



CAMPUS COMMUNITY CHARTER SCHOOL

ANNUAL REPORT

Report Date: January 15, 2024

Delaware Department of Education

Charter School Office

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I. OVERVIEW

1.1 SCHOOL PROFILE

Campus Community School 350 Pear Street, Dover, DE 19904 https://www.campuscommunityschool.com/			
Year Opened	1998	District(s) of Residence	Capital School District
2022-23 Enrollment	412	Approved Enrollment	402
Current Grade Span	K-8	Approved Grade Span	K-8
School Leader	Heidi Greene	School Leader Phone & Email	(302) 736-0403 heidi.greene@ccs.k12.de.us
Board President	Laura Axtell	Board President Email	Laura.Axtell@ccs.k12.de.us
Mission Statement: 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.			

1.2 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2022-2023
Total Enrollment	402
Students on Waiting List	54
% Male	44.28%
% Female	55.72%
% African American	59.70%
% American Indian	0%
% Asian	2.24%
% Hispanic/Latino	6.72%
% White	22.89%
% Multiracial	8.46%
% Native Hawaiian or Other Pacific Islander	0%
% Special Education	12.44%
% English Language Learners	2.99%
% Low-Income	42.29%

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
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	Not applicable	
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1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
K		43	
1		44	
2		44	
3		44	
4		46	
5		50	
6		50	
7		44	
8		37	
Total	412	402	98%

1. Explain successes or challenges of implementing the school's recruitment plan.

School Comments:

Word of mouth is one of our best recruitment tools, so it is crucial that we have a good reputation in the community and get our name out there.

The size of the school and teacher to student ratio is appealing to a lot of families. Other selling points tend to be offering K-8 all in one building, student-led conferences, school uniforms, safety, our focus on the whole child, and class projects.

Parents with children in grades KN-4, if not already associated with Campus Community School, are usually happy with their home school district and don't want to move. On the flip side, many parents are looking for other middle school options, so we see a lot of applicants at 5th and 6th grade.

One challenge we face is being unable to guarantee acceptance of multi-grade siblings wanting to attend CCS. It can be very challenging due to the limited number of available spaces we have to offer. This can be a big deciding factor for parents not having all of their children in the same school, especially as our calendar does not always follow the other districts' calendars.

Another challenge is the need for students to enroll in their home district before they can enroll into CCS. The process is cumbersome and confusing for many parents.

Lastly, some parents have the misconception that we only take Spec Ed students or students with discipline issues that other schools have given up on. While this is not true, perhaps a lack of awareness of where we are, who we are and what we have to offer comes into play.

1.5 SCHOOL REENROLLMENT

Reenrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	2	
1	38	88.37%
2	38	86.36%
3	33	89.19%
4	39	92.86%
5	42	91.3%
6	40	85.11%
7	36	76.6%
8	32	78.05%
Total/Avg	300	86.46%

2. Explain successes or challenges of implementing the school's retention plan.

School Comments:

Our retention rate for 22-23 is very similar to the previous year.

Successes are the number of former students and families who come back to us years later wanting their children or family members to attend Campus, plus the number of large families enrolled in the school. Having parents who understand and support our philosophy and really want their students to succeed and not just "go to (any) school" is also a success.

Challenges are students who move out of the local area, and the growing competition at the middle school level. Since Covid, homeschooling has become a more popular option with all grades, usually for logistical reasons rather than academic.

II. ACADEMIC PERFORMANCE

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The [Delaware School Success Framework \(DSSF\)](#) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK

Indicators	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	30%		150	56 Well Below Expectations
Proficiency ELA (grades 3-8)	15%	52.07%	75	39
Proficiency Math (grades 3-8)	15%	22.84%	75	17
Academic Progress	40%		200	120 Approaching Expectations
Growth in ELA (grades 4-8)	15%	62.68%	75	47
Growth in Math (grades 4-8)	15%	55.96%	75	42
Growth of lowest quartile ELA (grades 4-8)	2.50%	78.84%	12.5	10
Growth of highest quartile ELA (grades 4-8)	2.50%	46.45%	12.5	6
Growth of lowest quartile Math (grades 4-8)	2.50%	71.32%	12.5	9
Growth of highest quartile Math (grades 4-8)	2.50%	50.00%	12.5	6
School Quality/Student Success	20%		75	47 Well Below Expectations
On Track Attendance (grade K-12)	10%	87.53%	50	44
Proficiency Science (Grades 5 and 8)	5%	12.37%	25	3
Proficiency Social Studies (Grades 4 and 7)	5%	N/A	N/A	N/A
Progress toward English Language Proficiency	10%	N/A	N/A	N/A
Total	100%		425	223
Overall Percentage / Rating				52.47% Well Below Expectations

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2024, our expectation is to achieve an overall rating of "Meets" or "Exceeds on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

3. Reflect on your school's academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
 - a. Academic Achievement
 - b. Academic Progress
 - c. School Quality/Student Success
 - d. Graduation Rate (if applicable)
 - e. Progress toward English Language Proficiency

School Comments:

ELA scores have always been our highest area. We had good growth in our lowest quartile for ELA. We believe this is due to our use of a reader's/writer's workshop model, as well as a rigorous middle school ELA program. Consistent teachers who know the curriculum and the grade level have helped achieve higher ELA scores.

Math has been a weakness for us in the past, especially in grades 4, 5, and 6. Our 3rd and 8th grade tends to score better than the other grade levels. We schedule our newer math teachers to experience math in the 3rd and 8th grade classrooms to see what these teachers are doing to help students be successful. Over the summer we met with teachers to discuss best practices and math needs for the upcoming school year. One of the challenges we have had over the past few years is teacher retention in the 5th and 6th grades for math; this has affected the consistency in the classroom and overall student achievement. We will spend more time with these grade levels, analyzing assessment data and providing coaching as needed.

While our overall rating for 22-23 was “Well Below Expectations”, which is highly disappointing, it is important to note the following comparison data. For 22-23, 52% of Campus Community School students were proficient in ELA, compared to the State average of 41%, and Capital (our closest traditional district with similar demographics) at 29% proficient. 24% of Campus Community School students were proficient in Math, compared to the State average of 31%, and Capital at 11% proficient.

Our numbers reinforce that students are showing growth, yet there are still deficits from loss of instruction during Covid, which impacts overall proficiency. Daily enrichment time, summer school, and after-school tutoring have been offered as ways to help students fill gaps, while still focusing on their grade-level standards during class time.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:

See Appendix I for Math and Reading STAR data from 22-23, and SBAC Comparison Data.

22-23 Math - Supplemental End of Year Data

Grade Level	DOE Math Average Score	CCS Math Fluency Average Score	STAR Math Average Percentile Rank	SBAC Math Percent Proficient
Third Grade	79%	89%	53	48%
Fourth Grade	37%	66%	40	13%
Fifth Grade	30%	11%	38	6%
Sixth Grade	38%	34%	32	17%
Seventh Grade	34%	N/A	38	30%
Eighth Grade	N/A	N/A	43	38%

DOE State Math Assessment – The scores in the chart above reflect the average percentage score for the grade level. When looking at third grade, the average score on the assessment was 79%. This is significantly higher than all other grade levels. This is the same results we are seeing on the Smarter Balanced Assessment. Students scored better on average on the DOE test than Smarter Balanced. Some reasons could be that the DOE assessment is paper/pencil and also that they must show their work, which is then reflected in their score.

CCS Math Fluency – Students are assessed on their grade level fluency standards throughout the year. The above scores are the average score on those fluency tests. Third and fourth grade scored well on these assessments. Third grade focuses on multiplication and division facts, and fourth grade focuses on multi-digit addition and subtraction. Fifth and sixth grade scored lower, with their fluencies being multi-digit whole number and decimal multiplication and division. This goes back to the retention of basic math facts and being able to apply those to larger number operations.

STAR Math – In the year 22-23 we used STAR as our diagnostic and benchmark screener. Students took STAR a minimum of 3 times. When looking at students' average percentile rank we see the same trends as with all other assessment types. STAR is a computer-based adaptive assessment. We can see that third grade again out-performed all other grade levels.

Next Steps - Moving forward, we would like to:

- Look more in depth at having grades 4-6 do the IAB testing to have more opportunities to practice Smarter Balanced type items and to have more data on grade level/domain specific topics.
 - Change our diagnostic/benchmark assessments to I-Ready which mirrors Smarter Balanced and gives us more standards-based data.
 - Incorporate more data-centered PLC's where we are looking at formative and summative assessment data and talking about next steps to inform instruction.
 - Provide more focused support to students and teachers in grades 4, 5, and 6.
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5. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

Compared to the 21-22 school year, we saw an increase in ELA proficiency from 46% to 52% in 22-23. We saw an increase in Math proficiency from 20% in 21-22 to 24% in 22-23. We are headed in the right direction and work to challenge and support students at all levels. Our master schedule was altered since Covid and we plan on moving back to our original pre-Covid schedule to allow more time for 4th-8th grade Enrichment and intervention time.

One of our biggest challenges during 22-23 was mid-year teacher changes in the 5th grade and 6th grade Math. We also started the year with a 4th grade maternity sub for math. Without a strong teacher's consistency, the students begin to struggle behaviorally and academically. Another challenge is the transition between third and fourth grade; there is something that happens with our students from third to fourth that seems to cause a regression in basic math facts that are needed to be successful in higher-level thinking math. We want to analyze this further.

We have a group of teachers who are attending the EZE math group led by School Kit and Renee Parsley. This group has been working on providing Math PD, with the Director of Curriculum, to the math teachers of the school. This PD has helped the teachers think differently about math tasks, mathematical discourse, and equity. This group also attended the NCTM conference in Baltimore and brought back ideas for math teachers to try in their classrooms.

6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

During Covid we saw an increase in chronic absenteeism. In 2019 our chronic absenteeism rate was 6%. In 2021 it was 22%. It is steadily decreasing. In 2023 it was 11% We know that being in school is critical to maximizing learning.

As a school we are committed to being proactive about our culture, climate, and overall environment. We look for ways to prevent problems and teach students ways to be good citizens and make responsible choices. When there are issues, we do a lot of problem-

solving and talking through our issues so they do not become persistent problems. Restorative practices are common in our school. Similar to attendance, students need to be in school and in class in order to receive a high quality education. Since 2019, our out-of-school suspension rate has been steadily decreasing.

Student-led conferences are an important part of our program. In 22-23, one family did not fulfill their obligation to attend conferences.

In 22-23, 46% of students made honor roll. Students in grades K-8 can make Habits of Mind Honor Roll for earning all 3s and 4s in Persistence, Reflection, Self-Direction, and Citizenship. Students in grades 3-8 can also make Academic Honor Roll for earning all 3s and 4s in all core class and related arts classes.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

YEAR	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health, & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English Learners	Governance & Public Stewardship	Oversight & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring Requirements		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2022-23	M	M	AS	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
 AS: Approaching Standard
 F: Far Below Standard

3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2024, our expectation is to achieve an overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

7. Describe the school's organizational performance during school year 2022-23. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: We achieved an overall rating of Meets Standard.

8. Discuss management and operations successes and challenges during the 2022-23 school year. Areas you may want to consider as appropriate:
- School leadership
 - Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

Our two main operational challenges during the 22-23 school year were transportation and staffing.

Transportation has become increasingly challenging with shortages of drivers and bus companies. We had enough students to justify 5 routes, but only enough drivers to operate 3 busses. This meant 2 busses had to run double routes, which resulted in students getting to school extra early and having to stay late.

Staffing challenges in 22-23 included 2 teachers and our Spec Ed coordinator leaving mid-year, plus day to day class coverage needs due to illnesses and family-related issues. One

position we ended up adding to help with daily needs was a floating sub who would report daily and go wherever there was a need.

9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments:

In May 2023, our annual determination letter showed a rating of “Meets Requirements”; however, in February 2023 we had to submit a corrective action plan for “Transition Planning”. While we do not like being marked down in any area, we believe this was a miscommunication between our previous Spec Ed Coordinator and DOE. She submitted all documents through email rather than using the link provided, which made us “non-compliant”. During our 21-22 audit, we were fully compliant. As shown on the Corrective Action Plan, our only action is to use the link moving forward.

3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

School Comments:

Training has been provided to classroom paras for ways to assist in classrooms with students with special needs and at-risk students. Paras are included in as many of our in-service trainings as possible.

The Reach curriculum is used to help support MLL students outside of the classroom, when necessary. Special Education teachers use the Spire curriculum to help close phonological awareness gaps with students. The special education department also attended a training for Spire during the 22-23 school year.

11. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

For the 22-23 school year we started using Branching Minds as a platform to record interventions and progress monitoring for at-risk students. This data is used during our referral process for evaluating students for potential special education services. We also take into consideration the effects of COVID and the academic gaps that were created from it.

12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

The Reach curriculum was provided to MLL students, and more intentional vocabulary was shared with students. Also, before the ACCESS test, students practiced the different sections, which resulted in improved ACCESS test scores.

3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

The Board reviews academic, behavioral, attendance, and compliance data on a quarterly basis.

The Citizens Budget Oversight Committee meets monthly prior to each board meeting and the board reviews the financials at each board meeting. The annual audit is also reviewed and approved.

Operations of the school are reviewed each month at the board meeting with any confidential personnel or student issues discussed in Executive Session. If more urgent issues arise between meetings, the Head of School and Board President discuss the best course of action and whether a special session of the Board is warranted.

Out of these reviews, questions and suggestions are provided by the Board as needed.

14. Discuss board-related success and challenges during school year 2022-23. Areas you may want to consider as appropriate include:

- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

School Comments:

- Membership and recruitment

The board has been fortunate with recruitment and retainment of members. We prioritized having a diverse board with a focus on specific knowledge and skills. In 22-23 we added members with financial expertise, higher ed experience, and strong ties to the community. When a term expires or someone leaves the board due to personal commitments, there is a process for recruiting and replacing these members.

- New member induction and ongoing governance training

A process for inducting new board members was established to include preliminary tasks prior to election including a tour of the school and orientation, invitation to a board meeting as a guest, letter of interest, etc. Once board members are elected, they are required to complete required charter school training and meet compliance items.

- Meeting attendance

Board attendance has been excellent and a quorum has been established for every board meeting. For annual meetings, attendance has generally been 100%.

- Board self-evaluation

A board self-evaluation occurs annually as part of an annual meeting with the Board Development Committee reviewing the feedback and meeting to plan for the upcoming year and long-term goals.

- Progress on particular board-level projects

The board's projects are aligned to school needs and board self-evaluation feedback. Specific projects in 22-23 included:

- strategies for retaining staff - including the adoption of a longevity stipend
- reviewing and strengthening marketing efforts

15. Describe the process used by the board to evaluate school leadership.

School Comments:

In the Spring of each year, all full-time and part-time employees are given a survey to share feedback about the Head of School and CFO. Some questions will remain constant from year to year, while others may change based on priorities for the current and upcoming school years. In addition, questions will reflect the categories found in the Professional Standards for Educational Leaders.

The Head of School and CFO develop goals for the upcoming school year, keeping in mind feedback from staff and the CCS Board. The goals should take into account areas for personal growth as a school leader, as well as areas of enhancement and improvement for the school. These goals are shared with the Campus Community School Board (at the August meeting) and are reported on (with data and evidence) multiple times throughout the school year.

Based on the data, staff feedback, and their own observations, the Board will provide a rating of Highly Effective, Effective, Needs Improvement, or Ineffective to the HOS and CFO by July. If any issues arise before this date, the Board will discuss it with the employee and look for immediate steps towards improvement.

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

School Comments:

Head of School and CFO

PRIOR to a VACANCY:

- Identify leadership development opportunities for all staff so that people grow into natural leaders.
 - Cross-train leadership and other team members in as many duties as possible.
 - Document as many policies, procedures and tasks as possible.
-

WHEN SOMEONE GIVES THEIR NOTICE:

- Post the position internally. The Board and administration will decide if the position needs to be posted externally, as well. If there is not a viable internal candidate, a current staff member may need to fulfill the role on an interim basis.
- If the vacancy is planned and there is time allotted for a transition, draft a timeline and set of transition tasks.

Head of School Preferred Timeline

- Provide notice at least 9-12 months in advance, ideally sooner.
- Train over a 3-6 month period depending on person and experience
- Post position 3-6 months prior to training period

CFO Preferred Timeline

- Provide notice 15-18 months in advance, ideally sooner
 - Train over a 12 month period depending on person and experience
 - Post position 3-6 months prior to training period
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17. Share how the board supports the school. Speak to the board's involvement in events, operations, and fundraising activities.

School Comments:

The board supports the school most consistently by participating on board committees and attending board meetings where discussion and decisions take place. Board members are invited and often attend school events. One example is that all CCS Board members attended the 8th grade graduation last spring. Board members are encouraged to attend multiple events each year.

Board members are informed about and involved in operations to the extent that is appropriate for governance. While board members are not involved in fundraising through a committee, there is a high priority on effective budgeting and oversight of finances to ensure that the school is financially stable and able to meet or exceed short and long-term goals.

3.5 STUDENTS AND SCHOOL ENVIRONMENT

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

One way feedback is collected is through reflections and conversations at student-led conferences. Teachers ask students and parents for input about their classrooms and the school as a whole.

In addition, every Spring we ask parents to complete a feedback survey. The survey includes a mixture of ratings and open-ended questions. The data is shared with the entire school staff and the CCS Board. We explicitly discuss it and use it as a planning tool at our School Success Meetings over the summer. We look for trends in comments and discuss potential root causes for ratings with less than 80% satisfaction. When a parent offers a suggestion, we try to incorporate it if it's valuable, reasonable, and manageable.

On the 22-23 survey:

88% of families who completed the survey said that they were satisfied with their child's overall experience at CCS.

The top reason for enrolling their child was the small teacher to student ratio and extra supports available to students.

Below is a sampling of what parents said when asked what they value most about CCS...

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- *The staff knows my child's name. My student feels welcomed into the community. Small class size.*
 - *Honestly I couldn't ask for anything more, the communication, attentiveness, thoughtfulness and commitment that the entire staff has for not only my child but for me as well has made the experience of my son starting school easy for both him and myself. I feel great sending him to a school that genuinely has my child's best interest at heart. It is more than I could ever ask for!*
 - *Communication, safety and amazing teachers who take time with students to teach them, and the school is very family oriented*
 - *The small class size and amazing responsive communication from the staff.*
 - *I love Campus and I refer anyone I can with grade school children. I love the atmosphere and the staff!*
 - *I love that we as parents are involved in the process; there are no surprises.*
 - *That all of my child's needs are met on a daily basis. She gets one on one help when needed as well. And we truly love all of the staff.*
 - *The school has very strong communication skills, is very organized, I love the CCS community.*

Below is a sampling of what parents said when asked what they'd like to improve or change about CCS...

- *Add an after-school program.*
 - *Playground should be better landscaped.*
 - *Sports/extracurriculars for younger grades.*
 - *More safety at drop-off and pick-up.*
 - *I don't like that homework is an expectation but it's not included in a student's grade.*
 - *More vegetarian options.*
 - *It would be nice to see grades 24/7. Many schools use home access.*
 - *More consequences for behaviors.*
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3.6 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

SCHOOL YEAR	PERCENT OF TEACHERS RETAINED	NUMBER OF TEACHERS RETAINED	NUMBER OF TEACHERS ELIGIBLE
2022-23	89%	24	27

19. Explain successes or challenges of implementing the school's teacher retention plan.

School Comments:

At the start of the 22-23 school year, 3 teachers did not return from the 21-22 school year. 1 teacher left because she moved out of state; 1 teacher left to return to teaching high school; 1 teacher left due to personal reasons. Unfortunately during the 22-23 school year, an additional 3 teachers left mid-year for various personal reasons. Two of these people pursued other career interests. Teachers leaving mid-year is a major concern to us, and something we do not want to happen. We realize that teacher shortages are a common problem in many school right now.

Having dedicated quality teachers and staff is very important to us! We would love to have a 100% retention rate for all staff, but we also understand that preferences and life circumstances do cause people to leave. We provide our teachers with formal and informal opportunities to provide input into all different aspects of the school, and to give feedback each year regarding school improvements, school strengths, and levels of satisfaction. Our teachers have a lot of flexibility and ownership of curriculum. They appreciate the welcoming and supportive environment.

20. Describe how the school's professional development plans have evolved to support teachers and leadership.

School Comments:

During the 22-23 school year our PD focus was on Math and Staff Culture/Climate. These 2 areas were identified as needs based on the previous year's data and feedback.

Math - Once a month after school, the entire school came together for a Math PLC. Topics were then followed-up more individually in grade-level PLCs. Topics of study and discussion included things like Building Confidence; Encouraging Student Discourse; and High Ceiling/Low Floor Tasks. Multiple teachers and the Director of Curriculum & Instruction attended the NCTM conference.

Staff Culture/Climate - Throughout the year, during staff meetings and in-service time, we analyzed different scenarios (based on real experiences at CCS) and discussed the "best" ways to handle them. We also worked on coming together as a staff for more bonding events. During mid-year and end-of-year meetings, staff were asked directly about the climate and culture of the school.

Responsive Classroom continues to be a PD priority for us. All new teachers are exposed to Responsive Classroom during New Teacher Orientation. During the summer, after their first year at CCS, teachers participate in the 4-day core training offered by Responsive Classroom. All teachers are encouraged, but not required, to participate in the advanced training, as well. During the 22-23 school year, we offered the summer core training to paras, as well.

We have also created and revised a teacher development plan for various levels of experience working at Campus, regardless of how many years you've been teaching. We realize that we have several unique practices, and it takes time and coaching to fully onboard people. This is looked at yearly and revised as necessary.

In addition, coming into the 22-23 school year, we developed a guide for teachers called "The Campus Way Handbook" with descriptions and examples of various expectations and practices that exist in our school.

21. Describe how the school's completion of educator evaluations has evolved.

School Comments:

During the 22-23 school year, educator evaluations through DPAS were split between the Principal and Director of Curriculum & Instruction. The Principal conducted one observation for all teachers. The Director of Curriculum & Instruction conducted one observation for all teachers on an initial license. Component V and Summatives were split evenly. We meet often to discuss what we are seeing in classrooms, and how we can use this data in coaching sessions and PD.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2022-23	M	M	M	M	F	M	F	M	Not Rated	M	Meets Standard

M: Meets Standard

AS: Approaching Standard

F: Far Below Standard

4.2 FINANCIAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By *September 2024*, our expectation is to achieve an overall rating of “Meets,” as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate performance aligned with those financial performance expectations. This progress will be monitored through our annual performance review.

22. Using the results contained in the Financial Performance Framework, describe the school’s financial performance during school year 2022-23. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments: We have achieved an overall rating of Meets Standard.

23. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

As in previous years, Campus Community School continues to meet all of the financial standards. In addition, we continue to grow our cash surplus fund without sacrificing the needs of our students or staff. As always, we are continuing to review all of our processes and procedures to ensure we continue to remain financially stable and in compliance of all rules and regulations. We also added another part time employee to the business department staff to ensure further segregation of duties.

24. Address any measure(s) where the school did not meet the standard (if applicable).

School Comments: We have achieved a rating of Meets Standard for all measures.

25. Describe how the schools developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments: No findings were present in our audit.

V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

School Comments:

*Creating a culture of learning within the CCS school community naturally lends itself to **innovation and unique features**. Foremost, there is an overall expectation that everyone and everything is constantly evolving, growing with infinite capacity, where all students can be successful. Second, relationship building between and among teachers, students, families, and the larger community is essential to understanding the interconnectivity and interdependence of all learning. Finally, we believe in developing in students the capacity to nurture passion, creativity and intrinsic motivation to learn.*

***Responsive Classroom** - Campus Community has adopted the Responsive Classroom approach to teaching and learning. Responsive Classroom is a researched based approach that focuses on the strong link between academic success and social/emotional learning. Responsive Classroom is structured around 4 domains: Engaging Academics, Positive Community, Effective Management, and Organizational Awareness. The program has a set of six guiding principles that Campus Community has adopted as school-wide guiding principles. These are:

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- What we know and believe about our students—individually, culturally, and developmentally—informs our expectations, reactions, and attitudes about those students.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- Partnering with families – knowing them and valuing their contributions – is as important as knowing the children we teach.

***Professional Learning Communities** - The school environment is learner-centered for both children and adults. Staff are organized into professional learning communities that meet weekly to reflect and improve upon the results of data analysis and classroom practice, with the goal of continuous improvement. The whole staff also meets one or more times per month to discuss and study an academic area of focus. The focus area for 2022-23 was best practices in Math.

***Standards-Based Grading/Reporting** – We have completely transformed our report card to show more than just a grade for each class/subject. Our report card also shows

how students are progressing in their mastery of academic standards at each grade level. This end product is preceded by assessments that are intentionally designed to align to the standards. Teachers keep a standards-based gradebook, as well.

***Student-led Conferences** - Another innovative practice at CCS is our student-led conferences. A student-led conference is a meeting with the student, his or her family, and the teacher to discuss school progress. The student has the leadership role in informing parents of his/her progress by sharing evidence of their learning in meeting state standards and habits of mind. Students use this time to discuss school expectations as well as personal growth goals. Student-led conferences help students develop ownership and accountability for their learning. These conferences are required and take place twice per year.

***Habits of Mind** - Habits of mind are an essential part of the environment at Campus Community School. Each trimester, students are graded in the areas of Citizenship, Reflection, Self-Direction, and Persistence. Campus Community emphasizes these traits throughout the school, and teaches them to students along with the academic curriculum.

***Monthly School-wide Themes** - 2 years ago we started incorporating monthly school-wide themes to promote various social/emotional skills, academic habits, and character building qualities. During the 22-23 school year we formalized this process more. All teachers are expected to teach a minimum of one lesson per week about the theme. Many teachers do this during Morning Meeting, and then extend it to their academic time. During the 22-23 school year, our themes were Anti-Bullying; Reflection; Spread Joy and Cheer; Believe in Yourself; Striving for Excellence; Curiosity; Healthier Me; and Motivation & Stamina.

***School Success Committee** - 2 years ago we formed a School Success Committee which met monthly to develop a school-success plan, monitor it, and discuss other concerns/ideas regarding the overall success of the school. During the 22-23 school year we started inviting all school staff to these meetings. Agendas are posted ahead of time. The committee members are expected to be there, and the rest of the staff is welcome to attend. Most meetings we have at least 3 extra people. Sometimes, based on the topics, we have 10 extra people.

VI. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Campus Community School
Location:	Dover, DE

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

Laura Axtell
1/16/2024
DocuSign Envelope ID: 32F88975A2FC45C
Signature: Chairperson of Board of Directors (or designated signatory authority)
Date

Print/Type Name:	Laura Axtell
Title (if designated):	
Date of approval by board of directors:	1-16-24

APPENDIX

Campus Community School

2022-23 Summary STAR Data

- Campus Community School will use STAR as a Universal Screener. Students will take STAR at least 3 times a year. Individual teachers can choose to give the STAR tests more often to some or all students.
- Students scoring below the 25th percentile should be flagged for possible MTSS intervention. These students require more data collection to determine whether intervention is necessary.
- From one test period to the next, we want to see less kids in the 0-24th percentile and more kids in the 50th or above.
- Ultimate School-wide Goals
 - Move every student to the 50th percentile or above by the end of the year.
 - Every student will meet or exceed his/her own growth goal.

Number of students in each percentile band by grade and subject:

MATH												
Grade	Urgent Intervention Below 9 th percentile			Intervention 9 th – 24 th percentile			On Watch 25 th – 49 th percentile			At/Above Benchmark 50 th percentile and above		
	Sept	Nov	Feb	Sept	Nov	Feb	Sept	Nov	Feb	Sept	Nov	Feb
1 st	0%	0%	0%	12%	10%	9%	40%	29%	31%	49%	61%	60%
2 nd	7%	2%	2%	23%	9%	8%	27%	25%	25%	43%	64%	65%
3 rd	14%	11%	11%	19%	7%	10%	28%	20%	20%	40%	61%	53%
4 th	21%	18%	14%	33%	27%	37%	14%	16%	14%	31%	40%	40%
5 th	23%	16%	21%	29%	26%	34%	27%	36%	25%	21%	22%	38%
6 th	13%	21%	15%	36%	29%	26%	20%	27%	27%	31%	23%	32%
7 th	19%	13%	10%	26%	26%	20%	36%	33%	40%	19%	28%	38%
8 th	14%	15%	11%	25%	18%	19%	33%	32%	31%	28%	35%	43%

Reading												
Grade	Urgent Intervention Below 9 th percentile			Intervention 9 th – 24 th percentile			On Watch 25 th – 49 th percentile			At/Above Benchmark 50 th percentile and above		
	Sept	Nov	Feb	Sept	Nov	Feb	Sept	Nov	Feb	Sept	Nov	Feb
K (Early Lit)	N/A	5%	5%	N/A	24%	18%	N/A	13%	15%	N/A	58%	62%
1 st	34%	32%	22%	7%	15%	23%	32%	29%	20%	27%	24%	35%
2 nd	18%	18%	15%	23%	9%	7%	30%	25%	28%	30%	48%	50%
3 rd	14%	25%	18%	26%	14%	7%	21%	14%	20%	38%	48%	55%
4 th	28%	16%	15%	11%	18%	21%	26%	32%	29%	35%	34%	35%
5 th	31%	20%	28%	12%	34%	30%	39%	20%	17%	18%	26%	25%
6 th	32%	31%	28%	18%	15%	13%	34%	29%	22%	16%	25%	37%
7 th	16%	14%	14%	23%	19%	12%	19%	31%	26%	42%	36%	48%
8 th	11%	11%	9%	16%	17%	10%	49%	43%	26%	24%	29%	45%

Smarter Balanced Comparison Data

Campus Community School / Capital School District / State of Delaware

Smarter Balanced – Percent Proficient (according to data from the DeSSA CRS and the DE Report Card)

*Note: 2020 – No data due to Covid; 2021 was a hybrid year and not all students took the assessment

GRADE	ELA SPRING 2019			ELA SPRING 2022			ELA SPRING 2023		
	CCS	Capital	STATE	CCS	Capital	STATE	CCS	Capital	STATE
Overall	65%	43%	53%	46%	30%	42%	53%	29%	41%
3	65%		50%	53%		40%	57%	34%	38%
4	59%		53%	37%		41%	40%	26%	40%
5	65%		57%	49%		45%	42%	28%	44%
6	56%		53%	33%		38%	39%	22%	35%
7	69%		55%	58%		44%	67%	34%	43%
8	76%		52%	47%		41%	65%	30%	41%

GRADE	Math SPRING 2019			Math SPRING 2022			Math SPRING 2023		
	CCS	Capital	STATE	CCS	Capital	STATE	CCS	Capital	STATE
Overall	44%	32%	42%	25%	11%	30%	25%	11%	31%
3	55%		53%	43%		41%	47%	28%	43%
4	24%		51%	14%		35%	14%	23%	39%
5	32%		44%	12%		29%	6%	12%	32%
6	35%		37%	37%		25%	17%	9%	26%
7	46%		41%	27%		27%	31%	17%	29%
8	69%		38%	41%		23%	38%	11%	24%

