

## Appendix II. Mission Accomplishment

As previously mentioned in section 2.1, during this charter term, remarkable demographic changes were occurring within the student population. Increasing numbers of racial and ethnic minority students and low income students were now attending CCS. This shift, no doubt, coincides with the demographic changes occurring within Dover and its surrounding communities. In 2011, 41% of the student enrollment was minority populations and 40% reported to come from low income families compared to 72% minority population and 63% low income (as measured by qualification for free and reduced lunch) in 2015-16. By providing our students with a rigorous academic program and creating a collaborative and supportive learning community we have witnessed that all student can learn at high levels of performance. Described below are the strategies we have employed within the last two years to support student learning at higher levels of performance.

Our professional learning communities meet regularly to reflect and improve upon the results of data analysis, unit development and lesson study, with the goal of continuous improvement. Staff also meet in regular work groups to discuss the academic program, assessment initiatives and climate and culture issues that impact the whole school. Daily academic expectations include collaborative team planning, use of differentiated instruction and moving students to become independent learners. Administrators and teachers leverage tools such as routine, supportive and consistent messaging and modeling to maintain a positive culture for critique and continuous improvement among peers and their students. All of these actions are measured by administrative team observation. The team meets weekly to review their findings and strategies are developed to address concerns.

An informal curriculum audit and gap analysis was conducted by the new head of school to ensure coherence in the use of aligned performance assessments, standards-based Common Core curricula and instructional strategies based in research and/or evidence-based best practice. Curricula were also reviewed to make judgments about the level of academic rigor and the inclusion of "thinking skills" enabling students to apply knowledge to different situations or learn on their own. Lesson plans were reviewed for evidence of use of questioning, inclusion of critical thinking and problem solving, decision-making, creativity, innovation, communication and collaboration, reflection and self-evaluation. The CCS report card includes a rubric for work habit concepts and skills that include persistence, reflection, and self-direction. Practices such as student-led report card conferences and mandatory service learning continue to support the development of individual and social responsibility. Steps were also taken to improve upon teacher skill development by eliminating ineffective approaches and selectively adopting more rigorous products and/or strategies.

Classroom reviews are on-going, checking for fidelity of implementation of the curriculum, instruction and assessment practices CCS has adopted. Findings from these observations have been shared at PLC meetings, staff meetings and summary progress reports are provided to the board of directors. When needed, the board has adopted changes to CCS policy e.g. changes to promotion and retention policy, statement on testing.