance Rate • Individual student attendance rate • Unexcused absences	• Percentage of students attending a target percentage of days • Percentage of students exceeding a particular number of truancies in a given period of time	• MEDMS system for reporting data • Targets established at 94% attendance • Create process for working through student Unexcused and excessive absences • School data to be compared with state average and for "comparison band"	• Operators to be required to report student attendance data in accordance with state regulations on truancy and dropouts	Report on status of systems to be done within six months of opening. Annual reports thereafter.	

			schools			
Recurrent Enrollment from Year to Year	• Student re-enrollment from one year to the next • Continuous enrollment of students for multiple years	• Percentage of students re-enrolled from one year to the next • Percentage of students continuously enrolled for multiple years	• Enrollment records • 90 % recurrent enrollment Target • Establish exit interview to determine cause for not reenrolling.	• Reviewed semi-annually	MCSC to receive reports sent to each school district in accordance with the statutory requirements.	
Postsecondary readiness (for HS)	• Graduation rate • Success in dual enrollment courses • SAT or ACT scores • Enrollment in post-secondary institutions (college, trade and apprenticeship) • For students not enrolled in post-secondary institutions, full-time employment or military enlistment	• Federal 4-year ACGR • Maine-determined graduation rates, as determined under Title 20-A MRSA, section 5031, subsection 1 • Percentage of students completing dual enrollment courses • Percentage of students scoring at or above the state average on SAT or ACT tests • Percentage of graduates enrolled in a post-secondary institution (college, trade and apprenticeship) by Feb of Year 1 after graduation • Percentage of graduates not	• Not appropriate as this is a K-8 school	• Annual review	Annual review as appropriate.	

		enrolled in post-secondary institutions but employed full-time or enlisted in the military by February of Year 1 after graduation				
Financial Performance and Sustainability	• Budget versus Actual revenue and expenditures • External audit reports	• Percentage variation between budget and actual revenue and expenditures • Balance Sheet • Presence of management findings or deficiencies on an audit report, and success in correct findings	• School will produce monthly financial reports, and evidence that reports are reviewed by governing board monthly through agenda item • When monthly financials vary by more than 5% item is flagged for special governing board consideration.	• Quarterly financial reports available to the authorizer.	• Annual audit by an outside reviewer (licensed auditor?) • Copies of Quarterly reports to the Operator's board will be sent to MCSC	
Governance Board Performance and Stewardship	• Public Accountability -- Transparent, responsive and legally compliant Board operation • Oversight of school leadership team	• Board operations consistent with By-laws, Charter Contract and state laws, including Freedom of Access law and law prohibiting conflicts of interest	• Governance board meetings to be held monthly • Application shows evidence of bylaws and policies in place and are regularly reviewed. • Governing Board membership to be increased to 7 members.	• State and Federal IRS forms are regularly filed and available to the public • Authorizer to conduct semi-annual interviews with Governance Board Chair and chief executive	MCSC interviews with the Board Chair and School heads done within first six months of the contract. Annually thereafter.	

				officer.		
Adequacy of Facilities Maintenance in Support of Program	• Actual facility cost • Room utilization • Cleanliness of facility • Maintenance request log • Capital improvement plan	• Percentage of over or under cost projection • Rate of room utilization • Daily cleaning logs • Maintenance requests and time completed • 1-3-5 year plan for capital improvements	• Daily cleaning logs to be maintained. • Quarterly Building Committee meetings to monitor facility, and capital improvement plan	• Records available on request • Annual review of maintenance and capital improvement s	First review within six months of opening. Annual review thereafter.	
Transportation and Food Service	• As planned in the application and approved contract	• Records of costs and student utilization.	• As outlined in the application 2 routes for pick up • Transportation provided by Donn Poland, a certified bus provider. • Continue to explore dropoff and pickup sites in catchment area • Year 1 breakfast and lunch offered only for students who need food service. • Food options and wellness offerings to be continuously explored	• State/city inspection of facility in accordance with health and safety laws	First year: six month report. Annually thereafter.	
School Social and Academic Climate	• Instances of bullying, harassment, or other abusive practices • Confidential surveys of parents, staff and	• Reports of actual or suspected bullying, harassment or other abusive practices • Percentage of	• The school will maintain the same state and federal reporting requirements as for public schools.	• Reviewed annually	Parent and student survey—results to MCSC and governing board annually (?)	

	students regarding social and academic climate • Emotional/social growth of students	surveyed parents, staff and students who express satisfaction with school's social and academic climate • Survey of students and staff	• School will participate in the state student climate surveys; data compared with comparison schools. • Survey to be developed to measure parent/student/community feedback		Governing Bd to review and approve the survey form; MCSC may require revisions in the form if found inadequate.	
Parent and Community Engagement	• Partnerships • Communications systems • Parent participation in their childrens' education and in operation of the school	• Partnerships with community organizations and representatives, including local noncharter public schools • Regular and clear communications to and from parents and caregivers regarding operations of the school and about their children specifically • Participation in parent-teacher meetings • Parent and family participation in school-sponsored activities, including volunteer and fundraising activities	• Goal is to have all families involved in the school community in ways that are meaningful to parents and the school therefore seek 80% parent participation. • Involvement noted in school handbooks for parents and students • Plan for parent conferences established, and records maintained • List of engagement opportunities provided to parents and community members throughout the school year with capacity for them to add additional activities. Record kept of volunteer and parent participation	• The Authorizer will meet annually with a representative group of parents to review their sense of school compliance with target practices • School will present evidence of parental feedback and their subsequent actions	See previous column.	

Summary of Performance Compliance by Indicator

Indicator	Meets Contract agreement	Partially meets	Does not meet
Student Academic Proficiency			
Student Academic Growth			
Achievement Gaps in proficiency and growth between major student subgroups			
Student Attendance			
Recurrent Enrollment from Year to Year			
Postsecondary readiness (for HS)			
Financial Performance and Sustainability			
Governance Board Performance and Stewardship			
Adequacy of Facilities Maintenance in Support of Program			
School Social and Academic Climate			
Parent and Community Engagement			

NECAP state averge 2011	RSU 54	Madison	Projected Year 1	Year 2	Year 3	Year 4	Year 5
Reading Gr3 72	62	63	63	66	69	72	75
Reading Gr4 70	69	61	65	68	71	74	77
Reading Gr5 68	66	47	56	59	62	65	68
Reading Gr6 72	77	71	74	77	80	83	86
Reading Gr7 70	67	64		66	69	72	75
Reading Gr8 77	75	77			76	79	82
Writing Gr 5 41	46	22	34	37	40	43	46
Writing Gr8 51	48	48			48	51	54

NECAP State average 2011	RSU 54	Madison	Projected Year 1	Year 2	Year 3	Year 4	Year 5
Math Gr 3 64	55	47	51	54	57	61	64
Math Gr 4 66	56	65	61	64	67	70	73
Math Gr 5 64	54	51	53	56	59	62	65
Math Gr 6 65	52	77	65	68	71	74	77
Math Gr 7 61	53	48		51	54	57	60
Math Gr 8 60	57	55			48	51	54

Student Academic Proficiency

Figures were arrived at using year one base as an average of the current scores from the primary catchment area. Years following then increase by 3% a year. This realistic figure was derived by looking at current gains. In 2011 districts showed an increase in reading scores of 1 to 6%. Math scores state wide showed 4 grade levels increased, 1 was stable and grade 5 decreased by 2%.

State Test Scores will be harder to compare as NECAPs are to be retired in 2013 with the new system using SMARTER balance/common core starting in 2014-2015.

Student Academic Growth

Cornville students are to be measured against proficiency levels in which 1 level of attainment is not the same as 1 grade level. They will have homerooms but will function in multiage instructional groupings. Students will be expected to show progress through the levels. Year 1 80% of students will show 1 level of proficiency advancement/growth. 10% of students will show ¾ growth, 10% will show ½ level growth. 80% assumes that 20% of students may be special education students.

In their Personal Learning Plans students will be expected to achieve at level 3 in a 1-4 rating system. In the school based assessment Writing growth will be assessed through the keeping of writing portfolios, Reading through the DRA Chart.

NWEA assessments will be given 3 times a year, for K-2 students it is audio-visual for students after that it is text based.

Performance Measures
Cornville Regional Charter School

Indicator and Measure	Target	Documentation to be Provided by School
Student Academic Proficiency: State Assessments Measure 1: Proficiency on State Assessments in reading.	Percent of grade 3-8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.	Percent of students at each grade level scoring proficient on the ELA portion of the Maine State Assessment (SBAC) on a yearly basis.
Student Academic Proficiency: State Assessments Measure 2: Proficiency on State Assessments in math.	Percent of grade 3-8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.	Percent of students at each grade level scoring proficient on the math portion of the Maine State Assessment (SBAC) on a yearly basis.
Student Academic Proficiency: School Selected Assessments Measure 1: Growth on school selected standardized test in reading. (NWEA)	Percent of students who meet their individual growth targets with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. 2012 - 2013 unable to establish a baseline due to only having a winter to spring window 2013 - 2014 target: Establish baseline (63% of students met their growth target in 2013 - 2014 Fall to Spring) 2014 - 2015 target: 70% of students will meet their individual growth target in reading. 2015 - 2016 target: 75% of students will meet their individual growth target in reading. 2016 and all successive years: 80% of students will meet their individual growth target in reading.	Percent of students who meet their goal for NWEA growth in reading
Student Academic Proficiency: School Selected Assessments Measure 2: Growth on school selected standardized test in math. (NWEA)	Percent of students who meet their individual growth targets with the fall administration of the Math NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 unable to establish a baseline due to only having a winter to spring window Year 2 target: Establish baseline (44% of students met their growth target in 2013-2014 Fall to Spring) Year 3 target: 60% of students will meet their individual growth target in math. Year 4 target: 65% of students will meet their individual growth target in math Year 5 and all successive years: 70% of students will meet their individual growth target in	Percent of students who meet their goal for NWEA growth in math

	math.	
Student Academic Proficiency: School Selected Assessments Measure 3: Proficiency on school designed assessment program measuring Common Core (PLP)	Year 1 & 2: 80% of students will meet their PLP goals (narrative format) Year 3: Pilot Empower (MCCL curriculum) Year 4: Fall - Establish baseline for student's PLP Spring - 80% of students will meet their PLP goals Year 5 and all successive years: 80% of students will meet their PLP goals	Percent of students who meet their PLP goals
Student Academic Proficiency: School Selected Assessments Measure 4: Proficiency on school selected standardized test in reading. (NWEA)	Percent of students who meet or exceed proficiency with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 target:Establish baseline (55% of students met or exceeded proficiency in reading from winter to spring 2012-2013) Year 2 target: 60% of students will meet or exceed proficiency on NWEA in reading Year 3 target: 65% of students will meet or exceed proficiency on NWEA in reading Year 4 target: 70% of students will meet or exceed proficiency on NWEA in reading Year 5 and all successive years target: 75% of students will meet or exceed proficiency on NWEA in reading	Percent of students who met or exceeded proficiency on NWEA in reading.
Student Academic Proficiency: School Selected Assessments Measure 5: Proficiency on school selected standardized test in math. (NWEA)	Percent of students who meet or exceed proficiency with the fall administration of the Math NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 target: Establish baseline (46% of students met or exceeded proficiency in math from winter to spring 2012-2013) Year 2 target: 45% of students will meet or exceed proficiency on NWEA in math Year 3 target: 50% of students will meet or exceed proficiency on NWEA in math Year 4 target: 55% of students will meet or exceed proficiency on NWEA in math Year 5 and all successive years target: 60% of students will meet or exceed proficiency on NWEA in math	Percent of students who met or exceeded proficiency on NWEA in math.
Student Academic Proficiency: School Selected Assessments Measure 6: Proficiency on school designed assessment program measuring reading growth (DRA)	Percent of students who made one level of growth with the fall administration of the DRA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 - 3 target: 80% of students will make a minimum of 1 level of growth on their DRA Year 4 and all successive years target: 80% of students will make a minimum of 1 level of growth on their F&P assessment	Percent of students who met the target.
Student Academic Growth: State Assessments Measure 1: Same cohort growth on State Assessment in ELA	Percent of same cohort students who reach proficiency from each grades 3 - 8 in ELA. Year 3: Establish baseline. Years 4 & 5: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before.

		(I.e. comparing 2015 7th graders to 2016 8th graders.) Percentage of students who are continuously enrolled.
Student Academic Growth: State Assessments Measure 2: Same cohort growth on State Assessment in math	Percent of same cohort students who reach proficiency from each grades 3 - 8 in math. Year 3: Establish baseline. Years 4 & 5: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 8th graders.) Percentage of students who are continuously enrolled.
Student Academic Growth: State Assessments Measure 3: Successive cohort growth on State Assessment in ELA	Percent of successive cohort students who reach proficiency from each grades 3 - 8 in ELA. Year 3: Establish baseline. Years 4 & 5: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 7th graders.)
Student Academic Growth: State Assessments Measure 4: Successive cohort growth on State Assessment in math	Percent of successive cohort students who reach proficiency from each grades 3 - 8 in math. Year 3: Establish baseline. Years 4 & 5: When data are available, the school and Commission will establish targets for the remainder of the contract.	Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 7th graders.
Achievement Gaps Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.	Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 3 - 8 in reading. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 3 - 8 in math. Year 3: Establish baseline Year 4 & 5: At the end of year three, the school and Commission will establish targets for the remainder of the contract.	Report of overall proficiency of students belonging to each subgroup in the school in reading and math. All grade levels will be put together if the numbers in each subgroup are below the minimum number required by the MDOE.

Achievement Gaps Measure 2: Gaps in proficiency and growth between major student subgroups on NWEA.	Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades K - 8 in reading. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades K - 8 in math. Years 3 - 5: At the end of year three, the school and Commission will establish targets for the remainder of the contract.	Percent of students in subgroups meeting their individual goals on the NWEA in reading and math.
Achievement Gaps Measure 3: Gaps in proficiency and growth between major student subgroups meeting Individual Growth Targets on their PLP's.	Year 3: Pilot Empower (MCCL curriculum) Year 4: Fall - Establish baseline for student's PLP Spring - Percent of students in identified subgroups meeting their individual goals as measured by their PLPs Year 5 and all successive years: 80% of students will meet their PLP goals	Percent of students in subgroups meeting their Individual Growth Targets outlined in their PLP's.
Student Attendance Measure 1: Average Daily Attendance Rate	Yearly Target: The Average attendance rate as reported in the MEDMS data system for CRCS will be at or above 94%.	ADA for each grade level on a yearly basis.
Student Enrollment Measure 1: Maintaining student enrollment throughout the year.	Yearly Target: 90% of students enrolled on state "count day" who are still enrolled on the last day of school	Report on percent of students enrolled on state "count day" who are still enrolled on last day of school.
Student Enrollment Measure 2: Student re-enrollment from one year to the next	Yearly Target: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.	Enrollment Records Family enrollment data as needed.
Student Enrollment Measure 3: Student enrolled continuously for multiple years	75% of students enrolled continuously for multiple years	Enrollment Records Graph/data table indicating longevity of students enrolled.
Financial Performance and Sustainability Measure 1: Budget versus actual revenue and expenditures	School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item. When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.	Quarterly financial reports must be made available to the authorizer. Annual financial audit by a qualified, certified public accountant or public accountant certified by the board of accountancy must be submitted to the Maine State charter School Committee.

Governance Board Performance & Stewardship Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations	Yearly Goal One: Board will meet one time per month at a minimum. Evidence of required bylaws and policies are in place and are regularly reviewed as indicated in minutes. Yearly Goal Two: 100% of Governing Board agendas and minutes are made available to the public.	Agendas and minutes may be posted on the school's website and/or posted at the school in a public place.
Adequacy of Facilities Maintenance in Support of Program Measure 1: Facility meets State standards	Yearly Goal: Facility will meet all applicable state expectations for public schools.	Annual review of maintenance for facility Observation during authorizer visits Facility records, policies, and procedures available on request. Capital Improvement Plan
Transportation & Food Service Measure 1: Record of costs and student utilization	2 routes for pick-up by a certified bussing company which will not exceed our budgeted amount.	Contract for transportation Record of costs
Transportation & Food Service Measure 2: Record of costs and student utilization	Catered lunch that meets federal and state guidelines for food service will not exceed our budgeted amount.	Contract for food service Record of costs and student utilization Survey students and parents annually regarding satisfaction food (quality and cost).
School Social and Academic Climate Measure 1: Instances of bullying, harassment, or other abusive practices.	Yearly Goal: School will report the number of behavioral incidents using the state and federal reporting requirements.	Record of reports submitted to state and federal Action plans taken by the school to improve the school climate
School Social and Academic Climate Measure 2: Confidential survey of parents, staff, and students.	School will gather and respond to family, student, and staff perceptions of the quality of the school's social and academic climate. Year 1 & 2: Surveys administered to students and distributed to parents Year 3 and each successive year: Each year the school will survey parents/staff/students	Results of completed surveys of families.

	and from the results identify a specific area to improve and show improvement in those areas. 80% of surveys given out at PLP meetings will be returned and 50% of other anonymous surveys given out at other times will be returned.	Action plans taken by the school to improve the school climate
Parent and Community Engagement Measure 1: Student participation in activities.	100% of students will participate in student interest groups	Record of offerings for students and student rosters indicating the percentage of students involved
Parent and Community Engagement Measure 2: Parent Communication	100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable. 80% of returned parent surveys will indicate satisfaction with level of parent communication.	Percentage of parents who subscribe to the newsletter/Facebook pages electronically and hard copy. Survey parents
Parent and Community Engagement Measure 3: Parent participation in the operation of the school	Goal is to have all families involved in the school community in ways that are meaningful to parents. 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year. (Includes field trip chaperones, student interest group facilitator, volunteering, PTF sponsored events, PTF meetings, classroom and school wide events, board meetings, etc)	A log of parents attending events. List of possible involvement opportunities noted in the school handbooks and on other school publications for parents and students. Students, Parents, and Staff will have the opportunity to add activities for student interest groups or other clubs, etc.
Parent and Community Engagement Measure 4: Parent participation in their children's education	Year 1 & 2 target: 100% participation from parents in PLP meetings Year 3 and all successive years target: 100% participation from students and 90% (to increase by 2% each year) participation from parents in PLP meetings and goal setting on PLPs.	Percentage of PLP meetings that have parent attendance via in person, phone, or home visits

1. Introduction

The Cornville Regional Charter School was the first charter school to open in Maine in the Fall of 2012. CRCS received notification of official status as a charter school on July 31, 2012. It opened its doors on October 1, 2012, with 60 Grade K-6 students and will work towards serving students K-8 by 2014. Cornville is located in central Maine and is made up of approximately 1,300 residents and is adjacent to Skowhegan, Canaan, Solon, East Madison and Athens. Students at the school come from 11 neighboring towns. The Charter school is designed to deliver:

- proficiency-based education in language arts and math through personal learning plans for each student;
- connect learning across discipline, subject area and grade level through project-based activities;
- provide a place-based education that utilizes local, natural, historical, civic and agricultural resources;
- social curriculum for building a safe, respectful environment; and
- involve parents as partners in their children's education.

2. Process for Monitoring Charter School

The Maine Charter School Commission established a visiting review team of three members accompanied by the MCSC Executive Director, Department of Education Special Education personnel. The Commission team conducted two announced on-site visits in January and June, one unannounced site visit and a paper audit of documentation. Additional data is available from the Maine Department of Education website. Documents provided by Cornville Regional Charter School are available from the Maine Charter School Commission office - a list provided on Page 16-17.

July 15, 2013

Cornville Regional Charter School
Monitoring Results

Year One 2012-2013
June 20, 2013

Indicator	Measure	Target negotiated in contract with Charter School Operator	Evidence presented as part of the monitoring plan	Meets Contract Agreement	Partially Meets	Does not Meet
3 a. Exhibit B condensed						
Student Academic	* Proficiency Level on	* Percentage of students at	In the first year, the	Benchmarking		
Proficiency	State Assessments	proficiency level will increase	Commission will ask	Year 1		
	* Proficiency Level on	every year by 3% on NECAP	for a 6-month update			
	school-developed	in Reading and Math.	on its plan.	Available		
	assessments			2013 Fall		
		* NWEA to be given pre and post	Data will be submitted			
		midterm for struggling	annually thereafter.			
		learners to show 3% increase.				
		* Local assessment to include				
		DRA administered 2 times a				
		year and unit tests for Math				
		based on MLR/Common Core				
		Standards.				
Student Academic Growth	* Value added nationally	* 80% of the students will achieve	In Year One, the	Benchmarking	**X**	
	normed individual and	mastery of all their PLP	school will submit	Year 1		
	group assessment or	performance indicators	its plan within 6			
	equivalent for English and	demonstrating advancement/	months of opening.			
	Math	growth.				
		10% will achieve 75% mastery	The Commission will			
	* Established benchmarks	of their PLP performance	review the school's			
	for each student	indicators.	reports annually			
		10% will achieve 50% mastery	thereafter.			
	* Place-based Rubric	of their PLP performance				
	specific to charter school	indicators.	A major review to be			
			completed in the			
			Year 3.			

3 a. Exhibit B condensed

Indicator	Measure	Target negotiated in contract with Charter School Operator	Evidence presented as part of the monitoring plan	Meets Contract Agreement	Partially Meets	Does not Meet
Achievement Gaps in proficiency and growth between major student subgroups	* Gaps in proficiency and growth between major student subgroups	* Goals for gap closure include charting population to identify subgroups and establish a goal of 4-5% growth. * Agreement to review goals annually with authorizer. * State data will be used as comparison.	Annual Reports	Benchmarking Year 1		
Student Attendance	* Average daily attendance rate * Individual student attendance rate * Unexcused absences	* MEDMS System for reporting data * Targets established at 94% attendance * Create process for working through student unexcused and excessive absences * School data to be compared with state average and for "comparison band" schools.	Report on status of systems to be done within 6 months of opening. Annual reports thereafter.	**X**		
Recurrent Enrollment from Year to Year	* Student re-enrollment from one year to the next * Continuous enrollment of students for multiple years	* Enrollment records. * 90% recurrent enrollment target. * Establish exit interview to determine cause for not re-enrolling.	MCSC to receive reports sent to each school district in accordance with the statutory requirements.	**X**		
Postsecondary Readiness for high schools	* Not appropriate as this is a K-8 School.	Not applicable.	Not applicable.			

3 a. Exhibit B condensed

Indicator	Measure	Target negotiated in contract with Charter School Operator	Evidence presented as part of the monitoring plan	Meets Contract Agreement	Partially Meets	Does not Meet
Financial Performance and Sustainability	* Budget versus actual revenue and expenditures * External audit reports	*School will produce monthly financial reports and evidence that reports are reviewed by governing board monthly through agenda item. * When monthly financials vary by more than 5% item is flagged for special governing board consideration.	Annual audit by a qualified CPA or public accountant licensed by the Board of Accountancy. Copies of quarterly reports to the operator's board will be sent to MCSC.	X		
Governance Board Performance and Stewardship	* Public Accountability- transparent, responsive and legally compliant Board operation * Oversight of school leadership team	* Governance Board meetings to be held monthly. * Application shows evidence of bylaws and policies in place and are regularly reviewed. * Governing Board membership to be increased to 7 members.	MCSC interviews with the Board Chair and school leadership done within 6 months of contract. Annually thereafter.	X		
Adequacy of Facilities Maintenance in Support of Program	* Actual facility cost * Room utilization * Cleanliness of facility * Maintenance request log * Capital improvement plan	* Daily cleaning logs to be maintained. * Quarterly Building Committee meetings to monitor facility and capital improvement plan.	First review within 6 months of opening. Annual review thereafter.	X		
Transportation and Food Service	* As planned in the application and approved contract	* As outlined in the application 2 routes for pick up. * Transportation provided by Donn Poland, a certified bus provider. * Continue to explore drop-off and	First Year: 6-month report. Annually thereafter.	X		

Continued next page:

		pick-up sites in catchment area.				4 of 17
3 a. Exhibit B condensed						
Indicator	**Measure**	**Target negotiated in contract with Charter School Operator**	**Evidence presented as part of the monitoring plan**	**Meets Contract Agreement**	**Partially Meets**	**Does not Meet**
Transportation and Food		* Year 1 breakfast and lunch				
Service continued		offered only for students who				
		need food service.				
		* Food options and wellness				
		offerings to be continuously				
		explored.				
School Social and Academic	* Instances of bullying, harrass-	* The school will maintain the	Governing Board to	**X**		
Climate	ment or other abusive practices	same state and federal reporting	review and approve the			
	* Confidential surveys of parents,	requirements as for public	survey form. MCSC			
	staff and students regarding	schools.	may require revisions			
	social and academic climate	* School will participate in the	in the form if found			
	* Emotional/social growth of	state student climate surveys;	inadequate.			
	students	data compared with comparison				
		schools.	Parent and student			
		* Survey to be developed to	survey - results to			
		measure parent/student/	Governing Board and			
		community feedback.	MCSC annually.			
Parent and Community	* Partnerships	* Goal is to have all families	See previous	**X**		
Engagement	* Communications systems	involved in the school community	column.			
	* Parent participation in their	in ways that are meaningful to				
	children's education and in	parents and the school therefore				
	operation of the school	seek 80% parent participation.				
		* Involvement noted in school				
		handbooks for parents and				
		students				
		* Plan for parent conferences				
		established and records				
Continued next page:		maintained				

3 a. Exhibit B condensed						
Indicator	**Measure**	**Target negotiated in contract with Charter School Operator**	**Evidence presented as part of the monitoring plan**	**Meets Contract Agreement**	**Partially Meets**	**Does not Meet**
Parent and Community		* List of engagement opportunities				
Engagement continued		provided to parents and				
		community members throughout				
		the school year with capacity				
		for them to add additional				
		activities. Record kept of volunteer				
		and parent participation.				

3 b. Summary of Performance Compliance by Indicator

Indicator	Meets Contract Agreement	Partially Meets Contract Agreement	Does not Meet Contract Agreement
Student Academic Proficiency	Benchmarking Year 1		
Student Academic Growth	Benchmarking Year 1	X	
Achievement Gaps in proficiency and growth between major student subgroups	Benchmarking Year 1		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary Readiness High School only	Not applicable		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
School Social and Academic Climate	X		
Parent and Community Engageme	X		

4. Evidence and Documentation						
Performance Measure	**Documented Evidence**	**Interview/Focus Group**	**On-site Observation**			
Student Academic Proficiency	Winter 2012/Spring 2013	Administration cites:				
	NWEA results Grades K-6	* Adequate DRA Results				
	48 out of 61 students in Math	* Outstanding Saxon Math Results				
	showed growth.	* Stand-out DPVA Results.				
	31 students made progress in					
	Reading.	NECAPs given 8 days into school				
		not reflective of the new charter				
	Fall NECAP Results	school, but can be a baseline.				
	Fall 2012/Spring 2013	Overall CRCS felt that reading				
DRA -	Developmental Reading Assess.	scores showed inadequate growth.				
	95% of students made progress.					
	Fall 2012/Winter 2013/Spring 2013					
DPVA -	Developmental Place Value Assess					
	Math for K-4					
Saxon -	Fall 2012/Spring 2013 Saxon					
	Math Grades 5-6					
	100% made significant progress.					
Student Academic Growth		School currently collecting data on				
		individual student growth on PLP.				
Achievement Gaps in	Do not have data.					
proficiency and growth between						
major student subgroups						
Student Attendance		95.60%				
Recurrent Enrollment from	Recruitment Enrollment from	Stated robust with target of 90	Review of budget documentation			
Year to Year	Year-to-year list of returning	students enrolled fro 2013-14.	show surplus/carry-over funds.			

	students.					8 of 17
4. Evidence and Documentation						
Performance Measure	**Documented Evidence**	**Interview/Focus Group**	**On-site Observation**			
Postsecondary Readiness	Not applicable.					
High School only						
Financial Performance and	Revenues and Expenses.	Budget shows commitment to	Individual Board Members			
Sustainability		professional development.	demonstrated positive			
	School-year Line Budget.		interaction and respect			
			for one another during			
Governance Board	By-laws, Meeting Minutes.	Best Practices document has	the focus group time.			
Performance and		been drawn up for the purpose of				
Stewardship	Best Practices document.	creating operating principles to				
		sustain high performance.				
		Members state that the Board has				
		open and honest dialogue, work				
		well together and, consciously, put				
		students first in making decisions.				
		Have developed procedures for				
		subcommittee and whole Board				
		work.				
		Board Members take on unique				
		roles for facility, fundraising,				
		volunteer coordination and				
		financial management.				

4. Evidence and Documentation

Performance Measure	Documented Evidence	Interview/Focus Group	On-site Observation
Adequacy of Facilities Maintenance in Support of Program	Maintenance Report. "School building overall in good condition." "up to industry standards to be used as a public school building." (p 2*)	The heating system was moving forward at 6-month monitoring visit. Later was placed on hold by the Governing Board due to unsure state legislation. Review Team expressed hope that CRCS would be able to move forward balancing costs with long-term efficiencies.	
* CRCS Capital Improvement Plan Section 1.	Goal to replace heating system for a bio mass or pellet system rather than oil.		
School Social and Academic Climate	Student and parent survey results. 10 Question Parent Survey. 33 responses. Highest possible score: 165. All 10 questions scored 140-157. On a 5 point scale the Top 3 scores: * Parents feel welcome and respected. * There is an atmosphere of open communication at CRCS. * They would recommend this school to other parents.	Behavior on the bus emerged as issue addressed through parent and student discussions and placing monitors on the bus. Monitors placed in budget for 2013-14.	Teachers, students principal, executive director all interacting in positive ways. Student work in hallways. Next to last day of school, classrooms empty for summer. All student hand tree posted in the lobby.
	10 Question Student Survey. 50 students responding. Responses: Agree or Disagree or I don't know.		
Continued next page:	Top scores unknown.		
	* I like student interest groups.		

	* I would recommend this school to other students.					10 of 17
4. Evidence and Documentation						
Performance Measure	**Documented Evidence**	**Interview/Focus Group**	**On-site Observation**			
School Social and Academic	Student reponses continued:					
Climate continued	* I feel safe at school.					
	* I feel my teacher cares about me.					
	Student Conduct and Discipline					
	Report for 2012-2013:					
	* No expulsions					
	* 5 suspensions (1 or 2 days)					
	* 28 lesser disciplinary actions.					
Parent and Community	Volunteer/Parent Participation	Parents expressed strong				
Engagement	Record: September to June.	support and appreciation for the				
		school. Comments:				
	Engagement opportunities in:	* Kids are learning at their own				
	* Principal's Newsletter	levels.				
	* Technology	* Blossoming like never before.				
	* Student Interest Group	* There are no cracks for kids				
	sign-up.	to fall in like in larger schools.				
	Figures show a 43% eligibility	There is good communication	Parents observed			
	for free/reduced lunch, but	between parents and staff.	actively participating in			
	parents are providing lunches	For example:	the field day games and			
	for students on a regular	* Every Friday there is a	in the lunch room.			
	basis with lunch provided by	Principal's newsletter.				
	CRCS when it is needed.	* Parents are grateful for				
		transparency of the Governing				
		Board and the dialogue afforded				
		them at Board Meetings				
		between the Board and the				
		Parents.				
		PTA open to community members.				

Special Education Year-end Reporting

Criteria/Reference	Evidence	June 30 Status
Admission requirements	General description of program, mission of program,	**Received**
20-A MRSA § 7204 (4) (A)	disability groups served and/or grade levels served by report	
Muser XII.1.A (1) a	listing all students requiring special education and their	
	disability category.	
Assistive Technology	Annual report documenting the requirement of the public agency	**Received**
34 CFR	to ensure that assistive technology devices or services, or both, as	
Reg. 300.105	those terms are defined in 300.5 and 300.6, respectively, are made	
	available to a child with a disability if required as part of the child's	
	(1) special education; (2) related services or (3) supplementary	
	aids and services.	
Non-Academic Services	Annual report of provision of supplementary aids and services	**Received**
34 CFR	determined appropriate and necessary by the child's IEP Team	
Reg. 300-107	to provide nonacademic and extracurricular services and activities	
	in the manner necessary to afford children with disabilities an	
	equal opportunity for participation in those services and activities.	
Routine Checking of Hearing	Documentation that hearing aids and external components of	**Received**
Aids and External Components	surgically implanted medical devices worn in school by children	
of Surgically Implanted	with hearing impairments, including deafness, are functioning	
Medical Devices	properly subject to paragraph (b) (2) of this section.	
34 CFR		
Reg. 300.113		

5. Commendations

A. The school was well prepared for the visit, providing much of the documentation ahead of the visit and arranging for the availability of parents, board members, teachers and students for the focus group time.

B. Parents showed strong support and appreciation for the charter school, stating that kids were: "Learning at their own levels," "Blossoming like never before," "There are no cracks for kids to fall through like in larger schools." There is good communication between parents and staff; every Friday there is an administrator newsletter; parents feel free to call any time; and are grateful for the transparency of the Board and the dialogue between the Board and the parents provided at Board Meetings. Meets contract agreement.

C. Cornville Regional Charter School is financially stable with a projected surplus of funds to end Year One. Meets contract agreement.

D. Student Attendance at a rate of 95% is excellent. Meets contract agreement.

E. School social and academic climate, as expressed by focus groups, is wonderful and the one issue that emerged - behavior on the bus - has been addressed through placing monitors on the buses. Meets contract agreement.

F. Facility maintenance discussion focused on improvements to the heating system that had been pursued at the time of the 6-month monitoring visit. The Board placed the purchase on hold due to the uncertain results of legislation. Due to the long range projection of financial savings, as well as balancing academic program needs and facility needs, the Review Team expressed hope that the charter school would be able to move forward and replace the existing system.

G. Cornville Regional Charter School has met special education approval from the Department of Education, noting all policies and procedures are in place.

H. Special education students show encouraging test results. Accommodations are being made for students and students are making great gains.

I. Administration reported that there are huge success stories with special education students. Children not able to function previously have made academic, behavioral and social gains.

J. Based upon data, CRCS will be hiring special education techs to meet the needs of students with behavioral issues.

K. Based upon the review of student results, CRCS is building internal literacy capacity in reading and language arts with the hiring of a new staff member with those skills.

L. Using data to address math needs, the administration and teachers worked together to choose the Singapore Math Program, which will be implemented in the 2013-2014 school year with supportive training.

5. Commendations continued

M. CRCS is a progressive learning environment through its use of Personal Learning Plans and joining a cohort for Mass Customized Learning. Teachers commented on their growth in the development of PLP's.

N. CRCS time scheduling for core subjects allows for vertical student level placement and teachers having the opportunity to know all the school's students, thus creating a cohesive environment.

O. Utilization of Educate Software will provide teachers, parents and administrators a clear picture of student academic performance and growth in 2013-2014.

P. Budget demonstrates a commitment to continuing staff professional development.

Q. Recurrent enrollment is robust with enrollment figures of 90 students for 2013-2014. Meets contract agreement.

R. Best Practices of the CRCS Board of Directors have been drawn up for the purpose of creating operating principles to sustain high performance.

S. Governing Board Members stated the Board is working well together with open and honest dialogue and the conscious need always to put students first. Items are initially brought to subcommittees and then to the whole Board. Members take on individual roles of facility management, volunteer coordination, fundraising and financial management. Meets contract agreement.

T. Evidence was provided confirming that observations of the January 24, 2013, monitoring visit are being addressed: academic proficiency and growth data are being analyzed and plans made to address growth and professional development to make the adjustments. The charter school is making preparations for more special education students' needs.

6. Recommendations

A. CRCS is encouraged to share its good news, progress and success to build public confidence in their charter school and the charter school movement in Maine.

B. Continue to implement a proficiency-based system with clear record keeping to show student attainment of standards.

C. Truly integrate Educate Software.

D. With the addition of 55 computers, CRCS is encouraged to appropriately integrate technology into the curriculum.

6. Recommendations continued

E. Continue to update the capital improvement plan and prioritize plan for actions which create efficient and effective facility operation and formulate action dates and funding to accomplish tasks.

F. Due to the age of the building, it is suggested that CRCS contact the Department of Education School Facilities for assistance with capital improvement planning - i.e. Maine School Facilities Maintenance Plan.

G. Reading and Math data are being analyzed as the NECAP was administered only 8 days into the school year and students came from multiple districts. NWEA results varied from the DRA, DVPA and Saxon Math assessments. Information needs to be translated into the Performance Metrics in order to see a clearer picture of academic performance consistent with performance metrics and submitted in a timely manner at the end of the school year.

7. Closing Summary

Cornville Regional Charter School overall has had a very strong first year. The school has been able to justify its work and has created plans to address items that have been partially met.

Following the June 2013 annual review by the Maine Charter School Commission and DOE Special Education, the team consensus is the Cornville Regional Charter School is demonstrating its mission to create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

List of Documents provided by Cornville Regional Charter School for the Annual Review June 20, 2013.

Cornville Packet	Provided by Cornville Prior to June 20th visit.
Cornville Visit Schedule for June 20, 2013	
Justin Belanger 6/17/13 Email Re:	
Recurrent Enrollment	
Student Conduct and Discipline	
Parents and Student Engagement	
Communications system list	
Special Education information	
Copy of the June 2013 Monitoring-Reporting Schedule	
Monitoring Report for Transportation	
Monitoring Report for Food Service	
Buildling Maintenance - Capital Improvement Plan Report, Sam Jencks	
Summary: Winter 2012 / Spring 2013 NWEA Results	
Summary: Fall 2012 NECAP Results	
Summary: Fall 2012 / Spring 2013 Developmental Reading Assessment Results (DRA)	
Summary: Fall 2012 / Winter 2013 / Spring 2013 Developmental Place Value (DPVA) Math Assessment Results	
Summary: Fall 2012 / Spring 2013 Saxon Math Assessment Results	
June 13, 2013, Letter to "Kenny" from Jean Walker, Chair, CRCS Board of Directors	
May 1, 2013, CRCS Board Meeting Minutes - All meeting minutes available on CRCS Website.	
CRCS Board of Directors Terms and Duties 2012-2013	
Cornville Regional Charter School By-Laws	
Exhibit 10 Organizational Chart 2012	
Cornville Regional Charter School Board of Directors Best Practices	

Budget 2012-2013 School-year Revenues / Expenses by Month						16 of 17
Documents provided June 20, 2013:						
June 17, 2013, Email from Sam Jencks to J. Belanger Re: Building Plan						
with copy of the Capital Improvement Plan 2012-2015 - as previously submitted						
Sample: Individual Student Assessment Review						
Summary: Fall 2012 NECAP Results for:						
Beginning of Grade 6, Beginning of Grade 5, Beginning of Grade 4, Beginning of Grade 3,						
Summary: Winter 2012 / Spring 2013 NWEA Results with Scores						
Summary: Fall 2012 / Spring 2013 Developmental Reading Assessment Results (DRA) with scores						
Summary: Fall 2012 / Spring 2013 Saxon Math Assessment Results with scores						
Summary: Fall 2012 / Winter 2013 / Spring 2013 Developmental Place Value (DPVA) Math Assessment Results						
with scores						
Student Intent-To-Return Form						
Enrollment for 2013-2014 - MSAD 54						
Sample Attendance Form						
Student and Parent Survey Results						
Student Conduct and Discipline Report 2012/2013						
Parent and Community Involvement:						
Request for Parents: "A Note from the Principal's Office" copies for: June 7, April 26, April 5, January 25, October 12						
Sign-up Sheets for: Box Tops, PTF, Harvest Ball, Craft Fair, Luck of the Draw, Spagetti Supper, Field Day						
Parent Involvement/Student Interest Group Committee, Technology Committee						
Budget - 2012-2013 Year Revenues / Expenses						
Budget 2012-2013 School-year Revenues / Expenses by Month - as previously submitted						
List of Board Members and School Staff Ex-officio Board Members						
						17 of 17

MONITORING REPORT
CORNVILLE REGIONAL CHARTER SCHOOL
AUGUST 2014

1. Introduction

The Cornville Regional Charter School was the first charter school to open in Maine in the Fall of 2012. It received notice of its charter school status on July 31, 2012 and opened its doors on on October 1 of that year with an enrollment of 60 students grades K-6. Cornville is located in central Maine and is adjacent to Skowhegan, Canaan, Solon, East Madison and Athens. Currently the school serves students from 8 neighboring communities including Smithfield, Palmyra, and Norridgewock and has an enrollment of 87 students in grades K-7. This 2013-14 school year was a full 175 student year.

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team accompanied by the NCSC Executive Director, Department of Education Special Education Personnel. The Commission team conducted an announced on-site visit on May 29. The review team held interviews with school leadership, staff, students, parents and community, and governing board. They also review available data provided by the school. Documents provided by the school are available from the Maine Charter School Commission office. Additional data was collected from the Maine Department of Education website.

Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met their contracted performance targets.

3. Charter School Commission Annual Report on Performance August 2014

Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Student Academic Proficiency: State Assessments	3% increase proficiency on NECAP Reading and Math	See addendum		M PM DNM
Student Academic Proficiency: School Developed Assessments	80% will master all PLP Performance Indicators 10% will	62% met all indicators 36% met 75%-		M PM DNM DNM

	master 75%; 10% will master 50% Unit tests for Math based on MLR/Common Core standards	99% 2% met 50%-74% No Data		M
Student Academic Growth: value added Nationally normed Individual and group Assessments or Equivalent for English and Math	NWEA given Pre/post (midterm for struggling students) to show 3% increase DRA to be given 2 times a year	See addendum Singapore Math program Students found to be 1 -2 years below grade level. See addendum		M PM DNM
Established benchmarks for each student	Each student Will have PLP		Each student has PLP	M PM DNM
Rubric Specific to Charter school				M PM DNM
Achievement gaps In proficiency and Growth between major student subgroups using ESEA based system	Chart population To identify sub-Groups: goal = 4-5% growth Agreement to Review goals Annually with Authorizer State date			M PM DNM

	used As comparison			
Student Attendance				
Average Daily Attendance rate	94% School data Compared to state average/ Comparison band	94%		M PM DNM
Individual student Attendance rate		No data		M PM DNM
Unexcused absences	Process for excused Absences	No data: Policy for absences to be revised for '14-'15 to ensure parent contact for every absence.		M PM DNM
Recurrent enrollment From year to year	Enrollment Records: 90% target; Establish exit Interview	78%		M PM DNM
Continuous enrollment For multiple years	N/A			M PM DNM
Post Secondary Readiness	N/A			
Graduation rate	N/A			M PM DNM
Success in dual Enrollment courses	N/A			M PM DNM
SAT or ACT scores	N/A			M PM DNM
Enrollment in post-Secondary schools	N/A			M PM DNM
Student employed	N/A			M

full time or enlisted				PM DNM
School Social and Academic Climate				
Instances of bullying, Harassment or other Abusive behaviors	No target	1 reported behavior incident		M PM DNM
Confidential surveys Parents, staff, students Regarding social and Academic climate		January 2014 survey: lower scores on safe environment, child likes going to school. Higher scores on parent respect /welcoming teachers	Parents reported positive relations with Teachers.	M PM DNM
Emotional/social growth Of students			Students positive about school environment And student ability to craft individual programs.	M PM DNM
Financial performance And sustainability	Monthly Financial reports reviewed by Governing board 5% variances flagged for special review	Budget shows balance and sustainability $200,000 Federal grant awarded to school .		M PM DNM
Governance Board Performance and Stewardship	Public Accountability, Transparent, Responsive, Legally compliant Oversight of		Board very active: Forms & policies, inclusive, Responsive, compliant	M PM DNM

	Leadership team		Oversight very evident	
Adequacy of facilities Maintenance in support Of program	Actual facility cost Room utilization Maintenance Request log, Capital improvement plan	Capital Improvement plan: Roof leaks Patched, work in progress on library/art rooms and parking. Evidence of building committee meetings		M PM DNM
Transportation and Food Service	As planned stated in contract	Issue with behavior on bus: documentation of action applied, change is role of bus monitor, assembly to address behavior		
Educational Partnerships in community		All students Have participated In community service. No funding for Americorp community service coord Food program is in partnership with the community	Students positive about community service	M PM DNM
Parent Communication systems		Surveys, letters To parents Principal blog		M PM DNM

Parent participation in child's Education and Operation of school		Parent involvement Committee active PTF active; participate in PLP plan; conferences	attend Board meetings Teacher/ parent communication strong	M PM DNM
Other requested information				M PM DNM

Summary

Indicator	Meets contract agreement	Partially meets	Does not meet
Student Academic proficiency			
Student Academic Growth			
Achievement gap in proficiency And growth between major Student subgroups			
Student Attendance	X		
Recurrent enrollment			X
Post Secondary readiness	N/A		
Financial Performance and sustainability	X		
Governance Board Performance And steward ship	X		
Adequacy of Facilities Maintenance in support of Program	X		
School Social and Academic Climate	X		
Parent and community engagement	X		

4. Commendations

A. CRCS is to be commended for making application to and receiving a federal charter school grant in the amount of $200,000 for 3 years to assist in technology and professional development.
B. The Governing Board has created an atmosphere of inclusivity in which staf and parents feel appreciated and heard on issues.

C. Staying true to its mission and vision, the school offers teachers the opportunity to think outside the box and have flexibility.
D. CRCS has continued to create student interest sessions which students reall y love bringing in parents and community members to conduct the sessions.
E. Administrators and staff have created a welcoming atmosphere to parents being readily available and providing information through weekly newsletters , facebook, blog, and meeting minutes on the website.
F. Special education staff is increasing by a .5fte teacher and the school is providing training in special education law.
G. Recognizing the need for staff teamwork and communication , the school is providing time on Wednesday afternoons in the 2014-15 school year.

5. Recommendations

A. As the Board transitions from founding members to new members, it is recommended that members receive copies of the CRCS contract, including the application and performance framework..
B. The Board would benefit from board training and from developing a self-evaluation instrument to review information and data to examine the success of the school.
C. Address a parent group request for greater timeliness in calendar and event planning with formal written communication.
D. Review the PLP development to determine whether the goals are proficiency based.
E. Redefine academic performance target to better align with the metrics of each assessment used.

6. Closing Summary

Following the May Monitoring site visit and review of the documentation provided by the members of the Maine Charter School Commission and DOE Special Education office, the team consensus is that the Cornville, Regional Charter School is demonstrating its mission to create a safer, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

Looking at the academic assessment data against the targets set by the school presents an interpretation challenge. The NECAP target was a 3% increase in proficiency in reading and math. Data shows 54% of students moving up a proficiency level in reading and 61% in math. At the same time, last year 92% of the students showed growth on the assessment and this year 73% showed growth. It is unclear how to interpret this against the target. NWEA data showed an 8% growth in the number of students at the 50th percentile. If the 50th percentile is the baseline for growth, then the 3% target was exceeded. The target that 80% of students meet their PLP goals was not met and DRA data showed a 19% decrease in the number of students showing progress in the absence of a DRA performance target.

Given that each test assesses something different and that there have only been two years of comparative data available, it makes sense to acknowledge the information provided as indicative of the variability of student and school progress year to year and wait for future data to draw more meaningful conclusions. The assessment results definitely show that students are succeeding academically at CRCS to varying degrees and the school's response to the assessment results has been comprehensive and thoughtful.

Addendum

NWEA math data showed that 88% of the students had growth in RIT scores. 44% met or exceeded their growth target, 55% were within 1 point of meeting their target and 50% were within 2 points. **NWEA reading** data shows 88% of student having growth in RIT Scores between fall and spring. 64% met or exceeded their growth target, 71% were within 1 point of meeting the target and 77% were within 2 points. Data shows 8% growth in the number of students at or above the 50th percentile

NECAP data showed 28 students tested in both '12 and '13. In reading 15 students (54%) made 1 years growth. 6 of the 28 students moved up a proficiency level , with 17 remaining at the same level. In math 17 students (61%) made a year's growth. 6 students moved up a proficiency level, while twenty remained at the same level.

DRA data shows that of the 90 students assessed, 3 students regressed, 21 stayed flat, and 66 made progress. 56 stude nts are at grade level. Last year 56 of 61students made progress equaling 92% growth, while this year it is 73 % of the students who showed progress.

Review Team Members:
J. Michael Wilhelm, Chair
Jana Lapoint
Shelley Reed

Maine Charter School Commission

September, 2015

On May 28, 2015, an announced on-site visit was made to Cornville Regional Charter School. The Maine Charter School Commission (MCSC) review team of 3 members was accompanied by the MCSC Executive Director, MCSC Director of Program Management, and Department of Education Special Education representative. The visiting team held interviews with school leadership, staff, students, parents, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Mike Wilhelm
Commission	Jana Lapoint
Commission	Shelley Reed
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
DOE Special Education Representative	Peg Armstrong

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Maine Charter School Commission

ANNUAL MONITORING REPORT

September 2015

Section 1: School Overview

School Name	Cornville Regional Charter School (CRCS)
Address	1192 West Ridge Road Cornville, Maine 04976

Executive Director	Justin Belanger
Board Chair	Jean Walker

Principal	Travis Works
Special Education Coordinator	Barbara Averill

Year Opened	2012-2013 school year
Years in Operation	3
Number of Sending Districts	6
Grades Served	K-8
Number of Students	103
Number of Students on Waiting List	18
Average Class Size	15
Teacher – Student Ratio	1:15

Mission	To create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.
Vision	To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.

Section 2: Indicator Summary Table

Indicator	Meets Contract agreement	Partially meets Contract agreement	Does not meet Contract agreement
Student Academic Proficiency		X[1]	
Student Academic Growth		X[2]	
Achievement Gaps in proficiency and growth between major student subgroups [3]			
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Food Service	X		
Transportation	X		
School Social and Academic Climate		X[4]	
Parent and Community Engagement	X		

[1]CRCS students scored equal to or higher than the state average in 4 grade level subject area Smarter Balanced tests.
[2]Student Academic Growth: 69.6% of students when including those who were within 1% of their Individual Growth Target
[3] Smarter Balanced testing to establish a baseline in this area.
[4] Student Social and Academic Growth: Student Survey not conducted

Section 3: Academics

CRCS partially met its targets in the area of Academics, with many students being within 1% of meeting their growth targets on NWEA.

Targets:

Student Academic Proficiency: State Assessments

- Percent of grade 3-8 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.
- Percent of grade 3-8 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.

Student Academic Proficiency: School Selected Assessments

- 70% of students will meet their individual growth target on school-selected standardized test in reading. (NWEA)
- 60% of students will meet their individual growth target on school-selected standardized test in math. (NWEA)
- Pilot Year on Empower on school-designed assessment program measuring Common Core (PLP)
- 65% of students will meet or exceed proficiency on NWEA in reading
- Year 3 target: 50% of students will meet or exceed proficiency on NWEA in math
- 80% of students will make a minimum of 1 level of growth on their DRA

Student Academic Growth: State Assessments

- Establish baseline: Same cohort growth on State Assessment in ELA
- Establish baseline: Same cohort growth on State Assessment in math
- Establish baseline: Successive cohort growth on State Assessment in ELA
- Establish baseline: Successive cohort growth on State Assessment in math

Achievement Gaps

- Establish Baseline: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.
- At the end of year three, the school and Commission will establish targets for the remainder of the contract: Gaps in proficiency and growth between major student subgroups on NWEA.
- Pilot Empower: Gaps in proficiency and growth between major student subgroups meeting Individual Growth Targets on their PLPs.

Performance:

On the NEWA Reading Assessment 64.6% of students met their individual growth targets, and 69.6% of students met their individual growth target or were within 1 point of meeting their target. The target of 70% was missed by 5.4%. In the school year 2013-2014, 63% of CRCS students met their growth targets for reading. Therefore, there was a 1% increase with the addition of 13 children testing in the spring of 2014. In the school year 2013-2014, 60% of students met or exceeded proficiency in reading by the spring. Therefore, CRCS students lost about 0.5%.

On the NWEA Math Assessment 63.6% of students met their individual growth targets, and 71.7% of students met their individual growth target or were within 1 point of meeting their target. In the school year 2013-2014, 44% of CRCS students met their growth targets for math. Therefore, they increased by 19% with the addition of 13 children testing in the spring. Statistically, they increased the number of students meeting their growth target by 43.1% over last year. They met the overall projected target of 60%. 47.4% of students met or exceeded proficiency on NWEA in math. In the school year 2013-2014, 44% of students met or exceeded proficiency in math by the spring, reflecting an increase of about 3%.

CRCS had 100% of students meet their goals that were established in the fall using Empower.
On the DRA 90.6% of students made a minimum of 1 level of growth, which exceeds the goal by about 10%.

CRCS students in grades 3-8 participated in the state Smarter Balanced testing. School-wide results are reported below.

ELA	Participation Rate	% level 3 or above
	96.97%	40.63%

Math	Participation Rate	% level 3 or above
	98.48%	23.08%

Science	Participation Rate	% level 3 or above
	100%	63.16%

Section 4: Enrollment and Attendance

In the area of Enrollment and Attendance CRCS met all of its targets as outlined in the school's Performance Indicators.

Targets:
Student Enrollment

- 90% of students enrolled on state "count day" who are still enrolled on the last day of school
- 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year
- 75% of students enrolled continuously for multiple years

Student Attendance

- The Average attendance rate will be at or above 94%.

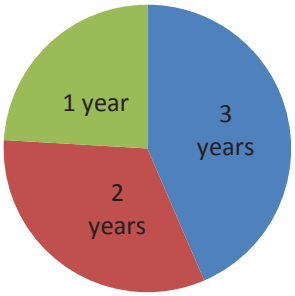
Performance:
On the last day of school 92.5 % of the 107 students enrolled on October 1 were still enrolled on the last day of school, meeting the target attendance of 90%. Reasons for student withdrawal included: relocation, transportation difficulties, change in family situation, employee resignation resulting in student withdrawal, and student social needs as a result of a very small peer group.

On the last day of school 98.9% of the 103 students enrolled indicated their intent to re-enroll, meeting the 90% re-enrollment target.

75% of students currently enrolled have been enrolled for 2 or more years, meeting the 75% continuous enrollment target.

On the last day of school:

43.4% of students had been enrolled for 3 years.
32.3% of students had been enrolled for 2 years.
24.2% of students had been enrolled for 1 year.



Disaggregation		Rate
Gender		
	Male	92%
	Female	95%
Race/Ethnicity		
	African American Black	99%
	Native Hawaiian-Pacific Islander	97%
	Caucasian-White	94%
	Two or More Races	87%
Economically Disadvantaged		93%
Special Education		94%
2014-2015 ATTENDANCE RATE		**94%**
2013-2014 Attendance Rate		94%

Section 5: Governance

In the area of Governance CRCS met its targets for performance and stewardship.

Targets:
Governance Board Performance & Stewardship

Public accountability
Transparent Board Operations
Responsive Board Operations
Legally compliant Board operations

2014-2015 Schoolyear Governing Board

Chair of the Board	Jean Walker
Vice Chair of the Board	Stephanie Miller
Board Secretary	Carrie Tessier
Board Member	Mimosa Mack
Board Member	Laurie Hayden
Board Member	Lisa Kimball
Board Member	Jessica Daigenault

Performance:
During the 2014-2015 school year the CRCS Governing Board hired a school Principal to serve as part of the Administrative team. This allowed the Executive Director to focus on many Superintendent-like tasks, rather than the day-to-day leadership and curriculum. This has, according to the CRCS teacher group, resulted in a very positive and focused administration.

Another accomplishment of the CRCS Board was, as suggested last year by the Maine Charter School Commission, attending a board training presented by Maine Association of Charter Schools.

Challenges faced by the Board included turnover of Board members, finding Board members with skill sets to replace outgoing board members, and a conflict between Board members. It is worth noting that the conflict issue resulted in stronger communication among the Board members.

Meeting agendas and minutes are posted on the school's website at: www.cornvilleregionalcharterschool.org. Parents attend Board Meetings, with 1-5 parents attending most meetings. One meeting during the 2014-2015 school year had 20 parents in attendance.

Section 6: Administration

Executive Director	Justin Belanger
Principal	Travis Works
Special Education Director	Barbara Averill

The CRCS Administration celebrated much success during the 2014-2015 school year.

Most of these accomplishments stem from the strong working relationship between the Executive Director and the Principal. The Principal began using the Marzano Teacher Evaluation Model and will continue to move forward in its implementation.

The Executive Director and the Principal recommended new positions at the school, including a Positive Behavioral Intervention Supports Coach /Ed. Tech position and an "Americorps – like" position, which the Board approved.

The principal has a strong rapport with the teachers and has professional development planned around subjects including Mass Customized Learning, Positive Behavioral Intervention Supports, Responsive Classroom.

The Executive Director and the Principal have hired a team of teachers at CRCS who are all currently certified teachers.

As part of the Agricultural Education program a greenhouse and tractor have been purchased which will expand and add value to the Agricultural Education Program.

Some of the areas of frustration for the administration were in the area of communication. One instance was regarding a conflict within the Governing Board. Another communication difficulty has been the dissemination of information from the Administration to families, particularly around the use of technology. As noted in Section 5 above, this conflict resulted in stronger communication among Board members, Administration, and families.

Section 7: School Climate

CRCS partially met its targets for School Climate. While surveys were conducted of parents and staff, there was not a student survey. The bullying/harassment incidents increased along with increased enrollment.

Targets:
School Social and Academic Climate

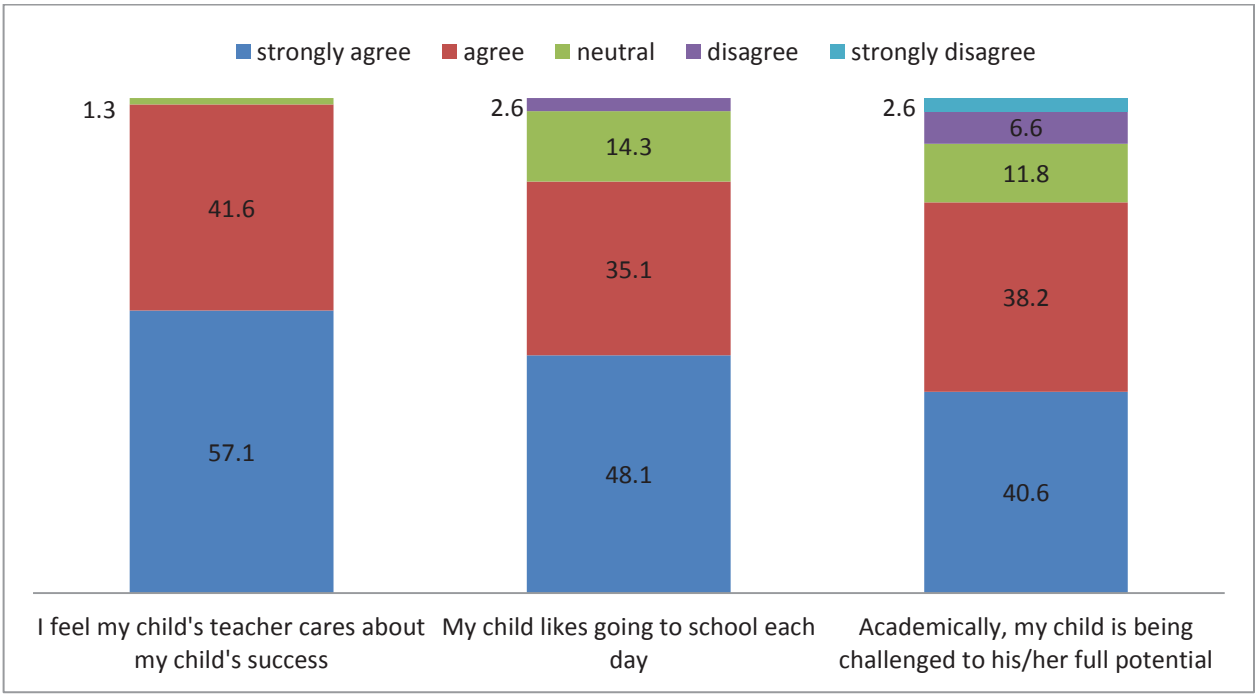
- Confidential survey of parents, staff, and students: 80% of surveys given out at PLP meetings will be returned and 50% of other anonymous surveys given out at other times will be returned.

- Fewer instances of bullying, harassment, or other abusive practices

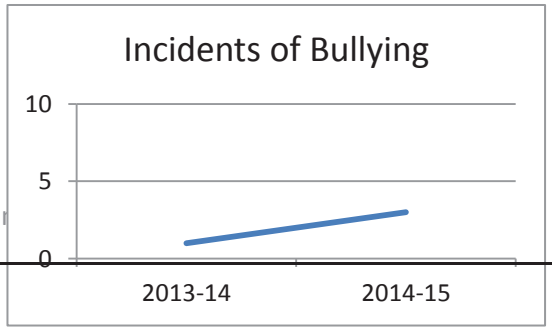
Performance:
Teachers report being excited about the direction of the school and its positive administration. They appreciated being able to work with the Executive Director and the principal to develop the school schedule so that students can work together in dynamic groups in a multitude of areas both academic and social. Teachers found that the establishment of common programs, such as Zones of Regulation, throughout the school was positive.

A Student survey was not completed during the 2014-15 school year due to time constraints. For the coming school year, CRCS has a contract with a provider to have more effective surveys with parents, teachers, and students.

On a recent Parent Survey, 99% of participating students' parents reported feeling that the teacher cares about their child's success. 83% of participating students' parents reported that their child likes to go to school each day. 79% of participating students' parents reported feeling that they felt their child was being challenged academically.



During the 2014-15 school year there were 3 reported incidents of bullying/harassment. To address these issues there was an alternate lunch/recess plan put in place. Eventually there was a suspension and home tutoring.



During the 2013-14 school there was one reported incident of bullying/harassment. CRCS added a grade level and 17 students. Growths in student population, along with attention to reporting, were possible contributors to an increase in bullying incidents. CRCS Administration will continue to implement Responsive Classroom and Positive Behavior Interventions in the coming year to address behavior.

Section 8: Parent and Community Engagement

In the area of Parents and Community engagement CRCS has met its targets.

Targets:
Parent and Community Engagement

- 100% of students will participate in student interest groups.
- 100% of parents will be sent a weekly newsletter from the office. A hardcopy will be provided upon request if access to email is unavailable.
- 80% of returned parent surveys will indicate satisfaction with level of parent communication.
- 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year.
- 100% participation from students and 90% (to increase by 2% each year) participation from parents in PLP meetings and goal setting on PLPs.

Performance:
During the 2014-15 school year 100% of students were involved in student interest groups each round. Last year 18 student interest groups were offered over 3 days. This year 22-27 student interest groups were offered over a 2 day period.

All parents are subscribed to the CRCS electronic weekly newsletter. 10% of families have requested a hard copy, which is provided to them.

Parents attend Board meetings and report feeling welcome to visit or volunteer at CRCS.

Community Partnerships include: Maine Huts and Trails, USDA Cooperative Extension, MeANS, and Atlantic Salmon Federation.

Parents attend CRCS Board Meetings, with typically 1-5 parents in attendance at each meeting. One meeting during the 2014-2015 school year had 20 parents in attendance.

Section 9: Finances

CRCS met its targets in the area of Finances.

Targets:
Financial Performance and Sustainability

- School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item. When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.

Performance:
The CRCS Budget for 2014-2015 will end with a cash reserve of $110,000.

CRCS is currently receiving funds from a federal grant that will end in September 2016. They are planning to continue to apply for grants and will also be working on fundraising.

In addition to adding teacher positions, teacher pay will increase 10% for next year to make pay more comparable to the surrounding communities.

In response to family feedback $70,000 was moved within the budget from Technology to Agricultural Education. Those funds were used to purchase a tractor and greenhouse.

Section 10: Facilities & Maintenance, Food Service, and Transportation

CRCS met its targets in the area of Facilities & Maintenance, Food Service, and Transportation.

Targets:
Adequacy of Facilities Maintenance in Support of Program
- Facility meets State standards

Food Service & Transportation
- Record of costs and student utilization for Food Service
- Record of costs and student utilization for Transportation

Performance:
Facilities & Maintenance: Every room and space at CRCS is being used. Space will be reorganized to allow for speech, OT and counseling. The school is kept clean and logs are kept for review.

Food Service:
Beginning January 5, 2015, CRCS contracted its lunch services with the Good Will-Hinckley Nutrition Program. This program has been well-received and parents report being happy that lunch is available at school.

- Approximately 10% of students eat breakfast provided at CRCS on a daily basis.
- Approximately 70% of students eat lunch provided at CRCS on a daily basis.

Transportation:
During the 2014-15 school year CRCS continued to contract with Don Poland for transportation. There were 2 bus routes available. 95% of eligible students used the transportation (morning and afternoon). One route was slightly altered to pick up additional students and several new pick-up/drop-off sites were added to accommodate families.

Looking forward to the 2015-16 school year CRCS is exploring a third bus and extending routes toward Canaan and Madison, with one bus picking up in Skowhegan resulting in shorter ride times.

Section 11: Evidence of Mission and Vision Implementation

Mission
To create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

Evidence of CRCS's Mission is evident in the use and promotion of Responsive Classroom, Positive Behavioral Intervention Supports, and Mass Customized Learning.

Vision
To create a school where learning is built around each student so that they become engaged learners with relevant and challenging work.

Evidence of CRCS's Vision is evident in its hands-on Agricultural Education Program and Mass Customized Learning. The technology provided to each student actively engages them in their education.

Section 12: Commendations and Recommendations

Commendations

- All stakeholders know and can articulate the Mission and Vision of CRCS.
- The attitude at CRCS is positive among all groups.
- CRCS has done an impressive amount of curriculum work
- CRCS has used its grant money in a prudent manner.
- CRCS's Administrative leadership is very strong.
- The CRCS Governing Board dealt with a difficult issue in a thoughtful way resulting in a more mature board.
- CRCS's teachers have worked to determine how to adjust the school's schedule for them to most effectively work with students.
- CRCS's students know and understand the expectations.
- CRCS's students enjoy the hands-on curriculum and using the school's technology.

Recommendations

- Consider using a marketing expert to provide guidance regarding effective communication.
- Seek new Board members that are representative of all segments of the community and have the skills needed for an effective Board.
- Develop a new method of appointing Board members through a by-law change.
- Think beyond the grant cycle for fundraising.

- Be more proactive in communicating with parents, particularly in the area of technology.
- Continue to develop the use of the Marzone teacher evaluation process.
- Use well-developed surveys to determine student, family, and teacher satisfaction.
- As stated in the Monitoring Plan, the school shall develop an improvement plan to address academic weaknesses, particularly in the area of mathematics, by further analyzing state and local assessment data, and other means of assessment that have been used by the school.