

School Name: Chesnut Charter Principal: Veronica Z. Williams Plan Year: 2012 -2013

DeKalb County School District

Consolidated School Improvement Plan 2012-2013



Division of School Leadership and Operational Support
Kendra March, Deputy Superintendent

Statement of Quality Assurance

To ensure that school and district stakeholders have a common understanding regarding the development and implementation of the Consolidated School Improvement Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety. By his or her signature on this page, each party attests to the fact that he or she approves of the plan.

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal: Veronica Z. Williams	Date: 9/14/12
Regional Superintendent:	Date:

The Consolidated School Improvement Plan (CSIP) contains and/or is aligned with the following guidelines and mandates:

AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan	Georgia DOE mandate
DeKalb County School System Departmental Action Plans ___ Professional Learning ___ Library-Media ___ School Climate ___ Teacher Retention ___ Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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Integration of AdvancED (SACS CASI) and Georgia DOE School Keys

The following standards are incorporated and adhered to in this CSIP document:

AdvancED (SACS CASI) Accreditation Standards
Standard 1: Purpose and Direction The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness.
Standard 3: Teaching and Assessing for Learning The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.
Standard 4: Resources and Support Systems The school has resources and provides services that support its purpose and direction to ensure success for all students.
Standard 5: Using Results for Continuous Improvement The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Georgia School Key Strands
Curriculum - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
Assessment - The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
Instruction - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).
Planning and organization – The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.
Student, family, and community involvement and support - The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.
Professional learning - Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students
Leadership - The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.
School culture - The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

The principal , Veronica Z. Williams appointed a CSIP Facilitator, Ms. Marie E. Gagliardi, .and ensures that the Steering Committee (SC) is representative of all stakeholders. This includes school administrators, teachers, classified staff members, parents, and community members. **High schools must have at least one student representative.** The CSIP Facilitator is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the principal for approval. The SC is comprised of the CSIP Facilitator and the chairpersons of all subcommittees. The SC and subcommittees are responsible for the development, on-going monitoring, and implementation of the CSIP. The SC will make necessary revisions to the Plan, collect evidence files for Quality Assurance and perform the End-of-Year Review of the school’s success in implementing the Consolidated School Improvement Plan.

School Council Approval Form

Purpose of Meeting: According the 2009 Georgia School Code, all school improvement plans (CSIP) must be submitted to the local School Council for "review, comments, recommendations, and approval".

The signatures below indicate that the Consolidated School Improvement Plan for the school above has been reviewed and approved by the school's local School Council.

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Veronica Z. Williams, Principal		
2.	Melissa Marion-Landais, Chair/Parent		
3.	Lori Hummel, Deputy Chair/Parent		
4.	Rich Breilkopf, Recording Secretary/Parent		
5.	Michelle Quintans, Financial Liason/Parent		
6.	Shannon Mothershed, PTA Co-President/Parent		
7.	Patty Cottle, Parent		
8.	Marie E. Gagliardi, Teacher		
9.	Kristy Smith, Teacher		
10.	Terry Huitt, Teacher		
11.	Beth Onorato, Teacher		
12.	Laura Merritt, Teacher		
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Veronica Z. Williams		
CSIP Facilitator	Marie E. Gagliardi		
Parent Representative (can not be a school employee)	Melissa Marion-Landis Chesnut Charter Council Chair		
Community Representative (can not be a school employee)	Ann Laffoon PTA President		
School Counselor	Mrs. Betty Sule		
Special Education Representative	Mrs. Kim Bedard		
Reading/ELA Chair	Kaffey Radford		
Math Chair	Tiffany Denson		
Science Chair	Stacia Brown		
Social Studies Chair	Carlynn Radden		
Professional Learning Liaison	Mrs. Julie Borenstein		
Other (specify)			
Other (specify)			

Executive Summary of Consolidated School Improvement Plan (CSIP)

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 2012-2013. This includes the Needs Assessment, pertinent supporting data, and a plan of action for the new school year.

The following programs, initiatives, and/or interventions were successful for 2011-2012:

Chesnut values our instructional time. We believe in using a whole child approach to collaboration, coordination, and integration to ensure long-term success. Policies and practices, from professional development (example: learning communities) to the school master schedule to our community partnerships (PTA and Charter Council) reflects how successful we have been with our instructional programs.

Our administrators built a master schedule that was successful for developing instructional time. The teaching staff is departmentalized; those teachers that are strong in math teach math: those strong in reading/language arts teach reading/language arts. The students have teachers that are flexible and teach from their own strengths. Our school counselor and special education department work diligently with our “RTI” process and instruction of our students with disabilities. We have a strong PTA and Charter Council that collaborate and are extremely involved in supporting our administration and staff with our instructional needs(i.e.: purchase of Promethean boards for classrooms, financial grants to all classroom teachers for purchase of instructional materials, and incentives to teachers enrolled in the gifted endorsement certification classes). Our after school program staff are dedicated; they are able to work in small groups for intense instruction with students that are identified as level 1 or 2. Our gifted program has been able to develop and maintain a rigor of instruction that pushes our “advanced/exceeds” CRCT levels over the top! Ours school counselor and registrar have worked endlessly to improve our attendance rate.

The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012:

Our tutorial staff worked diligently to help all students; in Math those that passed the CRCT on “meets” levels were helped so that they would move up to the “exceeds” levels; and for those students that failed scored below “800” on the CRCT as well as those that scored between 800 to 815 were tutored in order to push them further and to succeed! Yet our Mathematics Annual Measurable Objective (AMO’s) was still not reached as high as we would have liked but there was substantial growth.

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The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:

The discontinuation of the CRCT for first and second grade was not replaced system wide with another valid instrument to assess strength and weakness of students. This made it difficult to find valid instruments to help identify and place students in programs such as early intervention and indicators for the gifted program (The new SLO – student learning objectives preK-3) will be instituted in 2012 for assessment of non-testing grades). In addition, finding and hiring additional certified staff to participate is an issue for tutorial. We still are inundated with paperwork for identifying students who need to have progress monitoring in order to complete referral to the Student Support Team; we were very successful in placing many students this year that qualified for special education; but, there is a long waiting list. We need more support in this endeavor.

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2012-2013:

Chesnut believes in supporting meaningful student learning by balancing with greater attention to and support of core academic subjects, the Common Core Georgia Performance Standards for Reading/Language Arts and Mathematics. We will promote a level of preparedness responsive to the mission and vision for our school. Our instructional staff will develop and deliver effective, engaging instruction reflective of individual student needs and strengths. All these factors contribute and are related to learning – health, safety, community connectedness, family engagement and contribute to success long-term success of our students. Thus, we will adopt the following five strategic goals into our CSIP that coincides with the county’s goals:

- Student Achievement and Success
- Excellence in Leadership and Personnel
- Operational Effectiveness
- Safe and Orderly Schools
- Engaging Stakeholders

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>Chesnut Charter is a learning community of excellence. We believe in our vision that every child can become a lifelong learner and productive citizen with support and encouragement from the mutual partnership of home, school, and community.</p>
<p>Mission How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>We at Chesnut collaborate between home and school to educate the whole child. We develop young people who are enthusiastic, knowledgeable, well-rounded, physically active and thoughtful. Chesnut students become honorable and contributing citizens, prepared to compete and achieve in an ever-changing global society.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation 	<ul style="list-style-type: none"> • Provide a safe, nurturing, and clean environment • Collaborative support for both school and home • Honor universal human rights and value differences • Participation in the fine arts, health and physical education • Student Council to be develop future leaders (Gr. 1-5) • Availability of after-school and tutorial services and clubs such as chess, ecology, robotics, etc. • Charter Council and PTA to support parent involvement.

Developing a Comprehensive Needs Assessment

1) Provide a brief description of your school and community. Include the following information:

- **Geographic location**
 - Chestnut Charter Elementary is located in DeKalb County, on 4576 N. Peachtree Road, Dunwoody, Georgia. It is part of the Dunwoody/Chamblee community. Its neighboring schools are Dunwoody Elementary and Dunwoody Middle.
 -
- **Enrollment: 476 Students Data Source: Schoolnet on 9/14/12 (appendix)**
- **Our enrollment experienced recent redistricting last year in 2011-2012. We serve Pre K-4, Kindergarten, and Grades 1-5.**
- **Our Present total enrollment is students. Pre-K -22 K - 73 1st Gr. - 81 2nd Gr. -92 3rd Gr. -57 4th Gr.-85 5th Gr.-66**
- **Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity: Black/African American: 160
 Hispanic: 66
 Multi-Racial: 18
 White: 194
 Asian: 35
 Native Hawaiian
 /Other/Pacific Islander 03
 - Student with Disabilities (SWD): 39
 - Economically Disadvantaged: (Fee and Reduced Lunch) 177
 - English Language Learners (ELL):49

2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment. Include the following information:

- **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**
- **Our new principal Veronica Z. Williams and our retiring principal Dr. Richard W. Reid along with Ms. Gagliardi, CSIP facilitator**
- **and our new API, Mr. Lloyd McFarlane (August 2012) began identifying our school needs in meetings during the end of May, June and July. This endeavor continued at the beginning of the school year and is still currently improving this living document. Our staff was notified during the summer through first class of our deliberations and needs for staff to take time to send data and ideas that would be relevant as we plan our new CSIP strategies. At the beginning of August the staff was reacquainted with our current CSIP. Each Wednesday, grade level meetings which include paraprofessionals and special area support faculty discuss**

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strategies and concerns. Our Charter Council and PTA worked together during this summer and met with the administration to discuss ways parents and community members could support instruction.

- The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys
- Our Principal, Veronica Z. Williams and API, Mr. McFarlane compiled a power point of our 2012 – Spring CRCT: Data Disaggregation Report. The report reflected how we will move forward with improvement to instruction for the 2012-2013 year.

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply.

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
x	School Report Card	x	Enrollment (include ethnicity & gender)	x	GaDOE GAPSS Review
	CCPRI	x	Students with Disabilities		OSI GAPSS Review
x	Georgia Criterion Referenced Test	x	Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	x	Free/Reduced Lunch Rate	x	School Self Assessment
	Georgia High School Writing Test	x	Discipline Data	x	Benchmark Scores
x	Georgia Writing Assessment	x	Attendance	x	Focus Walk Results
x	End of Course Tests		Graduation Rate	x	Staff Surveys
x	Iowa Test of Basic Skills	x	Gifted Education	x	Student Surveys
	SAT, ACT, and AP Exams			x	Parent/Community Surveys

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide.

Leadership and Governance

4) Write a narrative summarizing your school’s strengths. Data sources from comprehensive needs assessment must be included in the narrative to support findings.

We are fortunate at Chesnut Charter to have a Leadership team that includes administrators, CSIP team, grade level chairs, and parents (Charter Council and PTA). Our teams have work together to implement our new Dekalk Curriculum and the Common Core GPS. Our Charter Council has action teams ranging from curriculum, facilities, family support, and technology. The teams are made up of teachers and parents who work together to create a unique school relationship and support.

A comprehensive needs assessment of the entire school addresses all academic areas and other factors that may affect achievement (Examples: Data from CRCT, ITBS, CoGAT, surveys from parents, students and teachers, attendance and discipline information and professional learning needs along with what DeKalb County School District requires for each school).

The required Annual Measurable Objective (AMO) for 2012 in Reading/English/Language Arts was 86% and in Mathematics it was 83.8%. According to our CRCT reports our 3rd, 4th, and 5th grade students scored from 89% to 95% in Reading/ ELA in the meets

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and/or exceed levels of achievement. Our strength in reading subcategories are: Reading for Literary Information, and Comprehension. This has been a constant strength for Chesnut. Our CRCT scores in mathematics for 3rd, 4th, and 5th grade students from the meets and/or exceeds levels were 74% to 82%. Although the scores are low we did meet the AMO according to our Summer School Report which brings us to 84% of our students meeting the AMO. Our strength in mathematics is Numbers and Operations, and Algebra. (appendix – Disaggregation Data Report).

5) Write a narrative summarizing your school’s challenges. Data sources from comprehensive needs assessment must be included in the narrative to support findings.

According to our CRCT results for Reading in Grades 3-5, we have areas of needed growth; they are Reading for Information, Research Skills, and Vocabulary. In Mathematics in the same grades our needs growth areas are in geometry and measurement.

We provide tutorial and after school programs to support our students academic growth. One of our challenges is to get all students who have low test scores to be able to attend our tutoring program.

6) List the professional development needed to address the challenges summarized above.

Staff members are knowledgeable about opportunities for professional growth through various means of communication. The DeKalb County School District has provided “SchoolNet,” an internet based service for listing, registering, assessing, and tracking professional development for each staff member. Our Professional Liaison, Julie Borenstein, helps create, register, and remind staff of school based offerings. Administrators also provide information about courses from Metro RESA as well as other sources of relevant professional knowledge. The following professional learning plans have been designed to have monthly workshops covering foundational instructional strategies that are encompassed by the new Common Core GPS. Our next steps will be as follows:

- Increase focus walks by administrators/provide feedback to staff at Wednesday grade level meetings and faculty meetings
- Addressing some areas of integration of the CCGPS as results of focus walks
- Focus on Reader’s Writer’s and Math Workshop as instructional strategies
- Staff workshop on Chesnut’s Response to Intervention (RTI) Process Mass (Appendix)
- New teachers mini workshops for support by Teacher Support Specialist Team
- Workshops on implementing the new DeKalb Literacy/Math Curriculum
- Workshops using Race to the Top information to develop instructional techniques implementing common core standards and rigor
- Teacher Keys – new teacher evaluation system for the State of Georgia
- Assessments: SLO (Student Learning Objectives) for Grades K-3 will be a main initiative in assessment. We will provide professional learning activities and opportunities for staff to attend county workshops in grades Prek - K-3
- Technology: Laura Aycock, technology specialist from Wm. Bryant Center will provide workshops to enhance instruction and support RTI in reading and mathematics (compass learning, CBM). Teachers will learn how to setup class lists and make assignments matched with the new CCFGPS. Teachers will also be afforded opportunities to develop their county web page.

7) Identify how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor. Check all that apply:

	Career Counseling	x	Student Support Team (SST)	x	Parent/Teacher Conferences
x	Mentoring Programs	x	Community Agencies	x	Parent/Administrator Conferences
x	Group Counseling	x	School Psychologists	x	Student Support Specialists
x	School Counselors	x	School Social Workers		Graduation Coaches

8) Describe how the following student support personnel work with the district office and outside agencies to meet student needs.

School Counselors: Chairs the student support team (SST); in-services staff on Tiers of Intervention and provides support to teachers with documentation for use with Tiers of Intervention. Oversees the mentoring program; provides support to parents and students (counseling sessions); responsible for school wide attendance for Annual Yearly Progress (AYP) and develops classroom activities for character education. Works in conjunction with community agencies to support student needs (ex: eyeglasses).

Psychologists: Provides support to the SST. Evaluates students (Assessments in Tier 3 and 4) and interprets results to the SST and parents.; works with staff and parents when developing and discussing Individual Education Plans (IEP).

Student Support Specialists: Staff that participate with the SST and develop strategies for referring teachers (Tier I and II).

Social Workers: In-service staff on child abuse; support referrals to school counselor for home visits (ex: attendance).

School Nurse Clinician: Works with the school registrar on examining certified health certificates (ex: immunization, eye, ear, dental) and is responsible for keeping records up to date; works with community agencies to provide support to parents and staff; provides assistance to students who have bruises, cuts, and scratches, nose bleeds, etc. Administers doctor authorized medications and parental authorization for students with allergies and colds.

Strategies to Increase Parental Involvement

9) Identify how the school provides parents and community outreach/support through activities and initiatives. Check all that apply:

	Site-based Parent Centers/Information Stations		
	Parent Lending Libraries	x	Pre-K Family Resource Specialists
x	Parental Involvement Workshops		
x	Parental Involvement Survey/Summary	x	Others (list here) Two Marquees 1) scrolling marquee in the front lobby with parent information and 1) outdoor marquee that list weekly events.

10) Describe how the school uses the strategies checked above to increase parental involvement.

Chestnut Charter provides an excellent framework for parent involvement. We have many communication tools in place to make it convenient for parents, teachers as well as community members to stay involved. Through our charter document, every parent is required to sign a parent/guardian agreement. This agreement requires them to be involved at several levels. The school communicates to the parents through our parent web site K12 Ambit where they can view upcoming school events, log volunteer credits (charter requirement) see new volunteer opportunities, receive email blast/messages, access the family directory and much more. Our parents also can access the county/school web site. A parent handbook is given out at the beginning of the year or to new parents as they register new students. The handbook contains a PTA calendar that has specific dates for parental involvement opportunities. Parent volunteers run the school store where parents can purchase school spirit clothing, agenda plans (which are used by teachers to communicate to parents daily instructional activities, homework, and needed conferences), and school supplies. Newsletters from the teachers and administration are sent home on each Thursday in the Chestnut courier. A phone blast and an email blast go out weekly with all the pertinent information for upcoming weeks. The parents and faculty work as a team to plan collaboratively. Each faculty member serves on an action team alongside parents/community leaders. There is an action team dedicated to “family and community involvement” which meets monthly. This team focuses on communication with families as well as provides guidance or help with personal issues. The school counselor serves on this action team. The Charter Governance Council is comprised of parents and teachers/administrators. This decision making body welcomes and listens to input from all stakeholders.

11) Identify how the school communicates with parents as partners in education. Check all that apply:

x	Parental Involvement Handbook for Parents	x	Newsletters
x	School Website	x	Calling Post
x	DCSS Website/Community.Net	x	Parent Portal
x	Parent Right to Know Letter		Other (Specify) K12 Ambit website for parents Scrolling Marquee inside entrance and outdoor marquee

Stakeholder Communication

12) Describe how individual student assessment results will be provided to and interpreted for parents.

Faculty members are provided with training at the beginning of the school year on “data driven” instruction. This training includes how to interpret test scores such as the Criterion-Referenced Competency Test (CRCT), Iowa Test of Basic Skills (ITBS) and the Cognitive Skills Assessment (CoGAT). These test results are used consistently throughout the school year as we examine student progress, monitor at-risk students, and evaluate gifted students, in addition to improving instruction.

Tests such as the ITBS and CoGAT are given in September/October of the school year. The results of these tests usually come in December. Parent conferences per grade levels are scheduled to discuss the scores and how they are related to the achievement and instruction of the student. The CRCT is given in the spring each year. Before the testing a workshop is held for parents to prepare parents to help their child with test taking skills and habits as well as how to interpret test scores. Parents are notified at that time and through our newsletters in the Chestnut courier of testing dates and procedures.

The third and fifth grade CRCT test scores are a priority in the spring. The reading scores are the main determinate for passing to the fourth grade and sixth grade respectively. The county and publisher work diligently to make sure that we receive the scores in a timely manner. In this case, parent conferences are held for third and fifth grade parents and students so that the scores can be interpreted and those who did not make a score of 800 or higher can register for summer school and retake the test.

13) Describe how disaggregated school data results will be provided to school stakeholders.**

Disaggregated school test scores are shared through PTA meetings, the charter web site and newsletter, the online school report card (OSA), the superintendent’s State of the School address and at a Charter Council meeting. We also post the results on our community bulletin board and a copy of the results is in the office and media center.

14) Describe how the CSIP will be communicated with and made available to school stakeholders.**

Along with the principal and assistant principal, the facilitator and steering committee chair are the designees who will serve as the contact for those who need additional information or explanation of the CSIP. The CSIP is made available through our school website, Chesnutcharter.com and a hard copy will be available in the media center during open house and upon request.

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Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide. Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable.

** Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Selecting Appropriate Interventions Using Scientifically Based Research

All interventions based on the Georgia School Keys are predicated on scientifically-based research and do not require citations.

The School Keys: *Unlocking Excellence through the Georgia School Standards* is the foundation for Georgia’s comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia’s schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia’s students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, informs the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, *What Works in Schools* (2003), *School Leadership that Works*, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

The School Keys serve as a tool for all schools in the state. The document was field-tested during the 2004-2005 school year. Data from the field test were used to revise the School Keys for the 2005-2006 school year. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process.

Coordination and Integration of Federal, State, and Local Services and Program Funds (ESEA Mandate # 8 – must be updated annually)

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	None
State Funds	Per Pupil Funds to support the purchase of instructional materials, supplies and equipment.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	None
Federal School Improvement Grants	None
Local Professional Learning Funds	Planning Days for teachers to collaboratively plan instruction and incorporate strategies from the Department of Teaching and Learning.
Grants (list)	None
PTSA	Charter Council supports teachers through reimbursement for professional learning opportunities, purchased classroom materials for instruction. As well, the PTA provides funding to support the school in meeting our cultural arts activities, such as “Young Audiences.”
Partners in Education	Our Partners in Education make product donations in lieu of monetary funding. Monetary donations are for instructional supplies come through the Chestnut Charter Council. Northside Hospital, Chick-Fil-A, Lens Crafters, Outback Steakhouse, and Domino’s Pizza are our partners.
Other (list)	After School Program Funds – Instructional Materials, Literacy and Math Staff Development Opportunities, Online AR purchased, after school homework help and tutoring.

**Reading/English/Language Arts Action Plan (ESEA Mandate #2) The required AMO for spring 2013 is 93.3%.
Annual Measurable Objective: All students will meet or exceed in Reading/LA 89% to 93% on the CRCT by the Spring 2013**

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Curriculum Standard 3.2 PA 1:</u> Teachers analyze student work using CCGPS(Common Core Georgia Performance Standards) to determine if students are meeting/exceeding grade level expectations.</p> <ul style="list-style-type: none"> ○ Revise instructional strategies based on student needs ○ Provide additional time to complete work ○ Utilize after school tutorial to reinforce skills needed to meet standards 	<p>PL using common core standards to assess student work</p>	<p>08/2012-05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ LA & Reading Teachers ○ Tutorial staff ○ Special Area Teachers ○ <u>RT3 (Race to the Top) Chair</u> 	<ul style="list-style-type: none"> ○ Lesson Plans ○ Accelerated Reader ○ After School Attendance Roster ○ Quizzes ○ Class work ○ Focus Walk ○ Observation ○ Student work samples ○ Marzano’s High Yield Strategies ○ Teacher Keys 	<p>Teachers can explain the diagnostic assessments results that have been used to revise instruction that will improve student achievement. Also, teachers understand and use formal/informal strategies to evaluate and ensure the continuous student development.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ 2013 CRCT Building Report ○ 3rd/5th gr. ITBS/CoGat Reported Scores ○ SLO’s (Student Learning Objective) Assessments Pre-K through 3rd grade. ○ Semester Benchmarks ○ End of Unit Tests ○ Focus Walk results
<u>Continued next page...</u>				

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<p><u>Reading Action Plans continued</u> <u>Interventions</u></p> <p><u>Instruction Standard 2.2 PA 1:</u> All teachers use the CCGPS standards to determine higher order thinking skills needed to meet the standards.</p> <ul style="list-style-type: none"> ○ Develop high-level questions for assessments as well as performance tasks that require critical thinking and application 	<p><u>Inservice</u> PL Using Common Core Standards for instructional planning</p> <p>Implement the new Dekalb Literacy Curriculum</p>	<p>08/2012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ Reading/LA Teachers ○ Special Area Teachers ○ Tutorial Staff ○ Media Specialists ○ RT3 Chair 	<ul style="list-style-type: none"> ○ Newman’s Prompts ○ Levels for Depth of Knowledge ○ Formative/ Summative Assessments ○ Lesson Plans ○ CRCT Reading/LA Coach Books ○ Teacher Keys 	<p>Teachers understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ 2013 CRCT Report ○ SLO’s Pre-K - 3 ○ Performance Task Results ○ End of Unit Test Results
<p><u>Instruction Standard 1.3 PA 3:</u> A systematic process is developed school wide for all students to use their portfolios and other work samples to monitor targets and goals for improvement. Students learn about their strengths and weaknesses and understand the specific grade level content expectations for meeting the standard.</p>	<p>Cost of substitute teachers for job-embedded staff development</p>	<ul style="list-style-type: none"> ○ Principal ○ API ○ Rdg/LA Teachers ○ Special Area Teachers ○ Support Personnel ○ Media Specialist ○ RT3 Chair 	<ul style="list-style-type: none"> ○ Portfolios ○ Conference Logs ○ Commentaries ○ Lesson Plans 	<p>Students can show their work and verbalize the targets and goals they have made in order to make progress.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ 2013CRCT Building Report ○ Compass Learning & AR Reports ○ Unit Assessments ○ End of Semester Benchmarks ○ 3rd-5th Gr. Writing Assessments ○ SLO assessments

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<p>Teachers and students will use this information to establish and prioritize goals for improvement. .</p> <p align="center">Intervention</p> <p>Professional Development:</p> <ul style="list-style-type: none"> ○ Semester Grade Level Job-Embedded Staff Development <p>Resource Materials can include:</p> <ul style="list-style-type: none"> ○ Story Town/ and Story Town Intervention Station ○ Fountas & Pennel Program ○ DRAs, Accelerated Reader ○ Writing Fundamentals Schoolwide, 				<p>Grades PreK & 1-3</p> <ul style="list-style-type: none"> ○ Easy CBM reports
<p><u>Students with Disabilities Instruction Standard 2 PA 1:</u> Increase the percent of students with disabilities who are educated in general education classes:</p> <ul style="list-style-type: none"> ○ Implement co-teaching classes ○ Use special education paraprofessionals with general education teachers to support co-teaching ○ Write IEP to include inclusion in general education classes 	<p>NA</p>	<p>08/2012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ LTSE ○ Special Education Teachers ○ Reading Teachers ○ Paraprofessionals ○ Special Area Teachers ○ Student Support Personnel ○ Tutorial Staff 	<ul style="list-style-type: none"> ○ Lesson Plans ○ In-service for co-teaching (ICE) ○ log ○ Class Lists ○ Individual Education Plans (IEP) ○ Focus Walks 	<p>Teachers understand how students differ in their approaches to learning and create instructional opportunities that adapts to learners from diverse cultural backgrounds and with exceptionalities.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ LRE Report on TieNet ○ Report for 2013CRCT – Subgroups

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<ul style="list-style-type: none"> ○ In-services for staff <p><u>Action Plan for Rdg/LA continued...</u></p>				<ul style="list-style-type: none"> ○ GAPSS ○ SLO's
<p><u>English Language Learners* PA 11:</u> Ensure that English Language Learner students are not isolated and are included as part of the group.</p>	<p><u>NA</u></p>	<p>08/2012– 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ ELL teacher ○ Reading Teachers ○ Special Area Teachers ○ Tutorial Staff 	<ul style="list-style-type: none"> ○ Lesson Plans reflect WIDA standards ○ Observation of student engagement ○ Focus walk ○ Classroom seating 	<p>Teachers adapt and create instructional strategies and opportunities for students from diverse cultural backgrounds.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ WIDA/ACCESS Reading section ○ GAPSS ○ Subgroup report from – CRCT 2012 ○ SLO's
<p><u>Technology Integration Instruction Strand 2.7 PA 2:</u> Teachers effectively use technology to provide real world application, enhance students' research skills, and differentiate instruction aligned to individual student needs. Resource: Promethean Boards and Computer Web Sites</p> <p><u>Continued on next page.....</u></p>	<p><u>See Media Plan</u></p>	<p>08/2012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ Reading Teachers ○ Special Area Teachers ○ Tutorial Staff ○ Media Specialist 	<ul style="list-style-type: none"> ○ Computer Logs ○ Accelerated Reader Schedules and Quizzes ○ Compass Learning Activities ○ Focus Walks ○ Star Reading Diagnostic Reports 	<p>Teachers actively seek out opportunities to grow professionally and use technology skills for student achievement.</p> <p>Teachers understand concepts, tools of inquiry and learning as she creates learning experiences that makes these aspects of technology use meaningful for academic achievement. The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ Staff development log

<p><u>Technology Integration</u> <u>Instruction Strand 2.7 PA 2:</u></p> <ul style="list-style-type: none"> ○ Provide students with computer time for “Compass Learning” to provide differentiated instruction and progress monitoring ○ Use “Discovery Education” web site to enhance lessons ○ Students create work that will complement their learning process ○ Develop schedules for Accelerated Reader which includes leveled books ○ Use Star Reading for additional support assessments 				<ul style="list-style-type: none"> ○ GAPSS ○ Accelerated Reading Scores ○ Star Reading Benchmarks ○ Reading Scores on CRCT 2013 Report
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Mathematics Action Plan (ESEA Mandate #2) The required Chesnut AMO for the Spring 2013 CRCT is 85%

Annual Measurable Objective: All students will meet/exceed in Math from 82% to 85% on the CRCT by the Spring 2013.

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard 1.3, PA 1:</u> The expected understanding of units and lessons are determined collaboratively by teachers and are based on the standards for the subjects and/or grade level. Essential questions, enduring understandings, or lesson goals use the language of the standards/elements appropriate for the lesson. The teacher explains the learning goals and the vocabulary of the standard. The language of the standard is referenced throughout the lesson.</p> <p>Activities for Evidence of Learning:</p> <ul style="list-style-type: none"> ○ Monitor teaching, learning and assessment tasks for consistency of use of standards ○ Provide support to math teachers that articulate the rigor expected from the standards ○ Implement the “Math Plan for DCSS:” a. Know the Standards, b. Teach the standards, c. Assess <p><u>Math Action Plan continued....</u></p>	<p><u>PL Implement New curriculum Using CCGPS (math talk And Rigor)</u></p>	<p>08/2011 – 05/2012</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ Math Teachers ○ Grade Level Chairs ○ Co-teachers ○ Support Personnel ○ RT3 chair 	<ul style="list-style-type: none"> ○ Lesson Plans ○ Posted standards and essential questions ○ Focus Walks ○ Grade Level Meeting Logs ○ IDMS/PL ○ Observations ○ Scope and Sequence for Blended Usage Guide ○ Use of High Yield Strategies ○ Use of Depth of Knowledge Levels ○ Math Talk – student journal writing and engagement ○ Teacher Keys ○ Math CRCT Coach Books 	<p>Teachers understand the concepts, tools of inquiry, and structures of math; they teach and creates learning experiences that make these aspects of subject matter meaningful to students. In addition, they use formal/informal assessment strategies to evaluate and ensure continuous development.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ GAPSS ○ End of Chapter Tests ○ Benchmark Tests ○ Vocabulary Tests ○ Math Scores on CRCT Building Report ○ ITBS 2012 ○ SLO’s ○ Easy CBM Math

<p><u>Intervention</u> <u>Instruction 2.6 PA 1</u> Develop differentiated lessons for Level 1 students to target and identify areas of need and Level 2 students who require problem solving intervention to improve performance and Level 3 students to boost their math success.</p> <ul style="list-style-type: none"> ○ Use of CRCT scores, EIP checklist, and any other instrument that will help to identify level 1 and 2 students. ○ Use of Star Math Diagnostic to assess Level 1 and 2 needs. ○ Compass Learning Progress Monitoring ○ Student Support Team for RTI, Tier 1 and 2 collaboration ○ Math Fun Day ○ Mini Courses in the spring 	<p>Training on the Pyramids of Intervention for RTI</p>	<p>08/2011 – 05/2012</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ EIP Specialist ○ SST Committee ○ LSTE ○ Counselor ○ Psychologist ○ Math Teachers ○ Support Personnel ○ Tutorial Staff ○ Math Fun Day Committee 	<ul style="list-style-type: none"> ○ EIP Checklists ○ Disaggregated student data ○ Level 1 and 2 Parent Letters ○ Star Math Reports ○ Level 1 and 2 Student Rosters ○ Conference Logs ○ Compass Learning Activities ○ Lesson Plans ○ Math Fun Day Lesson Plans and Schedule ○ Mini Courses that include math activities 	<p>Teachers understand how children learn and develop learning opportunities that support intellectual, social, and personal development while also using knowledge of effective verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Teachers are able to communicate and interact with parent/guardians, families, and school professional staff in the learning community.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ Level 1 Plans ○ RTI Progress Monitoring ○ CRCT 2012 Reports ○ SL0 Gr. 1-3 ○ Easy CBM RTI reports ○ Teacher Keys
<p><u>Math Action Plan continued</u></p>				

<p><u>Intervention:</u> <u>Assessment 3.1, PA 4:</u> Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction which occurs before, during, and after school.</p> <ul style="list-style-type: none"> ○ After school tutorial and extending learning sessions are monitored for effectiveness by classroom teachers ○ “After the Bell” and extended learning materials are used throughout the after school and tutorial programs ○ Monitor Level 1 students to ensure they are making the expected and needed progress ○ Provide in-services/workshops for math teachers to work effectively with students at risk ○ Provide “Math Curriculum Night” for parents. 	<p><u>PL</u> <u>RT3</u> <u>Implement</u> <u>CCGPS</u></p>	<p>08/2012- 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ ELL,EIP, Special Education Teachers ○ Tutorial Staff ○ Math Teachers ○ RT3 Chair 	<ul style="list-style-type: none"> ○ After School Tutorial Attendance Rosters ○ Grade Level Logs for in-service on effective math strategies ○ Log for Curriculum Night ○ Rubrics ○ DCSS K-12 Math Plan ○ Observations ○ Level One Plans ○ Conference Logs ○ Student Data: CRCT 2012 Math Scores ○ Formative and Summative Assessments ○ Progress Monitoring Portfolios/ ○ Star Math 	<p>Teachers plan and manage instruction based upon knowledge of subject matter, students, standards, and curriculum goals.</p> <p>The evidence instrument will be:</p> <ul style="list-style-type: none"> ○ CRCT 2013 Reports of Subgroups ○ Benchmark Tests ○ Level One Progress Monitoring ○ Star Math Diagnostics ○ EASY CBM report for RTI

<p><u>Math Action Plan continued...</u></p> <p><u>Math Action Plan</u> Intervention: <u>Students with Disabilities</u> <u>Students with Disabilities PA 3:</u> When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> ○ Ensuring that both teachers are actively instructing the entire segment. ○ Utilize flexible, small group instruction using models of co-teaching: Station Teaching, Parallel Teaching and Alternative Teaching 	<p><u>NA</u></p>	<p>08/2012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ LTSE ○ Co- teachers ○ Support Personnel 	<ul style="list-style-type: none"> ○ Collaborative planning Log ○ Lesson Plans ○ Individual Education Plans (IEP) ○ Classroom Observation ○ Focus Walk data ○ Strategies Workshop ○ Login Sheet 	<p>Teachers plan and manage instruction based upon knowledge of subject matter, students, and the community and curriculum goals.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ Tier 3 Assessment ○ New IEPs ○ CRCT MATH 2013 Report of subgroup SWD ○ GAPSS ○ Easy CBM
<p><u>English Language Learners*</u> <u>English Language Learners*PA 2:</u> Post WIDA Standards and GA Professional Standards (GPS) in classrooms and implement in lesson plans and class activities.</p> <ul style="list-style-type: none"> ○ Lesson plans provide evidence of standards being implemented on a consistent basis ○ Posted Standards can be articulated related to the lesson by students 	<p><u>NA</u></p>	<p>08/2012-5/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ ELL teacher ○ Classroom teachers with ELL students 	<ul style="list-style-type: none"> ○ Posted WIDA and GA Performance Standards ○ Lesson Plans ○ Focus Walks 	<p>Teacher understands how students differ in their approaches to learning and creates instructional opportunities that adapts to learners from diverse cultural backgrounds.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ GAPSS ○ 2012 CRCT

Math Action Plan Continued..				Math Scores ○ WIDA/ACCESS
<p><u>Technology Integration</u> <u>Instruction Standard 2.7 PA 1:</u> Teachers work collaboratively to develop clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application of the core curriculum.</p> <ul style="list-style-type: none"> ○ Develop and implement “Compass Learning.com” files for each student to work independently on math skills ○ Use of Math Georgia Curriculum Web site for students: <ul style="list-style-type: none"> ○ “Eduplace.com – family and kids eManipulatives and brain tease ○ On-line CRCT Practice Tests – math from GADOE – Office of School Assessment as indicator of skills for progress monitoring ○ Star Math (Renaissance Learning) ○ Easy CBM use for RTI 	NA	08/2012 – 05/2013 <ul style="list-style-type: none"> ○ Principal ○ API ○ CTSS ○ Math Teachers ○ Media Specialist 	<ul style="list-style-type: none"> ○ Compass Learning Progress Monitoring Reports ○ Computer Logs ○ Promethean Boards (per availability) ○ Technology Action Plan Committee ○ Meeting Logs ○ Star Math Diagnostics ○ Focus Walks 	Teachers understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. The evidence instruments will include: <ul style="list-style-type: none"> ○ GAPSS ○ ITBS and Cog at 2011 ○ CRCT 2013 Building Report ○ Benchmark Tests ○ Progress Monitoring Reports (Star, Easy CBM)

*Must be completed for schools with ten or more ELL students. Delete row if not applicable

Science Action Plan				
Annual Measurable Objective: To improve student achievement by increasing the percentage of students in grades 3 - 5 scoring “meets and/or exceeds” grade level and decrease the percent of students scoring at “does not meet” at grade level in Science on the spring CRCT 2012.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard 2.1 PA 2:</u> Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include:</p> <ul style="list-style-type: none"> ○ Model lab techniques when mixing chemicals ○ Demonstrate recording characteristics of rocks/minerals ○ Use techniques to demonstrate measuring change over time ○ Illustrate how to use graphic organizers to compare/contrast characteristics of heat ○ Create concepts wall-vocabulary <p>Continued next page....</p>	NA	<p>08/2012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ Science Teachers 	<ul style="list-style-type: none"> ○ Lesson plans ○ Observations ○ Focus Walks ○ Room design ○ Concept Wall ○ Science Olympiad Roster ○ AIMS Links ○ Curriculum Center K-5 Science ○ Lab Logs ○ Science Journals ○ Science Club (Robotics) 	<p>Teachers understand and can use Marzano’s High Yield Strategies and Webb’s Depth of Knowledge to create learning experiences that make the subject matter meaningful to students.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ Science CRCT 2013 Building Report ○ GAPSS ○ Focus Walk Survey ○ Teacher keys ○ SLO’s

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<ul style="list-style-type: none"> ○ Develop co-operative groups for small group instruction in science & monitor level 1 students. 				
<p><u>Curriculum Standard 1.1 PA 1</u> Teachers participate in the after-school training offered by the district science trainers through Fernbank Science Center to develop maps, units, lessons, and common assessments.</p>	<u>NA</u>	<p>08/2012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ FSC Trainers ○ Science Teachers 	<ul style="list-style-type: none"> ○ Lesson Plans ○ PL Log (IDMS) 	<p>Teachers plan and manage instruction based upon knowledge of subject matter; and actively seek out opportunities to grow professionally.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ Science CRCT 2013 Building Report ○ Teacher Keys
<p><u>Students with Disabilities Instruction Strand 2 PA 7:</u> Increase the number of “practice turns” and targeted feedback that is provided to students with and without disabilities.</p> <ul style="list-style-type: none"> ○ Use a variety of response methods to increase “practice turns” ○ Provide small group instruction with differentiated, targeted feedback 	<u>NA</u>	<p>08/2012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ LTSE ○ Special Ed teachers and paras ○ Science Teachers 	<ul style="list-style-type: none"> ○ Lesson Plans ○ Focus Walks ○ Observations ○ Science Equipment ○ Student work ○ Individual Education Plans (IEP) ○ Science Olympiad 	<p>Teachers and students can explain how targeted feedback is provided during instruction.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ GAPSS ○ Science CRCT 2013 Report
<p><u>Continued next page</u></p>				

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<p><u>English Language Learners*PA4:</u> Highlight and post key vocabulary terms on effective living and visual word walls in classrooms.</p> <ul style="list-style-type: none"> ○ Provide opportunities to apply vocabulary ○ Write key points and directions on board or chart ○ Incorporate visual aids, regalia, or manipulatives when possible ○ Use WIDA standards 	<p><u>NA</u></p>	<p>08/2012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ ELL Teacher ○ Co-teachers 	<ul style="list-style-type: none"> ○ Posted WIDA Standards ○ Lesson Plans ○ Student Journals ○ Posted terms ○ Curriculum Center K-5 Science/ELL ○ AIMS Links ○ Focus Walks 	<p>Teachers understand how diverse learners learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p> <p>The evidence instrument s will include:</p> <ul style="list-style-type: none"> ○ 2013 CRCT Science AYP Subgroup Report ○ WIDA/ACCESS ○ GAPSS ○ Teacher Keys
<p><u>Technology Integration Instruction Standard 2.7 PA 2:</u> Teachers effectively use technology to provide real world applications and to maximize student learning.</p> <ul style="list-style-type: none"> ○ Use Discovery Education web site (United Streaming.org) ○ GIZMOS ○ Class multi-media projects ○ Laboratory projects ○ Utilize Nettekker.com ○ Utilize Promethean Boards to increase participation ○ Science Fair ○ Robotics Club 	<p><u>NA</u></p>	<p>08/2012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ CTSS ○ Media Specialists ○ Science Teachers ○ Science Fair 5th Gr. Teachers 	<ul style="list-style-type: none"> ○ Lesson Plans ○ Computer Schedules ○ Focus Walk ○ Observations ○ Technical Equipment ○ Science Interactive Notebooks ○ Science Fair Lesson Plans 	<p>Teachers use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ GAPSS ○ Science CRCT 2013 AYP Report ○ Teacher Keys

*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Social Studies Action Plan				
Annual Measurable Objective: To improve student achievement by increasing the percentage of students in grades 3 - 5 scoring “meets/and or exceeds” at grade level and decrease the percent of students scoring at “does not meet” at grade level in Social Studies on the spring CRCT 2012.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instructional Standard 3.2 PA 1:</u> Teachers work collaboratively to develop lessons that have clearly established goals on the subject and or grade level standards and elements.</p> <ul style="list-style-type: none"> ○ Lessons specify concepts ○ Provide time for independent practice ○ Establish peer/group support ○ Projects to apply concepts such as landforms, map skills, etc. ○ Participate in Geography Bee to reinforce concepts/standards ○ Standards are posted and explained ○ Develop a concept wall to identify standards and themes ○ Mini Courses <p><u>Social Studies continued</u></p>	<u>NA</u>	08/2012 – 05/2013 <ul style="list-style-type: none"> ○ Principal ○ API ○ SS teachers ○ Grade Level Chairs 	<ul style="list-style-type: none"> ○ Grade Level Logs ○ Lesson Plans ○ Graphic Organizers ○ Concept Wall ○ Focus Walks ○ Observations ○ Geography Bee Roster ○ Social Studies Fair Log and Exhibits ○ Mini Courses Schedule 	Teachers use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. The evidence instruments will include: <ul style="list-style-type: none"> ○ Social Studies CRCT Building Report 2013 ○ GAPSS/Teacher Keys
<p><u>English Language Learners*</u> <u>English Language Learners*: PA 6:</u> Utilize flexible grouping with ample opportunities for student interaction:</p> <ul style="list-style-type: none"> ○ Student to Student ○ Teacher to Student ○ Utilize data to determine 	<u>NA</u>	08/2012 – 05/2013 <ul style="list-style-type: none"> ○ Principal ○ API ○ ELL Teacher 	<ul style="list-style-type: none"> ○ WIDA Data ○ Flexible group rosters ○ Lesson Plans ○ Quiz Results ○ On-going Assessments 	Teachers understand and use assessment strategies and data to plan for instruction. The evidence instruments will include: <ul style="list-style-type: none"> ○ 2013 CRCT

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flexible groups				Social Studies ○ WIDA/ACCESS ○ GAPSS
<p><u>Technology Integration</u> <u>Instruction Standard 2.7 PA 1:</u> Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum:</p> <ul style="list-style-type: none"> ○ Motivate and support students ○ Develop a deeper understanding of the standards and concepts ○ Work independently on projects such as /Social Studies Fair. ○ Use software such as Micro-soft Power Point to make a historical biographical presentation ○ Utilize Discovery Education 	<u>NA</u>	08/2012 – 05/2013 <ul style="list-style-type: none"> ○ Principal ○ API ○ CTSS ○ Media Specialist ○ Social Study Teachers ○ Grade Level Teachers ○ Technology Action Teams ○ Social Studies Fair Team 	<ul style="list-style-type: none"> ○ Computers ○ Lesson and theme plans ○ Promethean Boards and other equipment ○ Plan to integrate technology 	Teachers use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. The evidence instruments will include: <ul style="list-style-type: none"> ○ Science Fair Results ○ Science CRCT 2013 ○ Technology Action Plan ○ GAPSS/Teacher Keys

*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Second Indicator: Attendance/Graduation Rate Action Plan

Annual Measurable Objective: Decrease the number of students missing 15 or more day from 2.4% to 1% in 2012 - 2013

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Student, Family, Community Involvement and Support</u> <u>Standard: 1.2 PA 1:</u> Provide parents with the Chestnut Charter Agreement that outlines attendance and charter guidelines.</p> <ul style="list-style-type: none"> ○ Provide handbook ○ Parenting Workshops that focus on importance of school attendance ○ Call home after student misses three days of school ○ Request for Parent Conference Letter in courier ○ SST referral when attendance affect instruction 	<u>NA</u>	<p>0/82012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ Counselor ○ ELL ○ LTSE ○ Charter Council Chair ○ Teachers ○ Registrar ○ Social Worker 	<ul style="list-style-type: none"> ○ Lunch and Learn Workshop Log ○ Parent Conference Log ○ Written absence notes ○ ESIS Daily ○ Attendance Reports ○ Phone Call Logs ○ Social Worker Referrals 	<p>Support personnel (counselor, social worker, and registrar) uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction with our families and community.</p> <p>The evidence instruments will include:</p> <ul style="list-style-type: none"> ○ IDMS reports ○ ESIS daily reports ○ Second Indicator: Attendance AYP Report for CRCT 2013

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Library-Media Action Plan The required AMO for spring 2013 CRCT in Reading/LA is 86.0%.

Annual Measurable Objective: To increase the number of students that meet/exceed the standards on the spring 2013 CRCT by 3% in Reading/Language Arts from 89% to 93%.

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard 1.2 PA 4:</u> The media specialist collaborates with the instructional staff to determine support needed to increase resources to enhance school wide content.</p> <p>The media specialist(teacher librarian) provides services to support classroom instruction.</p> <ul style="list-style-type: none"> ○ Attend collaborative planning meetings ○ Correlate books to reading grade levels ○ Leveled books are made available to students based on reading levels 	State Funds \$6,499	8/2012-5/2013 <ul style="list-style-type: none"> ○ Principal ○ API ○ Teacher/Librarian ○ Grade Level Chairs ○ Special Area Teachers 	<ul style="list-style-type: none"> ○ Accelerated Reader Reports ○ Renaissance Learning/Star Reading Reports ○ Media Computers ○ Resource alignment to units ○ Media circulation records 	<ul style="list-style-type: none"> ○ 2013CRCT ○ Reading Benchmarks ○ WIDA/ACCESS Reading
<p><u>Technology Integration Instruction Standard 2.7 PA 2:</u> Teachers effectively use technology to provide real world application to enhance students’ research skills and to maximize student learning.</p> <ul style="list-style-type: none"> ○ Accelerated Reader, Renaissance Learning(Star Reading/Math) ○ Discovery Education 	\$2,000	8/2012-5/2013 <ul style="list-style-type: none"> ○ Principal ○ API ○ Teachers ○ Teacher/Librarian 	<ul style="list-style-type: none"> ○ PC computers and Laptop computers ○ Media center schedules ○ Writing Assessments ○ Accelerated Reader Reports ○ Star Reading 	<ul style="list-style-type: none"> ○ 2013 CRCT ○ Reading Benchmarks ○ WIDA/ACCESS Reading ○ 3rd Grade Writing Test

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<p>Learning</p> <ul style="list-style-type: none"> ○ Class and grade level multi-media projects ○ Destiny/Galileo ○ Use of Promethean Board for instruction on study units 			<p>Reports</p> <ul style="list-style-type: none"> ○ Lesson Plans ○ Promethean Board and other equipment ○ Web Quests ○ Web Sites ○ Student engagement 	
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Professional Learning Plan (ESEA Mandate #4)

The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Local After School Funds	Create a culture of continuous student improvement in order to increase all students' academic success.	<p><u>Monthly Professional Learning Focus:</u></p> <p>August: Instructional Strategies</p> <ul style="list-style-type: none"> • Common Core GPS • New District Curriculum ELA • 7 Steps/Teaching & Learning • Depth of Knowledge • Formative Assessment • Teacher Keys <p>September: Foundation Literacy</p> <ul style="list-style-type: none"> • Redeliveries of CCGPS • High Yield Strategies (HYS) (Book Study) • RTI training of staff • Teacher Keys • SLO's <p>October: Foundation: Writing</p> <ul style="list-style-type: none"> • Instructional Strategies/DOK HYS • Teacher Keys • Formative Assessment <p>ITBS/CoGAT Testing In-service</p> <p>Continued next page..</p> <p>November: Foundation: Scaffolding</p> <p>December: Deepen Implementation of</p>	08/2012 to 05/2013	<p>Pre-Planning Activity Log</p> <p>PL logs</p> <p>Survey Results from Monkey.com</p> <p>Focus Walks</p> <p>Lesson Plans Coteaching Schedules Student Engagement/ Student Work Displays Technology Assessments</p> <p>Administrative Observations Reports</p>	<p>District Wide Surveys</p> <p>GAPSS – Self Assessments</p> <p>3rd /5th Grade CRCT Scores</p> <p>Teacher Keys</p>

<p>Professional Learning Plan</p>	<p>Goal to Improve Student Achievement</p> <p>Create a culture of continuous student improvement in order to increase all students' academic success.</p>	<p align="center">Foundations</p> <ul style="list-style-type: none"> • Instructional Strategies • Use of CCGPS <p><u>Monthly Professional Learning Focus:</u></p> <p>January: Foundation: Classroom Talk</p> <ul style="list-style-type: none"> • Instructional Strategies • Thinking Maps • Teacher Keys <p>February: Foundation: Collaboration</p> <ul style="list-style-type: none"> • Instructional Strategies • Formative Assessment • DOK • Teacher Keys • Midyear SLO's <p>March: Foundation: Questioning</p> <ul style="list-style-type: none"> • Test Taking Skills for CRCT • Socratic Questioning In-service • Newman's Prompts review • CCGPS • Teacher Keys <p>April: Deepen the Implementation of Common Core GPS</p> <ul style="list-style-type: none"> • Performance Based Assessments In-service of staff - CRCT • Instructional Strategies • SLO's • Teacher Keys <p>May is on the next page</p> <p>May: Deepen the Implementation of the Common Core GPS</p>	<p>Timeline</p> <p>08/2012–05/2013</p>	<p>Evidence of Monitoring</p> <p>PL logs</p> <p>Survey Results from Monkey.com</p> <p>Focus Walks</p> <p>Lesson Plans</p> <p>Coteaching Schedules</p> <p>Student Engagement/ Student Work</p> <p>Displays</p> <p>Technology Assessments</p> <p>Administrative Observations Reports</p>	<p>Evidence of Impact</p> <p>District Wide Surveys</p> <p>GAPSS – Self Assessments</p> <p>3rd /5th Grade CRCT Scores</p>
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		<ul style="list-style-type: none">• Instructional Strategies• Review and Assess Professional Learning Focus and establish focus for 2013 - 2014			
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School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-Assessment.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Performance Action 2</u> The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criteria: <ul style="list-style-type: none"> ○ Grade Level ○ Gender ○ Location and Time of infraction ○ Teacher Referral ○ Repeat Offenders 		8/201-2012 <ul style="list-style-type: none"> ○ Principal ○ API ○ Counselor ○ LTSE ○ Social worker ○ Teaching Staff 	<ul style="list-style-type: none"> ○ ESIS Reporting ○ Safe School Action Team Reports ○ Logs/Agendas 	Teachers and support personnel uses knowledge of effective verbal and media communication to foster active inquiry, collaboration, and supportive interaction to maintain a positive school climate. The evidence instruments will include: <ul style="list-style-type: none"> ○ GAPSS ○ Discipline Report ○ IDMS Reports
<u>Performance Action 1:</u> Classroom teachers teach the School Safety Student Module concerning common definition of violence, school wide rules, and classroom expectations. <ul style="list-style-type: none"> ○ Student Discipline Booklet ○ Classroom management activities ○ Posted Rules and Consequences ○ 2012 – Cougar Kudos Program Incentive Program to promote school climate. ○ New Wellness Program 		8/2012-5/2013 <ul style="list-style-type: none"> ○ Principal ○ API ○ LTSE ○ Counselor ○ Teaching Staff 	<ul style="list-style-type: none"> ○ Code of Conduct Booklet ○ Student Signature Log ○ Posted Rule/Consequences ○ Parent Conference Log ○ Classroom management Plans ○ Kudos Recognition 	Teachers and support personnel communicate and interact with parents/guardians, families, and community to support students’ learning and well-being The evidence instruments will include: <ul style="list-style-type: none"> ○ Test Scores for Code of Conduct ○ ESIS behavior report

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention (Performance Actions should be selected and cited from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Assessment and Planning <u>Performance Action: 5</u> The school includes a goal in the CSIP that represents best practices in Teacher Retention and academic high standards for all students.</p>		<p>8/2012 – 05/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ Counselor ○ Grade Level Chairs ○ Charter Council 	<ul style="list-style-type: none"> ○ CSIP document Action Plans ○ CSIP posting on DCSS website ○ Chesnut website 	<p>County, school, and teacher web sites that include or refer to the Consolidated School Improvement Plan (CSIP)</p> <p>Interventions for the Georgia School Keys Implementation Resource Guide</p> <p>Teacher Keys</p>
<p>Implementation <u>Performance Action: 2</u> The Teacher Support Specialist (TSS) Program is utilized through the Dept. of Professional Learning policies, procedures, and protocols.</p> <ul style="list-style-type: none"> ○ Assign mentors ○ Meetings once per month ○ TSS training ○ Data, meetings, and reporting of results ○ Teachscape (PRIDE) Technology ○ Elementary DeKalb Discussions: “New Teachers” <p><u>Continued next page</u> Teacher Retention Action Plan continued</p>	Funds for Substitutes when needed	<p>8/2012 – 5/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ Teacher Support Specialists 	<ul style="list-style-type: none"> ○ TSS Manual ○ TSS assignment lists ○ Scheduled Meetings ○ Agendas ○ Sign-In sheets ○ Teachscape videos ○ First Class Web Site ○ PRIDE Log 	<ul style="list-style-type: none"> ○ Semester I and II reports ○ Articulation of program by new teachers and demonstration of new skills. ○ Teachscape journals/discussion of increased skills for instruction and data collection ○ Teacher Keys

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<p>Implementation <u>Performance Action:</u> Provide collaborative planning time for teachers:</p> <ul style="list-style-type: none"> • Release time/substitutes for planning once per semester • Master Schedule allows for collaborative planning(grade level meetings) on a weekly basis • Monitor Lesson Plans and activities for evidence of planning • Protect planning time 	<p>Funds for substitutes during planning</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ○ Principal ○ API ○ Grade Level Chairs ○ TSS 	<ul style="list-style-type: none"> ○ Master Schedule ○ Glance of the Week Calendar ○ Agenda ○ Meeting minutes ○ Lesson plans ○ Classroom observation 	<ul style="list-style-type: none"> ○ Instructional adjustments are evident within lesson plans. ○ Teachers are able to articulate progress made in student learning in grade level meetings ○ Teacher Keys
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