

# **CAMPUS COMMUNITY SCHOOL RENEWAL APPLICATION**

**September 30, 2015**

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## Overview

### 1.1 Basic School Information

BASIC INFORMATION	
Name of School	Campus Community School
Year School Opened	1998
Current Enrollment	417
Approved Enrollment	412
School Address(es)	350 Pear Street Dover, Delaware 19904
District(s) of Residence	Capital
Website Address	<a href="http://www.campuscommunityschool.us">www.campuscommunityschool.us</a>
Name of School Leader	Catherine M. Balsley, Ed.D.
School Leader Email and Phone Number	<a href="mailto:Catherine.balsley@ccs.k12.de.us">Catherine.balsley@ccs.k12.de.us</a> ( wk ) 302-736-0403
Name of Board President	Harry Papaleo
Board President Email and Phone Number	<a href="mailto:hpapaleo@prccpa.com">hpapaleo@prccpa.com</a> (mobile) 302-584-5563

### 1.2 School Enrollment & Demographic Information at the time of submission

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	417
# of Students on Waiting List	54
Gender	
# Male	198 (47%)
# Female	219 (53%)
Ethnicity/Race	
# White	118 (28%)

# Black	210 (50%)
# Hispanic	43 (10%)
# Asian	8 (2%)
# Other	3 (<1%)
# Multiracial	35 (8%)
<b>Special Populations</b>	
# Students with disabilities	31 (7%)
# English Language Learners	2 (<1%)
#low income	264 (63% based on free and reduced lunch)

## **II. Academic Framework**

The following narrative is based on performance data for the years 2010-11, 2011-12, 2012-13, and 2013-14. At the time this application was written and approved by the Board of Directors, the 2014-15 performance data was only available as a draft document.

### **2.1 Is the academic program a success?**

- a) Discuss the school's academic achievement results over the current charter term. How has the school performed with regard to student growth and proficiency measures over the current charter term? In the absence of expected achievement, identify changes to instructional practices that your school has implemented to improve the school's academic performance and student outcomes.

The current charter term is a story of two different accounts of Campus Community School. The first account depicts the period of 2010-11 through 2012-13 when CCS was organized into a grades 1-12 organization. The high school program was seriously underperforming academically. The school was rated as Academic Watch. AYP had not been met any time during this charter term and SAT scores were below state and national averages. Remarkable demographic changes were also occurring within the student population and the school was losing its free use of the elementary school building at Wesley College. In 2011, the board of directors took action to address the failing academic performance and charter sustainability. These actions are further discussed below. As a result, in the second accounting of CCS, from the transitional period of 2012-2013 to 2014-15, significant improvements in performance and achievement have occurred.

Campus Community School (CCS) received an overall rating of "Meets Standard" in the 2013-14 school year with an underlying score of 63.4 points. In school years 2010-11, 2011-12, and 2012-13, CCS received an overall rating of "Does Not Meet Standard" with a total of 41.9, 45, and 45.3 points respectively. CCS has improved 18.1 overall points from 2012-13 to 2013-14.



Comparing performance results between the last two years (2012-13 & 2013-14) CCS students have made significant gains in student growth and proficiency in both Math and ELA.

Appendix I provides a comparison of 2013-2014 school year Student Growth Measures results to the previous year's results, and a comparison of 2013-14 proficiency rates to state and home district (Capital School District) results. Additional student growth measures and proficiency rates are also discussed in this appendix.

CCS students have demonstrated marked improvement in achieving proficiency in both Math and ELA school-wide and within sub-groups compared to previous years' school results and compared to current state and resident district (Capital School District) results. Overall, CCS achieved a "Meets Standard" for eight of the fifteen individual measures on the Academic Framework for 2013-2014. That is compared to not achieving a "Meets Standards" rating for any indicator in the 2011-12 and 2012-13 school year and "Meets Standards" on only two indicators in 2010-2011 school year. The positive trend continues through 2014-2015 as CCS students scored within two percentage points of the state average and seven percentage points higher than Capital School District on the Smarter Mathematics assessment and 10 percentage points higher than the state and 15 percentage points higher than Capital School District on the Smarter ELA/Literacy assessment. These assessments are alleged to be more difficult and challenging than the previously administered DCAS tests.

Acceleration in academic achievement within the last two years has been the result of dramatic and bold actions taken by the board of directors in 2011 to address failing academic performance and sustain financial viability after Wesley College gave notice to vacate the free use of their building where our elementary students were located. The charter was amended as follows: the Bradford Street (Wesley Campus) students were moved to Pear Street after extensive building renovations; progressively closed the high school program through June 2013; added a kindergarten; and hired a new principal in August 2013 and an interim Head of School until a new Head of School was hired in January 2014. A discussion of actions taken between 2013-2015 school years can be found in Appendix XXII.

## **2.2 Is the school meeting its mission?**

- a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

The mission of Campus Community School is to create and maintain an environment for learning that allows each student to maximize his or her potential in developing habits of mind, acquiring knowledge and skills, and demonstrating individual and social responsibility.

Throughout the period of this charter term, key markers that contributed to meeting our stated mission include operating a school that is organized as a collaborative community of learners committed to the success of all students; implementing a strong coherent standards-based core curriculum and assessments based on Common Core; implementing foundational skills for thinking and learning as a core component of the curriculum; increasing time for student learning and professional collaboration, providing students with many opportunities to experience leadership and service. To this end, CCS uses improved academic results, student satisfaction surveys, and data such as attendance and discipline reports to track our mission achievement. For further expansion of this discussion see Appendix II.

## **III. Organizational Framework**

The following narrative is based on organizational data for the years 2010-11, 2011-12, 2012-13, and 2013-14. At the time this application was written and approved by the Board of Directors, the 2014-15 performance data was not available.

### **3.1 Is the school organizationally sound?**

- a) Discuss the school's organizational performance over the current charter term. How has the school performed with regard to organizational measures over the current charter term? In the absence of expected achievement, identify changes to organizational practices that your school has implemented to improve the school's organizational outcomes.

CCS earned an overall rating of "Meets Standard" on the Organizational Framework for the 2011-2012, 2012-2013 and 2013-2014 school year. For the 2011-12 school year, CCS received a "Does Not Meet Standard" for measure 3.a compliance with governance requirements. The issue was subsequently addressed. For the 2012-13 school year CCS received a "Does Not Meet Standard" rating for measure 5b, complying with health and safe requirements. There was not a current safety plan on file at the Department of Education. This issue was resolved.

For the 2013-14 school year CCS received a "Does Not Meet Standard" rating for measure 4.c dealing with staff credentialing. During this time, the middle school mathematics teacher was not designated as a Highly Qualified Teacher (HQT). The teacher was a substitute teacher who was hired after the beginning of the school year and remained in that position until the end of the year. In the 2014-15 school year a certified middle school mathematics teacher was hired but the teacher did not earn HQT qualification until the summer of 2015. This teacher remains on staff for the 2015-16 school year. Additionally, in 2014-15 school year the middle school science teacher did not have HQT qualification. In the spring of 2015 this teacher did earn HQT qualification and remains on staff for the 2015-16 school year.

### **3.2 Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?**

- a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.
- Students at Campus Community School attend school for 171 days and 7.5 hours per day. The instructional day begins at 8:00 and ends at 3:30. See Appendix III
  - For each of the four years, (2011-14) students at CCS have participated in the fall and spring DCAS state assessment, meeting or exceeding the state threshold of 95%. During the 2014-15 school year, one parent refused to have her child take the Smarter Balanced test. Other than that one student, all 3<sup>rd</sup> - 8<sup>th</sup> graders took the test. See appendix XVIII for the Campus Community Test Policy.



- All K-8 classroom instruction and assessment at Campus Community School is standards-based. We are in the process of transitioning from the Delaware Science standards to the Next Generation Science Standards. All purchased curricular resources are examined and considered for their alignment to the standards. All teacher-created units of study begin with an examination of the standards. All curriculum maps and units of study are coded with the standards.
  - Campus Community School has complied with all state and Federal statutes and requirements with regard to the education and accommodations for at-risk students. Compliance has been monitored through Department of Education site visits and desk audits.
- b) As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:
- Math Unit with Summative Assessment Appendix IV
  - ELA Unit with Summative Assessment Appendix V
  - Science Unit with Summative Assessment Appendix VI

### **3.3 Is the school protecting the rights of at-risk students, students with disabilities, and English language Learners?**

- a) Describe the process by which at-risk students are identified and evidence that the school is effective in providing the right resources and services for those students.

At all grade levels, CCS uses a variety of assessments for benchmarking and progress monitoring. In Professional Learning Communities, teachers use the data collected in these assessments to identify students that are not meeting benchmarks. PLC teams use this data in conjunction with attendance and discipline data to identify students as at-risk. All at-risk students are provided with interventions in reading and/or math during academic enrichment time (30 minutes to one hour every other day). At-risk students are encouraged to attend the STEAM after-school program for possible one-on-one tutoring, small group instruction, and homework help. Campus Community also offers, and in some instances requires, a summer school program for at-risk students.

Data for students that are at-risk shows that the services and resources provided to those students is effective. In 2014, 81% of students in the lowest quartile exceeded their fall to spring goal in math as compared to 40% in 2013. In 2014, 82% of CCS students were on track to achieve proficiency in math within three years as compared to 63% in the previous year. In reading, 66% of students in the lowest quartile met their fall to spring growth target as compared to 23% in the previous year. In addition, 78% of students were on track to achieve proficiency in reading in 2014 as compared to 63% the previous year. In 2014, CCS students considered to be of low-economic status were proficient at a rate of 53% and 52% in math and reading, respectively. This was a dramatic increase over 2013's proficiency rates of 40% and



46%.

- b) Describe the process by which students with disabilities are identified and evidence that the school is effective in providing the right resources and services for these students.

Campus Community School adheres to Title 14 DE Administrative Code Section 900: Special Populations, Subsection 922.1.0 through 923.3.0 when identifying, evaluating, servicing and monitoring a student suspected of having a disability. A "Child with a disability" means a child evaluated in accordance with 14 DE admin. Code 925.4.0 through 925.12.0 as having an intellectual disability, a hearing impairment (including deafness,) a speech or language impairment, a visual impairment (including blindness,) a serious emotional disturbance (referred to in these regulations as emotional disturbance,) and orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Each year, as a universal screener, all students take the STAR Reading or Early Literacy assessment and the STAR Math assessment from Renaissance Learning's STAR assessment suite. (See Appendix XIX for Data) If a student falls below the 50<sup>th</sup> percentile rank in either subject area, he or she is referred to the grade level and administrative team for further study. During a meeting involving this team (the Student-Data Study Team) all data concerning this student is studied and a determination is made whether or not to provide this student with Tier 2 Response to Intervention (RTI) interventions. (Appendix XX) Students not making progress are referred to the Instructional Support Team (IST) for further instruction. If a student is still not making progress, they are referred for an evaluation by special services.

In 2014 special education students reached a proficiency rate of 31% in reading compared to a state average of 28%. The proficiency rate for math was 40% compared to a state average of 30%.

- c) Describe the process by which students that are English Language Learners are identified and evidence that the school is effective in providing the right resources and services for these students.

As part of the application process at Campus Community School, all students are given the Home Language Survey. If a language other than English is listed on the application, the student is given the WIDA ACCESS Placement Test (W-APT) within twenty-five days of enrollment. In addition, during weekly Student Data Study Team meetings, teachers may refer a student for W-APT testing if concerns arise regarding possible ELL services. Any K-8 student that scores below a 5.0 on the W-APT will receive ELL support. In the spring, all ELL students will take the

ACCESS test to determine their eligibility to continue receiving ELL services. See Appendix VII.

In 2014, 70% of Hispanic students were proficient in math compared to 65% state-wide. 72% of Hispanic students were proficient in reading compared to 66% state-wide.

- d) Provide a summary of findings from any audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners. Describe how the school developed and implemented a corrective action plan in response to audit findings.

During the 2013/2014 school year, administrators and teachers identified deficiencies in the special education program affecting both the process of delivering special education services as well as the delivery of the curriculum to special education students. On May 6, 2014, Campus Community School contracted with Melissa Ebling of the University of Delaware Center for Disabilities Studies to do an informal audit of our overall special education program. She met with administration and teachers, reviewed IEPs and participated in classroom walkthrough's. The report on Ms. Ebling's findings can be found in Appendix VIII.

As a result of the findings of Ms. Ebling's report, many changes were made within the special education program. The position of Special Education Coordinator was eliminated allowing for three special education teachers. This provided teachers with more time within classrooms working with students as well as smaller caseloads. Two new special education teachers were hired to replace two outgoing special education teachers. Special education teachers began attending weekly RTI PLC meetings. Monthly meetings were scheduled with administration to discuss special education issues. Also, the building principal was assigned to attend all special education trainings provided by the Department of Education and the Charter School Network. Teachers also participated in select trainings.

On June 15, 2015, the Delaware Department of Education reviewed the performance of Campus Community on the targets identified in the state's performance plan. The results of this review can be found in Appendix IX. Campus Community was found to be compliant in all four applicable compliance indicators. Campus Community was found to be compliant in thirteen of eighteen results indicators. A corrective action plan is to be completed before October 15, 2015.

On July 29, 2015 Campus Community School was found to be 75% compliant with federal Indicator 13 requirements. A compliance level of 100% is expected. See Appendix X for the complete findings. Campus Community School responded with a corrective action plan designed to ensure 100% compliance with federal regulations. See Appendix XI.

### 3.4 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?

a) Fill in the following chart with the appropriate enrollment information over the last 4 years (3 years if this is the school's first renewal):

School									
	2011-2012		2012-2013		2013-2014		2014-2015		
	Approved Enrollment	Sept 30 Enrollment	Approved Enrollment	Sept 30 Enrollment	Approved Enrollment	Sept 30 Enrollment	Approved Enrollment	Sept 30 Enrollment	Current Waitlist for the 2015-2016 school year
K	0	0	38	37	38	39	38	36	
Grade 1	38	34	38	26	38	39	38	40	
Grade 2	40	38	44	43	44	36	44	48	
Grade 3	41	45	44	48	44	48	44	34	
Grade 4	42	44	48	42	48	50	48	51	
Grade 5	48	50	50	52	50	50	50	54	14
Grade 6	48	56	50	50	50	52	50	55	31
Grade 7	52	47	50	52	50	50	50	54	9
Grade 8	60	62	50	49	50	47	50	38	0
Grade 9	60	70	0	0	0	0	0	0	0
Grade 10	60	49	0	0	0	0	0	0	0
Grade 11	60	41	0	0	0	0	0	0	0
Grade 12	60	46	25	30	0	0	0	0	0
<b>Total</b>	<b>609</b>	<b>582</b>	<b>437</b>	<b>429</b>	<b>412</b>	<b>411</b>	<b>412</b>	<b>410</b>	<b>54</b>



b) How does the school both monitor and plan to minimize attrition rates?

Daily attendance is monitored through E-School. Protocols are in place for addressing excessive tardiness and absences. When families leave CCS they are asked in an informal exit interview as to why they are leaving. Most students leave CCS because of changes in their reported living arrangements/family relocation (military families, homelessness, family issues). A few families reported leaving because they felt CCS was not the right environment for their child(ren) (left to homeschool, wanted a stronger sports program).

### **3.5 Is the school complying with governance and reporting requirements?**

a) Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

The Board of Directors conducts an annual evaluation of the Head of School which includes all areas of school operations. Goals for academic, organizational and financial performance are mutually agreed upon. In the fall of 2014-15, a six months interview was conducted by the president, in place of a formal evaluation. The board only evaluates the Head of School. In turn, the Head of School is responsible for evaluating the principal, the director of curriculum and instruction, and the business manager. These three administrators receive on-going immediate and weekly feedback at a weekly administrative team meeting. During the fall of 2014-15 an oral performance review was conducted for each administrator by the Head of School. The interviews included past performance in achieving individual and school goals and plans for the upcoming year. The Head of School did not participate in the Leadership Evaluation Community of Practice (DPAS-II for Administrators), but will consider this opportunity for future evaluations.

b) Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.

In 2012, when the board fully came to the realization that academic performance was on the down slide and because of unforeseen circumstances, the financial viability of the school was in jeopardy, they immediately took action moving forward with a course of correction. These actions have been previously described in section 2.1. Annually, the board reviews its by-laws and articles of incorporation, assesses attendance rates at monthly meeting, and member participation in required board trainings. The board has formed various board committees including finance/Citizen's Budget Oversight Committee and academic excellence that report out at monthly meetings. At each monthly meeting the board receives administrative updates relative to movement on meeting our academic and financial goals. In the 2014-15 school year the finance committee recommended and the board adopted a budget based on an enrollment of 432 students. The actual September enrollment count was 410 students. The finance committee had to revise the annual budget.

- c) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

The board of directors' bylaws provide for four year staggered terms and term limits of up to 8 consecutive years to ensure continuity of planning. New members receive an orientation and mentorship from one of the existing members. The orientation includes a board member handbook that covers governance documents, mandates, annual reports and other relevant information. Beginning in 2013-14 the then board president, initiated an extensive campaign to identify new board membership and leadership within the board itself. In the spring of 2014, the entire board and administrative team attended an introduction to charter board governance (Foundation for Board Excellence) conducted by the Delaware Alliance for Nonprofit Advancement (DANA). Subsequent trainings involving DANA included Strategic Planning, and customized training for board members on board development. Board members and the Head of School also attended the annual DANA meeting which featured *Good to Great* author Jim Collins. The board and the school administration has adopted this *Good to Great* model for our strategic planning process.

- d) Describe the school's process for succession planning including identification, development and retention of school leaders.

In 2013-14 the Head of School was hired as a result of an internal Search Team process. As a result of previous leadership experiences encountered by the school, both board and staff were able to identify the type of leader and leadership skills necessary to move the school forward. Among the Head of School duties and responsibilities are mentoring of administrative team members and they in turn, mentor school staff to develop and advance school leadership. Because CCS is committed to a collaborative community of learning, teacher leadership is a fundamental component to our successful implementation of creating a learning environment and culture of excellence.

- e) As an Appendix XII, please provide the following document:
- Current Organizational Chart

### **3.6 Is the school complying with closure requirements?**

Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

*Current balance of the contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2015-2016 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.*

As of 6/30/15 Campus Community School's unrestricted surplus funds totaled \$ 697,386.



The current fiscal year 2016 budget reflects a total estimated surplus of \$ 754,245 by the end of fiscal year 2016. In addition, within the 2016 budget we do have an additional \$79,758 set aside in contingency funds. The budgeted accrued payroll related expenses (which includes OEC's and benefits through August 2016) totals \$396,900. In addition, the cost of our final audit would be \$19,400. With our current surplus we would still have funds available to pay utilities, closing staff and other expenses incurred during the closeout period.

*If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting the requirement.*

CCS does currently have the reserve funds to meet the closing requirements.

*Identification of the individuals responsible for handling the school's final closeout activates after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).*

If closure of the school is necessary, CCS would follow the DDOE Charter School Closure Protocol. The Board of Directors will remain in tack until the process is completed. The Head of School, the Business Manager and limited support staff will assume the responsibilities required to ensure the procedure is completed effectively and efficiently, while meeting all the protocol requirements.

#### **IV. Financial Framework**

The following narrative is based on financial data for the years 2010-11, 2011-12, 2012-13, and 2013-14. At the time this application was written and approved by the Board of Directors, the 2014-15 performance data was not available.

##### **4.1 Is the school financially viable?**

a) Discuss the results of your Financial Performance Reports over the current charter term. Discuss any trends and provide explanations for each individual measure for which you received a "Does Not Meet Standard" or "Falls Far Below Standard" rating, including your plans and strategies for improving the individual measures and, if applicable, overall rating.

Campus Community School has met the Financial Performance Standards for all 4 years during this charter renewal period (2010-2014). Throughout this period CCS has encountered many challenges that did have an effect on our financial position. We have restructured our debit, we consolidated our schools, from two schools into one, and we renovated the building with cash on hand and without incurring additional debit. Please refer to Appendix XIII which is a



letter sent to the Charter School office in October 2013, which explains in detail the effects of these transactions on the individual ratings for categories which did not meet the standard. In addition, for the 2013-2014 school year, we changed auditing firms and although our financial position did not change, the new auditing firm reclassified the cash (held in escrow by the bond holder) in a different manner. This change did affect the individual ratings as well. In the fall of 2014, our Board President, a Board member and our Business Manager met with the staff of the Charter School Office to ensure that Campus Community School was financially stable and review the methods that are used to calculate the ratings.

Campus Community School is currently in a stable financial position and is making strides towards increasing our surplus. For the 2014-2015 school year our change in net position was \$483,536.00, which validates we are on an upward trend financially. Our cash on hand has increased and we are confident that we will receive a “meets standards” rating for our 2014-2015 Financial Framework. Our enrollment is stable, major expenses have been tackled and we hope to be able to reorganize our debit in the future to add even greater strength to our financial picture. Financial stability is a top priority for us as a school. In addition, our current Board President is a CPA, with many years of experience and owns his own accounting firm.

b) Provide a summary of findings from the independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings. (If applicable, evidence may be attached as clearly labeled documents in the Appendix)

Campus Community School has been audited by 2 different firms during this charter renewal period. All of the audits have included a single audit and we have not had any findings during this renewal period.

c) *As appendices, please provide the following documents:*

Appendix XIV Final Fiscal Year 2015 Revenue & Expense Budget Report in prescribed DOE format

Appendix XV Approved preliminary Fiscal Year 2016 Budget in prescribed DOE format

Appendix XVI Fiscal Year 2015 Audited Financial

## **V. Five-Year Planning**

### **5.1 Projected Enrollment**

- a) Provide a five-year enrollment chart by grade level, in the prescribed format below.
- b) Ensure that the chart allows for the natural progression of students from year-to-year.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	40	40	40	40	40
Grade 1	40	40	40	40	40
Grade 2	42	42	42	42	42
Grade 3	44	44	44	44	44
Grade 4	46	46	46	46	46
Grade 5	50	50	50	50	50
Grade 6	50	50	50	50	50
Grade 7	50	50	50	50	50
Grade 8	50	50	50	50	50
Grade 9	0	0	0	0	0
Grade 10	0	0	0	0	0
Grade 11	0	0	0	0	0
Grade 12	0	0	0	0	0
<b>TOTAL*</b>	412	412	412	412	412

## 5.2 What are the school's plans for the next five years of the charter?

a) Describe what changes and improvements the school will undertake in the next five years in **all** core content areas based on the school's examination of student performance outcomes.

Our 5 year strategic plan is one of refinements more than large scale changes as we commit to helping our students become world class thinkers, problem-solvers and citizens who love learning and who are ready to face the challenges of the 21<sup>st</sup> century. We believe that the following components fit together to create a systematic and intentional approach in our pursuit of greatness.

For a detailed explanation of each component please see Appendix XVII



**Standards-Based Grading and Reporting** – We will move to a standards-based grading and reporting system for all content areas. This effort entails redesigning our report card, our scoring guides (Appendix XXI), and our assessments. As part of this focus, administrators and teachers will work collaboratively to investigate and apply best practices in using learning targets, formative/summative assessments, descriptive feedback, and data analysis with students. We will also re-examine and refine our current practices of student-led conferences, portfolios and celebrations of learning.

**Curricular Resources** – As we attempt to have better vertical and grade-level alignment, we continue to examine all of our curricular resources based on their alignment to the standards and their level of rigor. We have recently completed this work for K-2 ELA, 3-5 Writing, and K-5 Math. These grade levels will be adopting new curricular resources.

**Science** – Our next academic focus will be on Science and implementation of the Next-Generation Science Standards.

**Service Learning** – While our students are explicitly scored on their level of persistence, self-direction, and reflection, there are many other habits that we look to instill in our students.

**Responsive Classroom** – Based on our goal of developing the whole child, our dedication to building strong relationships with families and students, and a need to strengthen our school culture and climate we will be adopting the Responsive Classroom model. *Responsive Classroom* is a research-based approach to education that aims to improve not only academic growth but also social and emotional growth in students.

**Library** – We will continue to expand our library collections and activities to support learning.

**College and Career Ready** – Over the next five years we are committed to exploring ways to expose our students, especially at the middle school level, to a wide variety of career choices, beyond our current offerings.

**Cultural Competency and Awareness** – As our population continues to change, we look for ways to better address the needs of our students and ways to better educate our staff, students, family and community about one another. We commit to actively pursuing resources to enhance our knowledge and expand our capacity to embrace and support diversity in our school.

## **5.2 What are the school's plans for the next five years of the charter?**

- b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessments measures.

Goal #1: Be above State average for proficiency in ELA/Literacy, Math, Science and Social Studies.

- Primary assessment tool: Smarter Balanced/DCAS



- Rationale: According to the performance framework, we need to be at or above the State average for proficiency. Instead of being “good enough”, we want to be “better”; therefore, we would like to exceed this by simply being “above”.

Goal #2: Be above local average (Capital School District) in ELA/Literacy and Math.

- Primary assessment tool: Smarter Balanced/DCAS
- Rationale: According to the performance framework, we need to be at or above the State average for proficiency. Instead of being “good enough”, we want to be “better”; therefore, we would like to exceed this by simply being “above”.

Goal #3: Demonstrate growth from beginning of year to end of year in Reading and Math.

- Primary assessment tool: STAR Reading and Math
- Rationale: While it is important to show proficiency, we also want to look at each student individually and consider his or her expected and actual growth. Our students take STAR a minimum of 4 times a year. We use this tool as our universal screener and for progress monitoring. We believe this is a good tool for us to use to measure growth per child.

Goal #4: Increase the number of African American students and students with low-socio-economic status reaching proficiency in ELA/Literacy and Math.

- Primary assessment tools: Smarter Balanced; STAR Reading and Math
- Rationale: Our assessment data tells us that our African American students and students with low-socio-economic status do not score as high as other populations in our school. We want to reduce the achievement gap by helping these students reach a higher level of proficiency. For STAR, scoring at the 50<sup>th</sup> percentile or above is considered on grade-level (proficient).

- c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

CCS intends to remain at its current location at 350 Pear Street. It is committed to supporting this immediate community by providing an excellent educational program for children living in the immediate low income high needs community and the surrounding Kent County area. Our educational program will continue to serve students in grades k-8 and we are not presently asking for an expansion of any kind. That being said, our building renovations are now 15 years old. The board of directors has committed to engaging in a capital improvement plan to prepare CCS for any potential need of facility repair or replacement to basic infrastructure such as roofing, HVAC system, and upgrades to technology.