

The Baltimore Curriculum Project (BCP) manages four neighborhood charter schools in East Baltimore. Our mission is to develop, implement, and advocate for an innovative, sustainable, and replicable education model that improves student outcomes. In so doing, the Baltimore Curriculum Project will help to raise educational standards and opportunities for disadvantaged youth and Baltimore City schools.

BCP Schools

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Hampstead Hill Academy - hha47.org
Wolfe Street Academy - baltimorecityschools.org/23

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2707 E. Fayette Street
Baltimore, MD 21224

410-675-7000 (voice)
410-675-7030 (fax)

www.baltimorecp.org



CLASS NOTES

NEWS FROM THE BALTIMORE CURRICULUM PROJECT AND BCP SCHOOLS
City Springs School - Collington Square School of the Arts - Hampstead Hill Academy - Wolfe Street Academy

What is the Purpose of Public Education?



Matt Micciche, Head of School
Friends School of Baltimore

What is the purpose of public education?

The purpose of any education is to enrich the lives of students and develop in them the tools that they will need to be active, critical, and contributing members of society.

If there is any difference in regard to public education, I suppose that it derives from the fact that, like any service provided by the government, those paying for it have the right to expect it to produce outcomes that serve the well-being of the community.

In my mind, achieving the goals I mentioned in the first sentence is absolutely in the best interest of the taxpayers, just as failure to do so threatens the stability of our society.

Developing the requisite skills for economic self-sufficiency and an understanding of the role of the citizen in American life are two of the more specific outcomes that taxpayers may see as essential, but I believe that these quali-

ties are implicit in that earlier list, as are less frequently-cited outcomes like developing aesthetic appreciation and nurturing empathy for others.

What do we want our children to learn in school?

See the first sentence of my response to Question 1.

How can public schools prepare our children to participate responsibly and actively in our democracy?

In my mind, this comes back to the skills and habits of mind that they will take with them from their educational experiences.

A strong understanding of the workings of our government seems essential, as does an ability to be critical consumers of the political dialogue.

Students also need the background information to be able to put current issues in the context of American history and to be able to understand the world from the perspective of other nations.

Exposure to people who have actively and responsibly engaged in our democracy (both in the past and in the current day) would seem to be the best way to encourage in students the inclination to follow in this same path.

places in that community. Therefore, public education has a responsibility to ensure that its atmosphere allows for constant experimentation and embraces failure.

What do we want our children to learn in school?

What we want our children to learn is what to do to become responsible, fulfilled adults integrated into their communities pro-socially. We want them to gain a substantive and reliable understanding of themselves and how best they learn.

How can public schools prepare our children to participate responsibly and actively in democracy?

Public schools can only prepare students to participate in true democratic processes by being democratic institutions themselves. Anything short of this simply perpetuates the inherent class stratification that already exists.

Overall, those in classes with access to democratic ideals outside of school will have that preparation and those in classes that are already disenfranchised outside of public school will remain similarly disenfranchised.



Joel Andrew Tyson, Staff
Arts & Ideas Sudbury School
(note: Teachers are referred to as "Staff" at Sudbury Schools)

What is the purpose of public education?

The purpose of public education is to provide a community of learners in which all citizens are allowed to develop the tools necessary to participate effectively in the communities around them.

This participation is multifaceted and cannot be articulated fully by any curriculum or program of standardized testing.

Effective participation in a community requires not only experiential knowledge of how communities operate, but an honest, historical and dynamic understanding of one's best

The Purpose of Public Education



Andrew D. Martire, Ed.D, Head Master
The Calvert School

What is the purpose of public education?

Books have been written about this very question, and yet I must answer in just a few words!

From a big-picture point of view, public schools should be structured to help students become productive, successful members of society. In order to accomplish that

essential overall goal, schools should focus on four objectives:

1. providing a strong grounding in the “fundamentals” of education;
2. promoting critical thinking and analysis;
3. teaching effective, respectful communication skills amidst an increasingly diverse, “socially networked” world;
4. inculcating a sense of meaningful civic involvement;

Quite frankly, I think we are doing ourselves a bit of a disservice by putting the word “public” in front of the word “education” in this question, as any school, regardless of classification, should be striving towards the aforementioned goal and objectives.

What do we want our children to learn in school?

First, one must attain basic skills in reading, writing, communication, and arithmetic.

Layered on those fundamentals should be core knowledge in history, geography, and science, with exposure to the arts. Ideally, a student will become fluent in a foreign language by the time he or she has completed his/her education.

Furthermore, one must understand central moral values, including, but not limited to, respect, integrity, and tolerance. By teaching these values, schools will instill that different occupations, socio-economic classes, races, and cultures are to be respected and are all integral threads of the American tapestry.

By mid-century, when current elementary school children are middle-aged, the population of aggregated minority groups will

equal or surpass the white population; this projection is further impetus to teach children basic values in school.

How can public schools prepare our children to participate responsibly and actively in our democracy?

Schools do not exist in a vacuum; rather, they are vital institutions within the local and national community.

Students need to receive the knowledge that civic participation, whether it be voting regularly, attending community meetings, serving on a school board, or volunteering at a shelter, is an essential ingredient of being a citizen in this country.

To achieve the aforementioned initiatives, leaders will need to be organized, flexible, thoughtful, and focused.

Districts will need to ensure that they are imparting the fundamentals while teaching diversity, globalism, and civic involvement, which may look differently in an urban versus a rural setting.

How does this all happen simultaneously and effectively? The best schools have clear, direct mission statements and then implement a schedule that accurately reflects their mission or goals as an institution.

School-based educational leaders must spend ample time to determine if the schedule is structured appropriately at all grade levels.

This sounds like a basic exercise, and it is, but it must be done well and annually. It is a far less glamorous a job than speaking at a press conference but much more important to the life of the school.

School-based leaders face the challenges of running the day-to-day operations of their school, planning and hiring for the next year, thinking strategically about big picture issues, and developing relationships and ties with the great community.

This last task may typically get pushed to the bottom of the school leader’s to-do list because it is less time-sensitive.

It also takes a good deal of time to foster solid relationships. This project of community embedding, however, is very important to the long-term success of both schools and communities.

It is ironic that schools draw students from the community and send them out into the community upon graduation, yet schools are not necessarily “of” the community. By that, I mean that while schools are physically located in the

WOLFE STREET ACADEMY



Y After-School Program “BOOSTs” Student Success

For 85 students at Wolfe Street Academy the day doesn’t end when the school bell rings at 2:30pm. Instead, they move on to an array of engaging activities.

The Y BOOST Achievers After School Program is managed by the Y of Central Maryland and funded by a BOOST grant from the Family League of Baltimore City.

“The program serves a critical need for our students” says Kathy Stroup, Director of Extended Student Services.

“Our students flourish in the supportive, nurturing environment they find here.”

The program runs Monday through Friday from 2:40pm to 5:40pm. Students start the afternoon with a snack followed by academics, enrichments and homework assistance.

Academic Instruction

Twice a week students receive an hour of academic tutoring provided by Wolfe Street teachers.

Generous grants from St. John’s Church have supported the tutoring program for the last four years.

Kindergarten and first grade students develop literature skills and vocabulary with short stories and read-alouds.

Students in grades two and three receive instruction in reading, math, or

both depending on their needs.

Fourth and fifth graders study science using the City Schools science curriculum and engage in a hands-on Science, Technology, Engineering and Mathematics (STEM) class.

Volunteer students from Johns Hopkins University tutor for WSA kids who need individual attention.

Enrichment Activities

Academic instruction is followed by an array of enrichment activities.

Creative Station is an art program that goes beyond basic arts and crafts. Recently students created works of art using pointillism.

Team Building involves students in activities that teach teamwork, conflict resolution, anti-bullying techniques, and other life skills.

Playworks offers girls basketball and other recreational activities to all. The nonprofit organization matches 50% of the program cost.

Chess is offered through the Y of Central Maryland and an after-school chess program founded by the Baltimore Kids Chess League.

The Fells Point Corner Theatre runs the drama program. Earlier this school year students performed a skit called the Sound of Music for parents. They will perform an encore at Wolfest in May.

The Roots & Shoots Gardening Club meets on Fridays twice a month. Student volunteers from the Johns Hopkins University run the club.

Step Dance meets twice a week and involves twelve girls. The team will perform at Wolfest in May.

Greater Baltimore Youth Orchestra’s (GBYO) Bridges Program provides string instrument instruction for 35 students in grades one through five.

Students performed a holiday concert at the Scottish Rite Masonic



Center in December and will perform at Wolfest in May.

GBYO covers 50% of The Bridges Program at WSA and transportation costs for Sunday rehearsals.

From 4:30pm - 5:30pm all students enjoy a hot, well balanced dinner, through the USDA, before going home.

In addition to field trips, the after school program also hosts five Family Nights a year. Families are treated to dinner, entertainment, raffles and other activities.

Goldseker/DBFA Matching Grant

The Goldseker Foundation and Downtown Baltimore Family Alliance recently pledged a matching grant of \$5,500 to support the GBYO’s Bridges string instrument program at Wolfe Street Academy.

Wolfe Street must raise \$5,500 by the end of August in order to receive the matching grant from the Goldseker Foundation.

To contribute to the matching grant fund visit: tinyurl.com/wsastrings

Thank You

We would like to thank the following people and organizations for making the Y BOOST Achievers After School Program a success: Mark Gaither, Rosemary Byron, Connie Phelps, Maura Farrall, Janet Hirsch, Lauren Brownlie, Johansei Sabino, Alex Hodge, Sister Barbara Ann English, Miguel Peschiera, Kathy Stroup, Ms. Prawl, Ms. Apple, Y of Central Maryland, Family League of Baltimore City, Fells Point Corner Theatre, Greater Baltimore Youth Orchestra, The Johns Hopkins University, Playworks, St. John’s Church, and Upper Fells Point Improvement Association.

Class Notes

Editor: Larry Schugam
Baltimore Curriculum Project
2707 E. Fayette Street
Baltimore, MD 21224
410-675-7000
bcinfo@baltimorecp.org
www.baltimorecp.org



HAMPSTEAD HILL ACADEMY

Articles by Geri Swann, Director of Community Outreach, Hampstead Hill Academy
Read more Hampstead Hill Academy News at www.hha47.org



PTO Receives Grant from Goldseker

The Hampstead Hill Academy Parent Teacher Organization (PTO) has received a \$10,000 matching grant from the Downtown Baltimore Family Alliance and the Goldseker Foundation.

Hampstead Hill must raise the \$10,000 match before August 30, 2011. The grant will be used to create an after-school enrichment and tutoring program.

Please contact the PTO at HHAPTO@hotmail.com if you have any fundraising ideas, want to make a donation, or want to help with implementation of the program. Donate online at: bit.ly/hhafund



Staff & Parents, It's Time to Get Moving

HHA does a great job of helping our students learn about healthy food and physical activity choices, but sometimes even adults need a little help remembering to eat healthy and exercise.

Thanks to a partnership with Maryland Physicians Care, HHA will be launching a competition to help parents and staff get up and move.

Participating adults will get a free pedometer to count their steps and will be charting their steps to win prizes. The contest will start in March.



Thank You for Supporting HHA

Staff and students would like to say thank you to Gioconda Padovan, Helen Peterson, Trish Gnibus, Jill DeCastro, Jeanne Pasko, Vivian Williams, Theresa Shafer, Alice Gosse, Cara Joyce, Anne McNamara, Jackie Korycki, Jean Grinspoon, Shirley Villagaray, Julie Bryan and Kevin Venable for their volunteer work; the Hawks family and to all of the families that have donated gently worn uniform items and assisted with field trips.

A special thank you goes out to Jessica Crowley, parent of Seaden and Ronan, for coordinating the after-school yoga program for students in grades kin-



dergarten through third.

Also, special thanks to Mr. Reeb for his help in coordinating the 6th grade field trip to the commemoration ceremony of Pearl Harbor.

Thank you to Whole Foods Harbor East for donating food items for the community dinner.

Legg Mason Shares the Joy of Reading

Mr. Joe Larocque and Mr. Tom Hirschmann from Legg Mason came to read and bring gifts to Mrs. Kaminaris' and Mrs. Smith's Kindergarten on Tuesday, December 20th.

They read the children the 20th Anniversary edition of Jan Brett's *The Mittens* and brought students both a copy of the book and mittens. The class was delighted with the story and excited to wear their new mittens.



Thank you so much to Legg Mason for their generosity. Legg Mason also provides ongoing support for Hampstead Hill Academy's Audubon programs in Patterson Park and provided a generous grant for Hampstead Hill's 2009 Early Learning Wing renovation. We would like to thank Legg Mason for their ongoing partnership with BCP.

Thank you Keith Scroggins and Blaine Lipski for the Brand New Doors

Many thanks to City Schools Chief Operating Officer Keith Scroggins and Executive Director of Facilities Blaine Lipski for taking care of the building by replacing the battered 24 year old doors with brand new doors.

The new doors are not only safe and secure but are also insulated and graffiti-resistant. The crew that came to install the doors was first-rate, quick and professional; and at long last, the buzzer for our front door works.



THANK YOU FOR SUPPORTING BCP

We would like to thank all of the individuals, corporations, and foundations who supported the BCP Annual Fund, the BCP Leading Minds Series, and BCP school programs in 2010. If you would like to support BCP please donate online at www.baltimorecp.org or send your check to: Baltimore Curriculum Project, 2707 E. Fayette Street, Baltimore, MD 21224.

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The Purpose of Public Education (cont. from page 2)

community, they may not be tied to the community other than the fact they educate community children.

Ideally, school-based leaders will not lead this effort in isolation. Community leaders—the higher up, the better—should make community a priority and emphasize connections and interrelations among various agencies, institutions, non-profits, and programs, with schools, given their numbers and influence, a central part of this initiative.

In essence, partnerships are integral components of the public work of education. What can these connections and partnerships look like?

The partnerships could be with businesses (vocational), with community organizations (community service and civic involvement), or with higher education (to promote science, math, or business development).

The possibilities and benefits are many and varied:

students learning more about professions, both at school and at the place of business; taking advanced classes at local colleges; volunteering in political campaigns as part of a government or history class; or volunteering at a local shelter or pre-school.

There is mutual benefit to all of these activities. In the case of helping at a shelter, the student gains an awareness of a community organization and possibly of a larger issue such as poverty while the shelter receives the student's time (and possibly the added benefit of his/her family's attention or generosity).

As students engage more in the community, both through school functions and outside of school, they learn more about the community and its civic processes, and, in turn, local leaders and organizations can feel more connected to the schools.

CITY SPRINGS SCHOOL NEWS

More than 100 Youth Compete in The Amazing Race – Ravens Style

By Tyler Macleod, Community Relations Intern, Baltimore Ravens
(reprinted from the Baltimore Ravens website: www.baltimore Ravens.com)

Nearly 120 students from Baltimore's City Springs School participated in The Amazing Race – Ravens Style at The Maryland Zoo in Baltimore on Tuesday (10/19).

Fourth and fifth graders raced through the Maryland Wilderness, the African Journey and the Arctic as they completed designated tasks that combined educational programming with physical activity – everything from hopping like frogs across lily pads, to waddling in a penguin-style relay.

Ravens WR T.J. Houshmandzadeh even took his turn mimicking the cranes' signature dance moves, as he led a team of students through the scavenger hunt inspired by the hit reality TV show. The receiver's competitive drive on the gridiron translated to an impressive second-place finish for his team of grade-schoolers.

Along with Houshmandzadeh, OLB/DE Edgar Jones, G/T Bryan Mattison and over 70 volunteers were in attendance to support the participants in their journey through the zoo grounds. Ravens cheerleaders and Poe offered

race, students were divided into groups of four, with one adult team leader assigned to each. As the teams ventured through the various zoo locales, completing the assigned challenges on their route cards, they crept closer to the race's conclusion – The Big Finish.

Before teams could cross the finish line, a wall of shoeboxes held the final task. Each student had to search for their appropriate box – marked with his or her name – to discover a brand new pair of Under Armour tennis shoes. After participants laced up their new sneakers, they sprinted to the finish line.

After everyone had completed the race, Houshmandzadeh and Jones joined Poe and the cheerleaders to sign autographs and pose for pictures with the students and volunteers.

This was the second consecutive year the Ravens, along with the Maryland Zoo and the United Way of Cen-



tral Maryland, have hosted The Amazing Race – Ravens Style in conjunction with the NFL and United Way's Hometown Huddle, which unifies all 32 NFL teams in a collective day of service.

Four City Springs students won the Amazing Race: Kaye Marie Lumayog, Joion Murphy, Desire Duzant, and Tra'kia Jackson.

They were rewarded with tickets to the November 28th Ravens game and had the opportunity to stand alongside Ravens Players during the pre-game.

City Springs School was also a 2010 Ravens Honor Row Recipient. We would like to thank the Ravens for everything they do to support BCP schools.

to focus on helping to strengthen the existing parent group, increase parent support for their children's academic success; and build new partnerships to address school needs."

We are very grateful to have Child First as a new City Springs and Baltimore Curriculum Project partner.



cheers for the contestants that raced by. For the

Child First Supports Parent Involvement at City Springs

Child First Authority is working with City Springs School to increase parent involvement through Baltimore City Public Schools' new *Community Support for Schools* initiative.

Under this initiative, 15 community-based organizations are partnering with 87 schools to increase Free and Reduced Price Meals participation, parent organization participation, parent climate survey returns and Parent Portal registration.

Child First Authority's mission is to develop youth by strengthening and reforming schools.

Child First Organizer Meldon Dickens works with City Springs and five other schools through the Community Support for Schools initiative.

"When I first came to City Springs, I found that the school was already very successful with parent engagement," says Mr. Dickens.

"This gives me the opportunity

COLLINGTON SQUARE SCHOOL OF THE ARTS

Elev8 Baltimore Enriches Lives at Collington Square

By Ronald F. Triplett, Elev8 Site Manager, Collington Square School

Collington Square School is one of four neighborhood schools taking part in Elev8 Baltimore, an initiative of EBDI designed to improve educational and social outcomes for middle grade youth and their families in East Baltimore.

Launched in 2009 Elev8 provides out-of-school-time activities; high-quality health services and health education; links families and students to community resources; and helps students and families advocate for themselves and their communities.

We are pleased to announce the arrival of Elev8's new Family Advocate at Collington Square, Ms. Shakura Charles.

The following are some recent activities offered by Elev8.

On February 18th our dance provider, **Dance N' Motion**, featured our students at Security Square Mall.

On February 19th Elev8 at Collington Square and East Baltimore Community School combined efforts to present a **Poetry Slam Family Event** at Terra Cafe. Students, parents, staff, and friends were invited to attend and share their poetry.

We featured our first **Lunch and Learn** of the year on February 23rd. Ms. Christine Acquilaro, the Elev8

mental health professional, will facilitate this month's topic: "Friends: How many of us have them?" The session is open to 6th - 8th graders.

The Family Fun Night on February 24th was a collaboration between Elev8 and Collington Square School. The first hour of the evening featured student performances celebrating Black History Month.

During the second hour attendees participated in a special Gang Awareness Training presented by the Department of Juvenile Services. This was a joint effort with Big Brothers and Big Sisters of Central Maryland.

Student Government leaders from Collington Square travelled to Washington D.C. for the **Youth Listening Summit** sponsored by the U.S. Department of Education on February 24th and 25th.

While in DC students had the opportunity to visit the White House, the U.S. Capitol, and take in different sections of the city.

Finally, they participated in the Youth Listening Summit held at Howard University. Students stayed at the 4-H Conference Center in Bethesda.



Mrs. Murray, the Student Government sponsor accompanied us on the trip.

We have partnered with Collington Square to provide outlets for the children during recess. Mr. Kareem Shabazz, our Tai Qi instructor, will be holding activities on Mondays and Fridays with groups of twenty 8th graders.

Mr. Marc Williams, a Learning Coach, will be holding drumming circles with groups of ten 6th graders on Tuesdays through Thursdays.

We would like to thank all of the Elev8 staff members and partners who make these experiences possible for our students at Collington Square.

Saturday School at Collington Square and City Springs

On the 2007 Trends in International Mathematics and Science Study (TIMSS), students from China, Korea, and Singapore far outperformed students from the United States.

The reason for this disparity may be related to a number of factors, including curriculum; however, one factor that China, Korea and Singapore share is greater time spent in the classroom when compared with the U.S.

A 2010 study by Chester E. Finn

Jr., of the Hoover Institution found that Chinese students attend school 41 more days and receive 30% more instructional time than American students.

Students in Singapore attend school 40 weeks a year and Korean students routinely attend Saturday School.

In December City Springs School began offering three and a half hours of Saturday instruction in reading and math for approximately 150 students.

The program is targeted towards

students who are performing below grade level.

In January Collington Square School began Saturday instruction for approximately 80 students.

We would like to thank the **Jean & Sidney Silber Foundation** for their generous grant of \$10,000, which helps make these programs possible.