

School Name: Kingsley Charter School

Principal: Jasmine Smith

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:	Date:
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 <input type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Library-Media <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Retention <input type="checkbox"/> 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 will appoint a CSIP Facilitator and ensure 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.	Jasmine Smith		
2.	Michelle Richards		
3.	Troy Bradham		
4.	Marcela Rugeles		
5.	Jamie Faulkner		
6.	Holly Henderson		
7.	Tara Dougherty		
8.	Karin Markey		
9.	Michelle Rastellini		
10.	Anna Templeman		
11.	Gil Hearn		
12.	Bob Freeman		
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	Jasmine C. Smith		
CSIP Facilitator	Antoinette M. Seabrook		
Parent Representative (can not be a school employee)	Allegra Johnson		
Student Representative (required for High School)	N/A		
Community Representative (can not be a school employee)	Tom Lambert		
School Counselor	Emily Moore		
Special Education Representative	Kimberlee Bedard		
Reading/ELA Chair	Elizabeth Daly		
Math Chair	Kathryn Miller		
Science Chair	Phyllis Ingram-Carson		
Social Studies Chair	Tara Dougherty		
Professional Learning Liaison	Lakisha Childs		
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:

During the 2011-2012 school year, we implemented Math Connections. This strategy allowed for our teachers to deliver targeted mini-lessons to students in the area of mathematics. We were also able to effectively implement the administration of a CRCT pre and post assessments through the use of Coach Connected. The data gained through these tests gave vital information that was used to plan interventions for students to ensure that students were able to receive instruction in areas of weakness.

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

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

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:

Based on data, we will continue to deliver our Math Connections instruction to our students. Students gained vital information during this instructional block. Students are actively engaged and are allowed to extend or remediate, as necessary. Although our implementation was successful during the 2011-2012 school year, we will change the time that this instruction is delivered. Previously, it was conducted from 7:25-7:55. This posed a challenge for our students that did not arrive to school until 7:45. Per teacher surveys, teachers feel that if we conduct the block at a later time, we will be able to reach all of our students.

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>The vision of Kingsley Charter School is to become Georgia’s Brain-based, standards-based model school where staff, parents, and students use their unique and diverse talents to exceed standards while encouraging all to become lifelong learners.</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>The mission of Kingsley Charter School is establish and strengthen relationships between home and school in order to promote high expectations of students, staff, and parents while encouraging unique strengths in a nurturing and creative environment.</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"> ▪ All students will achieve in an environment where each child is accepted, supported, valued, and challenged. ▪ Learning is enhanced through the incorporation of movement, art, music, and PE. ▪ High expectations and active parental support promote high student achievement. ▪ Learning is maximized in an accepting and nurturing environment composed of diverse student and faculty populations. ▪ All students and faculty are lifelong learners.

Developing a Comprehensive Needs Assessment**1) Provide a brief description of your school and community. Include the following information:**

- **Geographic location**
- **Enrollment**
- **Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity
 - Student with Disabilities (SWD)
 - Economically Disadvantaged
 - English Language Learners (ELL)

Kingsley Charter School is nestled in a quiet residential neighborhood at 2051 Brendon Drive, in Dunwoody, Georgia, approximately fifteen miles north of downtown Atlanta. The Kingsley Charter School community is comprised of 576 students in grades pre-kindergarten through fifth grade, 314 males and 268 females. They represent approximately 390 families coming from schools in every corner of DeKalb County. The many faces of Kingsley students reflect 45% white, 17% black, 36% Hispanic, 7% Asian, 3% Multi-Racial, and 6% American Indian. Of these students, 241, or 44%, are Economically Disadvantaged. There are 66 students, or 12% of our student population, identified as Students with Disabilities while 118 students, or 20% of our student population, has been identified as English Language Learners. Kingsley is proud to serve every child, regardless of their exceptionality. Within the walls of Kingsley, all students are treated with respect and valued as one of our own.

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)**
 - **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**
- Kingsley's School Leadership Team is comprised of five staff members (three administrators and two teachers). This group meets every weekly to discuss upcoming events and initiatives for Kingsley. Within these meetings, action plans are also reviewed and monitored for success. The committee has designed staff, parent, and student surveys to assess and evaluate the school.

In addition, Kingsley has developed nine CSIP committees. These committees are ELA, math, science, social studies, teacher retention, professional learning, school climate, attendance, and library-media. Each committee is required to meet twice a semester along with additional meetings centered on specific topics. Each CSIP committee has a facilitator. After each meeting, the facilitator shares the results with the School Leadership Team. The CSIP committees work to improve Kingsley's CSIP Action Plans, and the School Improvement Team edits and revises the narrative sections on the CSIP.

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	X	OSI GAPSS Review
X	Georgia Criterion Referenced Test		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		Benchmark Scores
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
	End of Course Tests		Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills	X	Gifted Education		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.

Kingsley Charter School offers a safe, warm and stress free environment that is conducive for learning. In fact, Kingsley’s student-centered environment draws many families who might otherwise attend neighboring schools. The dedicated faculty, staff, students, and parents are united in their efforts to increase student achievement. Teachers are open to innovative ideas and use a variety of brain-based and differentiated instructional strategies aimed at developing the whole child. Our students have a genuine interest for leaning and are successful. The tremendous community support and high level of parental involvement are key factors that lend to the success of the school. Parents and community leaders work together with the school to improve student learning by providing additional resources for the growth and development of students and staff. The following chart shows the strengths in the four “Key” areas:

GSS Strand	Commendations
Instruction	<ol style="list-style-type: none"> 1. Grade level planning periods allow for collaborative planning 2. Lessons fully aligned to GPS 3. Three part lesson plan implementation 4. Use of research-based strategies
Planning and Organization	<ol style="list-style-type: none"> 1. Clear mission and school vision 2. Team input on improvement plan 3. Administrative team highly visible throughout school day
Student, Family, and Community Support	<ol style="list-style-type: none"> 1. Open communication between school and parents 2. Plethora of opportunities for parental involvement 3. Extremely active charter council
School Culture	<ol style="list-style-type: none"> 1. School celebrates students achievements (i.e. AR ice cream party & board, NBA board, Students of Month, Student Authors on announcements, etc) 2. Staff Recognition (i.e. Teacher Compliments, Teacher of the Month, Bridal & Baby Showers, etc) 3. Diversity and cultural acceptance through music and art.

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

Kingsley’s main challenge deals with the implementation of the math curriculum and making a significant impact on student achievement. We have seen a decline in our third, fourth, and fifth grade students’ CRCT scores in the area of mathematics. In addition, there are challenges with providing a seamless transition for students as they matriculate through Kingsley in the areas of writing, reading, and student behavior. The following chart shows a plan for improvement in the four “Key” areas:

GSS Strand	Recommendations
Instruction	Implement Math Diagnostic test (STAR Math) Implement DRA’s in all grades (3 times a year) Implement Math Connections (extended math time) Increase flexible grouping Increase emphasis on student goals and student evaluations Increased student/teacher collaboration

	Increase integration of technology into lessons Implement professional learning for CCGPS
Planning and Organization	Consistency with expectation of students with uniforms Grade level planning of needed resources
Student, Family, and Community Support	Conduct a needs assessment survey to parents on specific requested workshops Parenting skills training
School Culture	Establish clear expectations of students to promote a smooth transition from one grade level to the next Implement school wide discipline plan

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

Professional development needs:

- Math Strategies In-service
- Grade level math planning
- Common Core Georgia Performance Standards Training
- DRA implementation training
- Workshop on differentiated learning

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		Community Agencies	X	Parent/Administrator Conferences
	Group Counseling	X	School Psychologists		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: school-wide and grade level assemblies to address areas of concern; classroom guidance activities; school wide incentive programs; character education initiative; parent conferences; consultation with teachers and community agencies; assigning mentors to students; individual counseling; participation in and/or chairing SST referral process

Psychologists: Consultation with staff and parents; professional learning activities; presentations to staff; consultation at 504 meetings, serve on evidentiary hearings

Social Workers: Consultation with staff and parents; presentations to staff; interpretation services at school sponsored meetings; serve on evidentiary hearings; support referrals to external agencies

School Nurses: Consultation with community agencies, presentations to staff; provide referrals to external agencies

Strategies to Increase Parental Involvement

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

X	Site-based Parent Centers/Information Stations		
	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops		
X	Parental Involvement Survey/Summary		Others (list here)

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

A site-based parent center is set up for our parents to use. In this area, parents are allowed access to a computer with internet access, as well as several other resources and information that will assist them in providing support to their children. There is also an area in there for parents to use when they are volunteering. Workshops are held to give parents information on reading strategies, homework assistance, testing, etc.. These workshops are designed to give our parents information and strategies they can use to assist their children. Additionally, we ask our parents to participate in a survey once a year. The information received from this survey is used to design parent workshops based on our parents needs.

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)

Stakeholder Communication

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

The faculty at Kingsley Charter School provide individual student assessment results and interpretations to parents all norm-referenced tests and state assessments. Results and interpretation from each state assessment is given to parents in a timely manner. For instance, CRCT results and interpretations guides are mailed to each parent in the summer. Additionally, math compacting letters are sent home in the courier at the beginning of each six-nine week period. In the compacting letter, teachers explain which group a parent’s child will be a part of and the standards that will be addressed.

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

Kingsley is involved in many standardized assessments throughout the school year. Once the school receives scores from various tests, individual results and letters are sent home with each child. Overall assessment results are discussed during parent and charter meetings. Additionally, disaggregated data is presented to stakeholders at our State of the School meeting. All meetings are open to any community members that wish to attend. All standardized tests summaries are posted to the school’s and county’s website. In additions, Kingsley uploads the CSIP to the school’s website.

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

A link to the Kingsley Charter School CSIP is provided on the District’s and school’s web pages. The Charter council receives a copy of the plan to review before a revised CSIP is posted to each website.

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

School Name: Kingsley Charter School

Principal: Jasmine Smith

Plan Year: 2012-2013

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

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	Title V \$520.00
State Funds	QBE funds are used to provide instructional materials, supplies, and equipment for students.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	Professional funds are being used for staff development in brain based learning strategies, assessments, and common core standards implementation.
Grants (list)	
PTSA	
Partners in Education	
Other (list)	Funds used to update book room and teacher material stipends.

Select appropriate research-based performance actions that support your plan. If an individual school chooses to select a performance action or initiative other than those sited in the Georgia School Keys Implementation Resource Guide, a citation is necessary. Cited research should directly align with the performance action or initiative it supports. Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan				
Annual Measurable Objective: In accordance with the College and Career Ready Performance Index, for 2012-2013 school year 87% of our student in grades 3-5 will meet or exceed CRCT standards as defined by the Georgia DOE.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance Action:</u> Assessment Standard A3.1 Performance/Action 4 Group students, including but not limited to the following subgroups: students with disabilities, ELL students, and economically disadvantaged, etc., not meeting standards according to assessment results and assign to safety net instruction which occurs before, during and after school, including:</p> <ul style="list-style-type: none"> • After School Tutorial- Students in grades 3-5 on Tuesdays and Thursdays from 3:00-4:00 • Homework Help- Students in grades 1-3 from 2:00 until 2:25 Monday-Thursday 	After-School Fund State, County and Charter Funded \$6400.00	Oct 12-May 13 Teachers tutors, counselor API, and Principal	Safety net rosters Student data Formative assessment Summative assessments, etc.	Safety net instruction is continuously monitored and teachers can explain how student are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.
<p><u>Performance Action</u> School Culture SC2.2 Performance/Action 1 A culture of success is supported by high profile celebrations and recognitions that</p>	\$200 Charter Funds Kroger donations	Aug 12-May 13 Media Specialist, Teachers, API, Principal, Parents	Accelerated Reader Bulletin Board Photos of celebration Renaissance	Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress

<p>encourage academic progress and reinforce the focus on academics.</p> <ul style="list-style-type: none"> • AR Goal Parties • AR Goal achievers' bulletin board • AR Goal achievers' recognition on morning announcements 			<p>Learning Reports</p>	<p>for academic achievement.</p>
<p><u>Students with Disabilities</u> School Culture 2.3 Performance/Action 1 Inclusion is the model of choice when appropriate for individual student needs.</p>	<p>N/A</p>	<p>Aug 12-May 13 Teachers, Paraprofessionals, API, Principal, Spec. Ed. Lead Teacher</p>	<p>Inclusion Schedule IEP's Teacher Planning agendas and minutes Master Schedule</p>	<p>The faculty and staff can discuss how inclusion is implemented and utilized as a means of education diverse learners.</p>
<p><u>Students with Disabilities</u> Instruction 2.1 Performance/Action 2 Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching.</p>		<p>Aug 12-May 13 Teachers, Paraprofessionals, API, Principal, Spec. Ed. Lead Teacher</p>	<p>Collaborative planning meeting dates, Small groups, pairs, independent work, conferencing etc. observed Co-teaching lesson plans Room arrangement that supports delivery modes, etc.</p>	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs.</p> <p>Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>
<p>English Language Learners*: Instruction Standard I2.5 Performance/Action 2 Utilize flexible grouping with ample opportunities for student interaction:</p> <ul style="list-style-type: none"> • Student-to-student • Teacher-to-student 	<p>N/A</p>	<p>Aug 12-May 13 Principal, Assistant Principals Teachers, ELL Teachers</p>	<p>Diagnostic test results Benchmark results Group lists Lesson plans Student choice samples Class Profile Sheets</p>	<p>Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups.</p> <p>Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.</p>

<p><u>Technology Integration</u> <u>Performance Action:</u> Instruction Standard I2.7 Performance/Action 2 Teachers effectively use technology to provide real world application, to enhance students' research skills and to differentiate instruction to maximize student learning. Improve students' reading comprehension and language skills through the use of Promethean boards and access to the computer lab and the new library technology upgrades. Students have access to the following software programs for both practice and for assessment: Coach Connect, Promethean Planet, and Star Tests. <i>Integrating literacy and technology: Effective practice for grades K-6</i></p>	<p>NA</p>	<p>Aug 12-May 13 Teachers, API, TSS, County Tech, and Principal</p>	<p>Informal Observations/Focus Walks Lesson or unit plans Computers LCD projectors Promethean Boards Student work enhanced by technology Computer Lab schedule STAR Reports Coach Reports</p>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Mathematics Action Plan				
Annual Measurable Objective: In accordance with the College and Career Ready Performance Index, for 2012-2013 school year 84% of our student in grades 3-5 will meet or exceed CRCT standards as defined by the Georgia DOE.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance Action:</u> Instruction Standard I2.1 Performance/Action 2 Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery may include modeling, demonstrations, small-group instruction, whole-group instruction, one-on-one instruction, etc.</p> <ul style="list-style-type: none"> Utilize multiple hands-on math experiences such as manipulatives, Promethean boards, and projects to explore number and operations, measurement, and problem-solving strategies within a brain based environment. <p><i>Teaching essential mathematics, grades K- : increasing engagement and building understanding of key concepts.</i></p>	County specialists; manipulatives; Computers; web access; CD's and Tapes; Access to online resources; funded by county; \$0.00	Aug 12-May 13 Teachers, School Math Rep, Assistant Principal, Media Specialist, TSS (Technology Support Specialist) and Principal	Teacher Observations/Focus Walks Small groups, pairs, independent work, etc. Work samples Manipulative use	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs. Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.
<p><u>Performance Action:</u> Instructional Standard I2.1 Performance/Action 1 Teachers and other instructional leaders</p>	N/A	Aug 12-May 13 Teachers, API, Principal	Teacher Observations/Focus Walks Lesson Plans	Teachers and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a

<p>meet to determine and agree upon school-wide expectations in the delivery of routines of lessons (i.e. instructional framework)</p> <ul style="list-style-type: none"> • Implement the CCGPS • Math Connections <p><i>The differentiated math classroom: a guide for teachers, K-8.</i></p>			<p>Vary activities for opening, work time, closing, inquiry, etc.</p>	<p>lesson.</p>
<p><u>Performance Action:</u> Assessment 3.1 Performance/Action 4 Group students, including but not limited to the following subgroups: students with disabilities, ELL students, and economically disadvantaged, etc., not meeting standards according to assessment results and assign to safety net instruction which occurs before, during and after school, including:</p> <ul style="list-style-type: none"> • After School Tutorial- Students in grades 3-5 on Tuesdays and Thursdays from 3:00-4:00 • Homework Help- Students in grades 1-3 from 2:00 until 2:25 Monday-Thursday <p><i>A new generation of evidence: The family is critical to student achievement.</i></p> <p>Student, Family, and Community SFC1.4 Performance/Action 3</p>	<p>After-School Fund State, County and Charter Funded \$6400.00</p>	<p>Aug 12-May 13 Teachers, Tutors, counselor API, and Principal</p>	<p>Safety net rosters Student data Formative assessment Summative assessments, etc.</p>	<p>Safety net instruction is continuously monitored and teachers can explain how student are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p>
<p><u>Students with Disabilities</u> Instruction 2.1 Performance/Action 2 Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of</p>	<p>N/A</p>	<p>Aug 12-May 13 Teachers, Paraprofessionals, API, Principal, Spec. Ed. Lead Teacher</p>	<p>Collaborative planning meeting dates, Small groups, pairs, independent work, conferencing etc. observed</p>	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs.</p>

<p>the three preferred instructional models to best support students’ mastery of standards: station teaching, parallel teaching, or alternative teaching.</p>			<p>Co-teaching lesson plans Room arrangement that supports delivery modes, etc.</p>	<p>Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>
<p><u>Students with Disabilities</u> School Culture 2.3 Performance/Action 1 Inclusion is the model of choice when appropriate for individual student needs.</p>	<p>N/A</p>	<p>Aug 12-May 13 Teachers, Paraprofessionals, API, Principal, Spec. Ed. Lead Teacher</p>	<p>Inclusion Schedule IEP’s Teacher Planning agendas and minutes Master Schedule</p>	<p>The faculty and staff can discuss how inclusion is implemented and utilized as a means of education diverse learners.</p>
<p><u>English Language Learners*</u>: Instruction Standard I2.5 Performance/Action 2 Utilize flexible grouping with ample opportunities for student interaction:</p> <ul style="list-style-type: none"> • Student-to-student • Teacher-to-student 	<p>N/A</p>	<p>Aug 12-May 13 Principal, Assistant Principals Teachers, ELL Teachers</p>	<p>Diagnostic test results Benchmark results Group lists Lesson plans Student choice samples Class Profile Sheets</p>	<p>Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups.</p> <p>Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.</p>
<p><u>Technology Integration</u> <u>Performance Action:</u> Instruction Standard I2.7 Performance/Action 2 Teachers effectively use technology to provide real world application, to enhance students’ skills in numbers and operations and to differentiate instruction to maximize student learning. Improve students’ math skills through the use of Promethean boards and access to the computer lab and the new library technology upgrades. Students have access to the following software programs for both practice and for assessment: Coach</p>	<p>NA</p>	<p>Aug 12-May 13 Teachers, API, TSS, County Tech, and Principal</p>	<p>Informal Observations/Focus Walks Lesson or unit plans Computers LCD projectors Promethean Boards Student work enhanced by technology Computer Lab schedule STAR Reports</p>	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

School Name: Kingsley Charter School

Principal: Jasmine Smith

Plan Year: 2012-2013

Connect, Promethean Planet, and Star Tests. <i>Integrating literacy and technology: Effective practice for grades K-6</i>			Coach Reports	
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable

Science Action Plan				
Annual Measurable Objective: In accordance with the College and Career Ready Performance Index, for 2012-2013 school year 80% of our student in grades 3-5 will meet or exceed CRCT standards as defined by the Georgia DOE.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance Action:</u> Curriculum 1.2 Performance/Action 4 Utilize Learning Garden to implement cross-curricular opportunities outside the classroom. The Learning Garden will be used for critical experiences throughout all grade levels.</p>	Charter Fund \$50.00	Aug 12-May 13 Teachers, Paraprofessionals, Garden Club Committee, API, and Principal	Informal Observations/Focus Walks Work Samples End of Unit Tests Teacher-made Tests Benchmark Tests other informal assessments	Students' assignments reflect collaborative planning among content are teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other area of study. Students can explain connections across content areas.
<p><u>Performance Action:</u> Student, Family, and Community Support SFC3.1 Performance/Action 3 Utilize the trout hatchery by implementing the Small Fry Program through partnership with Technology Solution. Students will have hands-on experiences in the field of life science.</p>	21 st Century Grant	Aug 12-May 13 Classroom Teachers, API, Principal	Informal Observations/Focus Walks Work Samples End of Unit Tests Teacher-made Tests Benchmark Tests other informal assessments	Parents, teachers, and community participate with their children in a variety of reading, writing, and technology related activities designed to enrich student learning. Additionally, parents/community will develop an awareness of best practices utilized in the instruction of those areas.
<p><u>Students with Disabilities</u> Instruction 2.1 Performance/Action 2 Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of</p>	N/A	Aug 12-May 13 Teachers, Paraprofessionals, API, Principal, Spec. Ed. Lead Teacher	Collaborative planning meeting dates, Small groups, pairs, independent work, conferencing etc. observed	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs.

the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching.			Co-teaching lesson plans Room arrangement that supports delivery modes, etc.	Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.
<u>Students with Disabilities</u> School Culture 2.3 Performance/Action 1 Inclusion is the model of choice when appropriate for individual student needs.	N/A	Aug 12-May 13 Teachers, Paraprofessionals, API, Principal, Spec. Ed. Lead Teacher	Inclusion Schedule IEP's Teacher Planning agendas and minutes Master Schedule	The faculty and staff can discuss how inclusion is implemented and utilized as a means of education diverse learners.
English Language Learners*: Instruction Standard I2.5 Performance/Action 2 Utilize flexible grouping with ample opportunities for student interaction: <ul style="list-style-type: none"> • Student-to-student • Teacher-to-student 	N/A	Aug 12-May 13 Principal, Assistant Principals Teachers, ELL Teachers	Diagnostic test results Benchmark results Group lists Lesson plans Student choice samples Class Profile Sheets	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.
<u>Technology Integration</u> <u>Performance Action:</u> Use programs such as Discovery Learning and Promethean Planet to enhance critical experiences. Enhance critical learning experiences in science by using the active white boards during instruction. Instruction Standard I2.7 Performance/Action 1	\$0.00	Aug 12-May 13 Teachers, Media Specialist, , API, and Principal	Computers Lesson & Unit Plans Projects	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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

Social Studies Action Plan				
Annual Measurable Objective: In accordance with the College and Career Ready Performance Index, for 2012-2013 school year 77% of our student in grades 3-5 will meet or exceed CRCT standards as defined by the Georgia DOE.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance Action:</u> Instruction Standard I1.2 Performance/Action 4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content and helps to integrate non-fiction historical and cultural non-fiction/fiction text with the use of literature circles and flexible reading groups.</p> <p>“Using historical fiction to create interest in the elementary social studies classroom.” <i>Southern Social Studies Journal.</i></p>	\$2,500.00, Charter Council	Aug 12-May 13 , Teacher, API, and Principal	Unit Resource List Media circulation records	Resources from the media center are correlated to grade level unit of studies. The media specialist can describe how services are coordinated to support classroom instruction.
<p><u>Performance Action:</u> Instruction Standard I2.2 Performance/Action 1 Design research projects centered on historical events and people.</p> <p>“Things that make you go "hmmm..." Creating inquiry "problems" in the elementary social studies classroom.” <i>Social Studies.</i></p>	\$ 0.00	Aug 12-May 13 K-5 Teachers API, and Principal	Research Projects Observations Conferences Presentations	Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking.

<p><u>Students with Disabilities</u> School Culture 2.3 Performance/Action 1 Inclusion is the model of choice when appropriate for individual student needs.</p>	<p>N/A</p>	<p>Aug 12-May 13 Teachers, Paraprofessionals, API, Principal, Spec. Ed. Lead Teacher</p>	<p>Inclusion Schedule IEP's Teacher Planning agendas and minutes Master Schedule</p>	<p>The faculty and staff can discuss how inclusion is implemented and utilized as a means of education diverse learners.</p>
<p><u>Students with Disabilities</u> Instruction 2.1 Performance/Action 2 Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching.</p>	<p>N/A</p>	<p>Aug 12-May 13 Teachers, Paraprofessionals, API, Principal, Spec. Ed. Lead Teacher</p>	<p>Collaborative planning meeting dates, Small groups, pairs, independent work, conferencing etc. observed Co-teaching lesson plans Room arrangement that supports delivery modes, etc.</p>	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs.</p> <p>Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>
<p>English Language Learners*: Instruction Standard I2.5 Performance/Action 2 Utilize flexible grouping with ample opportunities for student interaction:</p> <ul style="list-style-type: none"> • Student-to-student • Teacher-to-student 	<p>N/A</p>	<p>Aug 12-May 13 Principal, Assistant Principals Teachers, ELL Teachers</p>	<p>Diagnostic test results Benchmark results Group lists Lesson plans Student choice samples Class Profile Sheets</p>	<p>Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups.</p> <p>Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.</p>

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Principal: Jasmine Smith

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<p><u>Technology Integration</u> <u>Performance Action:</u> Instruction Strategy I2.7 Performance Action 2 Teachers effectively use technology to provide real world application, to enhance students' research skills and to differentiate instruction to maximize student learning such as:</p> <ul style="list-style-type: none">• Develop historical projects using various technology software (PowerPoint, Inspiration, and Word).	<p>N/A</p>	<p>Aug 12-May 13 Teachers Gifted Resource Teachers Media Specialist Media Clerk API, and Principal</p>	<p>Research Projects Observations</p>	<p>Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: In accordance with the College and Career Ready Performance Index, for 2012-2013 school year 30% of our student in grades 3-5 will exceed CRCT standards as defined by the Georgia DOE.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance Action:</u> Student, Family, & Community Involvement SFC1.3 Performance/Action 1 The school offers scheduled information in the form of an electronic newsletter relating to parenting skills that feature articles on attendance policies. Student, Family, & Community Involvement SFC1.3 Performance/Action 1 <i>The school practitioner's concise companion to preventing dropout and attendance problems.</i></p>	\$ 0.00	Aug 12-May 13 Counselor	Monthly Attendance Reports Newsletters with information on attendance	Parents can communicate and implement newly acquired strategies/topics/ideas from parenting skills training. Parents explain how they support the school in assisting their children with their learning needs.
<p><u>Performance Action:</u> School Culture SC2.2 Performance/Action 1 The principal and school staff model acceptance and respect for all and recognize individual efforts and accomplishments: * Give incentives to classes with perfect attendance (weekly) and zero tardies through our Attendance/Tardy NBA (Never Been Absent) Program. Class “points” will increase as classes have daily perfect</p>	\$200.00 Charter Funds Community Partners	Aug 12-May 13 Counselor Media Specialist Teachers Registrar Principal Assistant Principal	Monthly Attendance Reports Celebrations Student Recognition	The school staff can describe ways in which they model acceptance and respect and how they recognize and celebrate individual efforts and accomplishments.

<p>attendance with no tardies. Visual representation of students with no absences or tardies will be visible on bulletin board. These students will randomly receive awards throughout the semester. * Recognize class with the highest NBA points and students with no tardies with special rewards and honors at the end of each semester.</p> <p><i>The school practitioner's concise companion to preventing dropout and attendance problems.</i></p>				
<p>Performance Action: School Culture SC2.2 Performance/Action 3 Recognize students who have perfect attendance with certificates and pins each semester at the Honors Program. In addition, students will receive mini-basketballs have a chance to win a basketball.</p> <p><i>The school practitioner's concise companion to preventing dropout and attendance problems.</i></p>	<p>\$180.00, Charter Council</p>	<p>Aug 12-May 13 Parents, Teachers, Registrar, Assistant Principal, Principal,</p>	<p>Monthly Attendance Reports</p>	<p>Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress for academic achievement.</p>

Library-Media Action Plan				
Annual Measurable Objective: : Using the CRCT test preparation presentations prepared by Teacher-Librarian on Media Literacy and Research, for grades 1 – 5, students will score at or above Level 2 on the CRCT. Students will maintain averages 80% or higher on books read during Accelerated Reader goal periods.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance Action:</u> Instruction 1.2: Performance/Action 4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation</p> <ul style="list-style-type: none"> ▫ Teacher-Librarian attends collaborative planning meetings and serves on Leadership Team ▫ Leveled books are made available to students based on reading levels. <p>Teacher-Librarian facilitates the AR Program</p>	\$2000 Charter Funds	Aug 12-May 13 Principal, API, , Teacher-Librarian, Teachers	Disaggregated AR Management reports Local reading logs Resource alignment to units Media circulation records, etc. Leadership & Grade Level Minutes	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.
<p><u>Performance Action</u> School Culture SC2.2 Performance/Action 1 A culture of success is supported by high profile celebrations and recognitions that encourage academic progress and reinforce the focus on academics.</p> <ul style="list-style-type: none"> • AR Goal Parties 	\$200 Charter Funds	Aug 12-May 13 Media Specialist, , Teachers, API, Principal, Parents	Accelerated Reader Bulletin Board Photos of celebration Renaissance Learning Reports	Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress for academic achievement.

<p><u>Technology Integration</u> Performance Action: Instruction Standard I2.7 Performance/Action 2 Teachers effectively use technology to provide real world application, to enhance students' research skills and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> • Accelerated Reader • Class multi-media projects • Promethean Board 	<p>\$2000 Charter Funds</p>	<p>Aug 12-May 13 Principal, API, , Teacher-Librarian, Teachers</p>	<p>AR Management Reports Student Logs Computer and equipment Media Center schedule Projects, etc. Lesson Plans</p>	<p>Students can articulate how technology supports their learning. Examples are provided of student work that has been enhanced by technology as a set of tools and resources to complement their learning process.</p>
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Professional Learning Plan					
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
State (PL Funds)	<p><u>Performance Action:</u> Professional Learning PL2.4/2.5 Performance/Action 2 Teachers and administrators engage in collaborative unit and lesson design in learning teams to ensure agreement on what students should know, do and understand, required student performances, and what is proficient.</p>	Grade levels will receive 1 planning day per semester to collaborate with peers on best practices.	Aug 12- May 13	Focus Walks Lesson Plans Professional learning activity planned Agendas and minutes	Teachers can articulate what students are to know, do and understand from a particular unit of study and classroom observations show a roughly common schedule of instruction with the unit. All teachers in the learning team agree and can articulate what proficient student work looks like.
Federal	<p><u>Performance Action:</u> Professional Learning PL2.4/2.5 Performance/Action 8</p>	Ongoing professional development in the areas of hands on best practices: Common Core Georgia Performance Standards, Math Connections,	Aug 12- May 13	Teacher lesson plans, student	Teachers articulate and demonstrate their

	<p>Reading/Language Arts Math Teachers participate in a variety of professional learning designs to enhance their content knowledge related to the Georgia Performance Standards to more effectively design and implement quality instruction and student performances. These designs include specific content related workshops and all of the Performance/Actions in 1-6.</p>	<p>Instructional Strategies for Math, Differentiated Instruction, Guided Reading Comprehension, Use of Leveled Readers, DRA Testing, Promethean boards, Discovery Learning</p>		<p>portfolios, math instructional boards, Workshop agendas</p>	<p>understanding of content through lessons they design and implement with rigorous student performances accomplished.</p>
<p>Grants</p>					
<p>Local</p>					

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance Action:</u> School Culture SC2.2 Performance/Action 1 The principal and school staff model acceptance and respect for all and recognize individual efforts and accomplishments by:</p> <ul style="list-style-type: none"> Encouraging staff to join Sunshine. The staff at Kingsley values a caring atmosphere based on mutual trust and respect for all stakeholders. The Sunshine committee provides recognition/support for the staff in times of illness, death, and celebrations. 	<p>Individual staff members voluntarily contribute</p>	<p>Aug 12-May 13 Staff Principal API</p>	<p>Membership List Sunshine agendas Kingsley Calendar Staff information board Sunshine board</p>	<p>The school staff can describe ways in which they model acceptance and respect and how they recognize and celebrate individual efforts and accomplishments.</p>
<p><u>Performance Action:</u> Leadership L2.1 Performance/Action 2 The principal and school administrators work collaboratively with staff and community to develop policies, practices, and procedures to ensure a safe, orderly, inviting, and supportive learning environment.</p> <ul style="list-style-type: none"> Teacher of the Year Student of the Month Kudos Incentives Program 	<p>\$500 Charter Funds Donations from P.I.E.</p>	<p>Aug 12-May 13 Staff Parents Students Principal API</p>	<p>Discipline Plans Discipline Reports Parent/Teacher/Staff Surveys Posting of school rules and procedures Posting of classroom rules and procedures Bulletin Boards</p>	<p>Stakeholders can articulate that school climate and culture is supportive and inviting. Observations of interactions among group reflect a positive, supportive learning environment.</p>

<p><u>Performance Action</u> School Culture SC2.3 Performance/Action 2 Diversity is celebrated through cultural immersion activities related to the social studies standards through:</p> <ul style="list-style-type: none"> • Spanish Club • morning announcement highlights of thematic months • school performances • plays • classroom caravans • projects • contracts, etc. 	<p>No Cost</p>	<p>Aug 12-May 13 Staff Parents Students Principal API</p>	<p>Projects, Performances Contracts Attendance logs School Newsletters Lesson Plans</p>	<p>The students, staff, and community can express how cultural diversity is celebrated through the study of the social studies standards.</p>
<p><u>Performance Action</u> School Culture SC2.2 Performance/Action 1 A culture of success is supported by high profile celebrations and recognitions that encourage academic progress and reinforce the focus on academics.</p> <ul style="list-style-type: none"> • Student of the Month • Honors' Day • A/R Ice Cream Parties • Math Fact Celebration • Night of the Arts • Comet Award • Recognition on morning announcements 	<p>Donations from Chik-Fil-A, Kroger, Chili's</p>	<p>Aug 12-May 13 Staff Parents Students Principal API</p>	<p>Student of Month bulletin board Pictures Newsletter Honor's Day program</p>	<p>Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress for academic achievement.</p>

<p><u>Performance Action</u> Leadership L2.1 Performance/Action 1 The school leaders ensure school-wide consistent procedures and routines that focus on student safety, student learning, and maximum, non-interrupted instruction time by monitor safety practices</p> <ul style="list-style-type: none"> • safety drills • preventive measures • safe environment in the classroom & common areas (no bullying). 	<p>No cost</p>	<p>Aug 12-May 13 All staff. Counselor meets with classes & individuals to provide guidance lessons and address concerns.</p>	<p>Teacher and student handbooks Safety plan</p>	<p>All staff can articulate how the school is managed including procedures for operations such as fire drills, hall traffic, transition times, inclement weather, substitute teacher acquisition, medicine distribution, arrivals/dismissals, etc.</p>
<p><u>Performance Action:</u> <u>Student, Family, and Community Support</u> <u>Standard SFC2.1</u> <u>Performance/Action 4</u> <u>All stakeholders have an opportunity to participate in shared decision making and problem solving by:</u></p> <ul style="list-style-type: none"> • <u>organizing monthly parent meeting</u> • <u>providing parental involvement opportunities</u> • <u>establishing a parent curriculum committee</u> • <u>maintaining the governing charter council at the school.</u> 	<p>No cost</p>	<p>Aug 12-May 13 Staff Parents Principal API</p>	<p>Parent surveys Council Roster Council agenda and minutes Parent roster</p>	<p>Stakeholders can articulate how they are included in shared-decision making and problem solving that directly impact the school and student learning.</p>

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance Action:</u> Professional Learning PL1.5 Performance/Action 2 Opportunities are provided for beginning teachers to work with more experienced teachers to identify student learning goals, utilize research-based instructional strategies, create formative assessments, received feedback on their performance, etc.</p> <ul style="list-style-type: none"> Assign Teacher Support Specialists (TSS) to new staff for support in an effort to increase retention rates. Plan an orientation for new teachers to be held prior to preplanning to familiarize teachers with the school, neighborhood, and mentor teachers. In addition, hold monthly meetings with new staff to assist with completing progress reports, daily procedures, “things unique” to the school, etc. 	\$20.00 Charter	Aug 12-May 13 New Teachers TSS’s Principal API	Mentor/protégée meeting schedule Needs assessment from beginning teacher, etc.	New teachers can articulate how the support of other teachers in their learning team is helping them be more successful with instruction and monitoring student progress.
<p><u>Performance Action:</u> Leadership L1.4 Performance/Action 4 The school leaders give specific feedback to teachers about daily classroom visits. The school leaders use coaching techniques to help teachers grow as designers of standards-based instruction.</p>	N/A	Aug 12-May 13 Teachers Leadership Team Principal API	Visitation journals Written feedback Coaching plans Mentor pair list	School leaders facilitate coaching meetings with teachers, and they can describe how they developed their coaching plans and the progress that the teacher has made.