Accreditation Report

Chestnut Mountain Creative School of Inquiry

Hall County School System

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Chestnut Mountain Creative School of Inquiry is located in southern Hall County. The first school building was built in the 1800s. It was a tall, wooden, two-story building, with a rock chimney at each end. The pupils sat around a fire and studied. The first floor was a classroom and the upper floor was a Masonic Hall. The students wrote on slates, and had very few books or resources. One of the books used was the Blue Back Speller. The faculty consisted of one teacher who taught all subjects for all ages. The school term was five to seven months each year depending upon the weather. In some cases, students walked as far as six miles to school.

Over the years, the community grew and a new facility was built in the 1960s. This facility was located at 4670 Winder Hwy. in Flowery Branch. In 1996, a two-story wing was added creating a total school capacity for 550 students. Propelled by the continued growth in population, in the fall of 2008, the school moved to a new 92,500 square foot, $13.2 million facility which is located in a quieter area of Southeastern Hall County. The current address is 4841 Union Church Road in Flowery Branch, GA.

The school now serves 655 students in grades K-5 and has a faculty and staff of over 60 people. Our school attendance zone encompasses a portion of the south end of Hall County; however, as a charter, any student who lives in the county may apply for acceptance through a lottery. Current demographics show the school serves 41% economically disadvantaged students; 72.4% Caucasian, 15.5% Hispanic, 4.9% Black, 3.5% Asian and 3.7% multiracial/other.

After the recession of 2008, the school experienced several years of fairly stagnant growth. However, in the last two years, the economic recovery has begun to bring families into the community again. We anticipate that our demographics for the next school year will remain largely the same as the prior year.

In 2010 the school community and staff began to rethink the use of traditional teaching methods due to a growing desire among the parents of Hall County students to enroll their children in schools with non-traditional approaches to teaching. At the beginning of the 2012-2013 school year, Chestnut Mountain ultimately adopted a charter and became Chestnut Mountain Creative School of Inquiry ("CMCSI") .

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Chestnut Mountain Creative School of Inquiry (CMCSI) is a conversion charter focused on inquiry-based instruction, creativity, and 21st Century Learning. Chestnut Mountain Creative School of Inquiry's vision is to promote excellence in learning through inquiry, creativity, research, and rigorous, engaging learning experiences. Our mission is to produce innovative, self sufficient learners and promote positive character by teaching students to be willing, authentic, respectful, responsible, inquisitive, outstanding, and resilient.
The school attracts students whose interests are in the areas of research, creativity and technology. The academic program at CMCSI engages students in learning through inquiry based instruction and innovative teaching practices. Using CCGPS, teachers develop integrated units of study which promote research and inquiry. Students are encouraged to question, research, discover and create. Critical thinking skills, technology, communication and collaboration skills are implemented in all aspects of the curriculum.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Highlights and accomplishments of the last three years include receiving our charter status and, as a result, securing a federal grant. This grant enabled the school to procure a variety of technology based learning tools which will facilitate our ability to achieve our charter goals and mission.

Other accomplishments include:

- Bronze Award from "Alliance for a Healthier Generation" (National award) 2012, 2014
- 5th Grade Writing Test - Increased from a 65% pass rate in 2013 to an 83% pass rate in 2014
- Georgia Shape Honor Roll - Platinum Award 2014
- Georgia Shape Honor Roll - Gold Award 2012, 2013
- Several students were recognized by district 4-H, 2014 and a CMCSI student was the runner up in the district spelling bee, 2013
- 5th Grade Students - 'Math Wiz Kids' presented at International Society for Technology in Education (ISTE) - San Antonio - 2013
- 4th Grade Students - presented at Georgia Technology in Education Conference (GATEC)- 2013
- 5th Grade Student won "Georgia Young Author" state level award, 2013
- CMCSI won a $5,000 "SHAPE" Grant award from Georgia Dept. of Health, 2013
- Let's Move' Active Schools National Recognition Award, 2014

CMCSI places high importance on the integration of technology in all areas of instruction including student and teacher use. Teachers complete a self-evaluative technology matrix regarding their use of technology in the classroom and how technology is being used with and by the students. Teachers receive technology training through professional learning on an ongoing basis. Web presence is provided by all teachers and information is provided for students and parents on the CMCSI website.

Students' social needs are met through the use of the school counselor, counselor-led small groups, extracurricular activities, Morning Meetings and Responsive Classroom, and after school activities such as Fall Festival, Movie Night, etc. Additionally, the students' social/emotional needs are met through programs such as the "Warrior Way" character education program, the Reading PAWS program, monthly guidance classes, and the Partners of Warriors (POW) program.

CMCSI partners with the University of North Georgia's Professional Development Community to develop and train future teachers. Junior and Senior university students take classes at CMCSI and also participate in internships under the supervision CMCSI's K-5th grade teachers.

Goals and Opportunities

CMCSI has recently begun offering a wide variety of enrichment classes such as robotics, volunteerism, pet therapy, nature explore, and gardening. These classes grant students exposure to a variety of career-related skills and experiences and will be expanded to include all grades over the next two years.

The Responsive Classroom model has been implemented at CMCSI and allows teachers and students to build a safe environment, centered on community and trust. This environment ensures that students feel safe and are thus able to thrive in the learning community.

Areas for improvement:

- Increase math, science, and social studies achievement/growth scores
- CMCSI's Georgia Milestones/End of Grade (EOG) pass rates for each subject tested should exceed the district or state average, whichever is higher.
- Increase our percentage of students scoring in the "exceeds" category across the board in all academic areas.
- Establish and build strong relationships with local Business Partners
- Strengthen our teacher mentoring program
- Develop a more effective strategy and plan to involve more stakeholders in the school improvement process
- Involve a greater number of stakeholders in the development of the mission and vision of CMCSI

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Chestnut Mountain is a wonderful learning community combining old school values with a new school approach to learning.   Our teachers care deeply about their students and do their best to create a sense of community in their classrooms which overflows to the whole school. By implementing the Warrior Way on a daily basis through a research and evidenced based approach to learning known as Responsive Classroom, it is our hope that students will experience a joyful and challenging learning environment that is second to none.
CMCSI is a conversion charter focused on inquiry- based instruction, creativity, and 21st Century Learning. Our mission is to promote excellence in learning through teamwork, character, research, and rigorous creative experiences.

Question, Research, Discover, and Create are the four cornerstones of our Inquiry Process. With that said, the CCGPS standards are the foundation of our instruction. Within those standards, we encourage students to develop questions, research and discover the answers to their questions, then present what they have learned in creative ways.

At CMCSI, we pride ourselves in being well rounded, teaching the whole child by providing outstanding Art, Music, and Physical Education programs. Our focus on Physical Education and Health has earned our school several National and State honors.

We also provide our students with several opportunities to be involved in extracurricular activities: Art Club, Chorus, Fellowship of Christian Athletes, Future Problem Solvers and Junior Master Gardeners.   Our garden is one of the highlights of our school - staff, students, and volunteers have developed a garden that produces all year long and has provided fresh vegetables and flowers to our school community.

As mentioned before, the use of technology is embedded throughout our instruction. Students are able to utilize up to 4 desktops and 6 laptops per room, as well as, ipads and zooms, not to mention two computer labs. We expect students to utilize technology as a tool to enhance learning and creative production.

Finally, one of the most impactful and important aspects of our school is character development. At CMCSI we expect student our school community to follow the Warrior Way. Warriors are:
Willing: Warriors do what is asked of them and help others.
Authentic: Warriors tell the truth and are true to themselves.
Respectful: Warriors show respect for themselves, their peers, authority and property.
Responsible: Warriors take responsibility for their work and actions. No excuses!
Inquisitive: Warriors engage in their own learning by asking questions and seeking solutions.
Outstanding: Warriors give their best effort all the time.
Resilient: Warriors show courage in the face of adversity. They never give up!

We are Warriors!

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

CMCSI Standard 1 Narrative: The school maintains and communicates a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.

Areas of Strength: Indicators 1.1 (partially), 1.2, 1.3 (partially)

Responses to annual CMCSI surveys indicate CMCSI's stakeholders believe the school is focused on student success overall.   A noted strength is the way our character education and citizenship program--called the "Warrior Way"--is communicated through our entire school community including our Local Governing Board and School Improvement Team. CMCSI involves stakeholders in the review and revision of its mission statement as documented in minutes kept for the following meetings: Local Governing Board, School Improvement Team, Data Monitoring, RTI, Grade Level Meetings, PTO, and Faculty. The most recent review was conducted at the beginning of the 2014-15 school year and included a survey of faculty and parents. In the survey, options for potential CMCSI mission and vision statements were presented, and stakeholders were asked their preference. Results will be tabulated and a decision by January 2015. Currently the mission and vision statements are communicated through thef CMCSI website, Monday Folders, daily communication folders and/or agendas, and morning announcements.

CMCSI leadership and staff foster a culture consistent with the school's purpose and direction. They deliberately and consistently align their actions and decisions toward the improvement and achievement of the school's purpose. The CMCSI stakeholder survey results reflect positive responses in regard to the CMCSI mission and vision, school climate, and student learning results. Students are held to high standards in all areas. To achieve these high standards, data from DRA, DOL, Georgia Milestones, RTI, county unit assessments, and classroom assessments are used to differentiate and monitor progress. School leaders encourage innovation, collaboration, shared leadership and rigorous professional growth through School Improvement Team, Local Governing Board, Enrichment Clusters, Responsive Classroom (incorporating the Warrior Way), and professional learning development. The commitment extends to the development of

programs designed to promote student overall growth such as Student Ambassadors, Garden Club, Curriculum Nights, FCA, PTO special events, Chorus Club, and Warrior Reading Program. Classroom instruction is extended through field trip opportunities and assemblies with guest speakers/performers. The survey further indicates that the greatest strengths at CMCSI are that teachers and staff hold all students to high academic standards for student learning and are highly focused on overall student well-being. CMCSI offers enrichment programs for all students in K-5; these enrichment programs allow students choice in topics of study. Other supportive models of learning include SEARCH (gifted program), EIP, ESOL, and Special Education classes, which are used for remediation and acceleration as well as individualized instruction based on student need.

The CMCSI improvement plan (SIP) includes goals for student learning and was developed by the CMCSI SIT (School Improvement Team) to meet the learning needs of all students. Student performance data was reviewed by the staff, which noted learning trends evidenced in DRA's and CRCT over a period of years relevant to the current student population. The faculty identified the lowest and most critical student performance areas, and the CMCSI School Improvement team developed the SIP (School Improvement Plan) based on these findings. The SIP includes measurable performance targets for student improvement in the areas of Reading, Language Arts, Math, Science, and Social Studies. Actions to address deficiences include the development of assessments used for each content area, professional development, and timely review of student test data in order to appropriately adjust instruction. The SIP provides timelines for completion of particular actions and outlines resources needed to achieve its goals.

Actions to Maintain and Sustain Areas of Strength:

CMCSI will implement its School Improvement Plan as discussed above and will revise as needed based on input from all stakeholders through surveys and meetings. CMCSI School Improvement Team and staff will continue to commit to a culture based on shared values and beliefs about teaching and learning. They will maintain the specialized programs of instruction described above in order for students to achieve in learning, thinking, and life skills, and they will adjust these programs according to data and student needs. The standard for high expectations for all learners and accountability to it will be sustained by collaboratively using data to progress monitor students, providing appropriate programs for student success, committing to professional development, and sharing leadership roles. CMCSI leadership will promote the SIP, which includes measurable goals for student achievement and a plan of action. Goals will be based on data and will target the most identifiable areas in which student improvement is needed. CMCSI SIT will provide guidance and resources as the staff works towards meeting the goals of the SIP.

Needs Improvement Area: Indicator 1.1 (partially)

According to survey results, the process of reviewing our mission and/or vision statement is an area of weakness. Another area of weakness from the survey was a lack of a communication plan between students, parents, and staff.

Plans to Improve Area of Needs Improvement:
The school's process for reviewing and communicating the purpose statement needs to be looked at annually. All stakeholders should have an opportunity to review the mission and/or vision statement each year in order to make sure it focuses on student success. This is a current priority for school administration and will remain in continual review to reflect our current practices. A written plan will be developed stating that stakeholder groups will review and discuss the CMCSI mission statement annually in order to assess its alignment with the values of the school. It will also include a formal five year review and revision process which provides opportunities for stakeholder feedback and for modification of the mission and vision statements, if needed.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength: Indicators 2.1-2.6

CMCSI follows the policies, procedures and guidelines established by the Hall County BOE and implemented by the Hall County School System which provide support for the school's purpose and direction. CMCSI effectively operates under the leadership of the principal, assistant principal, School Improvement Team (SIT), and Local Governing Board (LGB), who provide instructional leadership, professional growth opportunities and support for teachers and staff. Students are provided with authentic and challenging learning experiences. Hall

County BOE provides CMCSI leadership with the autonomy to accomplish goals for student achievement, instruction and daily operations. The School Improvement Plan, developed collaboratively by CMCSI leadership, along with input from stakeholders, establishes goals and direction for the school.

CMCSI leadership and staff purposefully and consistently align their actions and decisions toward the improvement and achievement of our school's purpose and direction. Strengths include teachers and staff members holding all students to high academic standards and being accountable for student learning. Data from various assessments are used in a collective effort to differentiate and monitor student progress. A culture of community is created by CMCSI leadership encouraging innovation, collaboration and shared leadership through Enrichment Clusters and SIT. CMCSI faculty and staff provide a positive character model for all students through the Warrior Way and the M&M (Marvelous Morning) ticket program. Stakeholders are brought into the school community by taking part in Open House, parent conferences, PTO meetings, Family Fun Nights (e.g., movie night, Daddy-Daughter Dance and Mother-Son Night of Fun) and invitations to provide input via surveys. CMCSI recognizes student success through various celebrations, such as Goal Getters, Warrior of the Week, Warrior Reading Club, and Math Campaigns, as well as encouraging leadership through the 5th grade Ambassador Student Leadership Program and Rotary Club.

CMCSI leadership effectively and consistently communicates with stakeholders to ensure awareness of events and instructional programs. Information is communicated through the LGB meetings and faculty/staff meetings, PTO, Monday Folders, automated phone calls and emails, classroom and school-wide newsletters (print/online) and the CMCSI website. Morning and afternoon announcements provide faculty and students with news regarding the CMCSI community. Stakeholder feedback is continually solicited by CMCSI leadership through surveys, LGB and PTO meetings, and discussions with Partners in Education. This input is addressed in a timely manner and used in the decision-making process concerning CMCSI improvement efforts. Parent survey comments reveal the school's positive interaction and openness to dialog with stakeholders as an area of strength.

CMCSI leadership and staff supervision and evaluation processes are an important focus at the school. Teachers and staff are held accountable to all policies and procedures. The Teacher Keys Effectiveness System ("TKES") is the process by which teachers are evaluated. Its goal is to provide feedback on how to effectively improve instruction and student achievement. Multiple observations, formal and informal, are conducted regularly by administrators to analyze and monitor the implementation of standards as well as the use of differentiated instructional strategies. Individual and grade level growth plans are developed by teachers to set goals for professional and student growth. At the end of the academic year, teachers are held accountable to and evaluated on progress made toward meeting established goals. Professional learning opportunities aimed at furthering student achievement and advancing the professional practices of teachers and staff are provided through Tech Tuesdays, Gifted strategy sessions, collaborative learning communities and professional learning sessions provided by Hall County Lead Instructional Coordinators, Heather Wall (literacy) and Brittany Peevy. . The supervision and evaluation processes provide teachers and staff with feedback throughout the year to help them better their professional practices in order to increase student achievement.

Actions to Maintain and Sustain Areas of Strength:

CMCSI leadership and staff will uphold the policies and practices outlined by the Hall County School System and will maintain a close relationship with the BOE to ensure its adherence to defined responsibilities and roles. They will also uphold the belief in high expectations for all students by continuing to utilize assessment data to create appropriate differentiated instruction and to monitor student progress. The school's sense of community will carry on by continuing to offer faculty/staff with opportunities to collaborate and lead, and by providing a variety of choices for stakeholder participation. CMCSI will continue implementing the Warrior Way, Responsive Classroom, and M &M program (Marvelous Morning), and will also continue collecting data on guidance topics and needs to foster positive character development. CMCSI leadership and staff will continually reflect on and collaboratively discuss these procedures to ensure a culture consistent with the school's purpose and direction. CMCSI communication practices will stay intact in order to preserve the effective dialogue between leadership, staff and stakeholders. Input from stakeholders will continue to be used in school improvement decisions. CMCSI will continue the supervision and evaluation processes as stated above. TKES is a very strong area for CMCSI and goals for improving professional practice and student success.

Needs Improvement Area: Indicator 2.3 (partially)

Based on staff discussion, cross-grade level planning is needed to allow for effective vertical alignment with regard to creativity, technology, and inquiry based instruction.

Plans to Improve Area of Needs Improvement:

This will be brought to the attention of the CMCSI leadership team. Strategies for including vertical alignment between grade levels around technology usage and inquiry/creativity initiatives are being evaluated and will be implemented where possible and as developmental skills for the respective grade levels allow. Creativity, Inquiry, and Technology Usage are should expand as students get older and become more adept academically.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Survey results •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Description of Guidance Lessons used to address student needs by grade level.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength: Indicators 3.1-3.6, 3.11, 3.12

Data shows CMCSI's curriculum effectively provides all students with equitable and challenging learning experiences to develop learning, thinking, and life skills which lead them to success at the next level. Teachers plan and use instructional strategies that require students to apply and integrate knowledge, content and skills with other disciplines while using technology as an instructional resource and learning tool. Teachers personalize instructional strategies and interventions to address individual learning needs of students. Proper differentiation is provided based on student performance on state assessments, mastery of Common Core Georgia Performance Standards (CCGPS), and regular formative classroom assessments. Teachers and staff use data to identify the needs of each student. Regular data chats occur to analyze the assessment data and collaborative planning sessions ensure appropriate learning strategies are being applied to regular classroom experiences. Students are grouped daily during learning times in order to meet their particular needs (e.g., enrichment, remediation, etc.). Students receive instructional support or enrichment through daily Learning Labs, where the students are grouped according to their unique learning needs. Students who demonstrate a need for specialized services receive the appropriate services according to their individual needs (i.e., Gifted, Special Education, Speech, EIP, ESOL, Occupational Therapy). Gifted students are cluster-grouped and receive quarterly cluster contracts to ensure they are receiving appropriate modifications for their individual needs. Enrichment Clusters, Renzulli Profiles, and other enrichment opportunities allow students to receive support for interest-based learning needs. Teachers explain behavior expectations to students and provide positive reinforcement to ensure that desired behavior continues. CMCSI survey data from parents, students and teachers confirms that our curriculum is providing challenging and equitable learning experiences supported by up-to-date technology which serves as an effective instructional resource.

The Responsive Classroom model has been implemented at CMCSI and allows teachers and students to build a safe environment, centered on community and trust. This environment ensures that students feel safe and are thus able to thrive in the learning community.

CMCSI leaders monitor and support the improvement and effectiveness of instructional practices through the Teacher Keys Effectiveness System (TKES). TKES ensures CCGPS and differentiation are used across grade levels to meet the needs of each learner. Teachers reflect on their teaching practices in order to create goals for teacher improvement. Staff members participate in collaborative learning communities to improve instruction and student learning for all CMCSI students. Data chats occur on a regular basis to analyze data and monitor student progress. Inquiry-based units are created and evaluated throughout the year to encourage an inquiry-based approach to learning. Teachers also utilize Hall County Curriculum Maps to ensure appropriate pacing of curriculum units. Student progress is routinely evaluated through both formative and summative assessments. These assessments are created collaboratively among grade levels and reflect the core standards. Individualized instruction is regularly adjusted to reflect student progress and maintain effective flexible grouping practices.

All staff members participate in a continuous program of professional development that is aligned with the school's purpose and direction. School professional development sessions are planned based on staff needs assessment surveys. The program is evaluated by the School Improvement Team and through an analysis of the potential impact the training could have on student outcomes (such as improvement in writing scores). The program builds capacity among all professional and support staff. Further development on an individualized basis occurs through the statewide TKES program, with support coming from local school activities. In-house and district level expertise is utilized to deliver training to CMCSI faculty and staff. The regular professional learning program allows all teachers and staff members the opportunity to stay current on research based instructional practices.

Actions to Maintain and Sustain Areas of Strength:
CMCSI will continue to collaboratively analyze student data to guide instruction, provide appropriate differentiation, and effectively monitor student progress. Teachers also will continue to use research-based instructional practices to ensure active engagement in worthwhile learning. Collaborative planning sessions will allow continual reflection on teaching practices based on current progress monitoring of

student assessment data. CMCSI teachers will continually receive support from administration through the Teacher Keys Effectiveness System. They will regularly reflect on their individual goals and teaching practices through the TKES process. Teachers will continue to conference with administration about current practices and progress towards meeting individual teaching goals. CMCSI leadership, faculty, and staff will continue to participate in professional learning opportunities focused on the school's purpose and direction, as well as current faculty needs. CMCSI will sustain current student support services and adjust them based on data and knowledge of current research related to the unique characteristics of learning. Responsive Classroom strategies and ideals will continue to be practiced as a way to build collaborative learning communities within the school.

Needs Improvement Areas: Indicators 3.7, 3.8, 3.9
A formalized approach to mentoring, coaching, and induction programs is needed to support instructional improvement consistent with the core values of our school. New CMCSI teachers are assigned a mentor to help them navigate the school induction process. The mentor works with the new teacher to ensure important questions are answered and that the new teacher feels welcomed into the school culture. Specific mentoring, coaching, and induction programs, however, are not in place. Other than the mentor teacher and new teachers, the remainder of school personnel is unaware of a formal program for supporting new teachers.
New students at CMCSI do participate in the POW ("Partners of Warriors") Program, where they are matched up with a native warrior who serves as their mentor. These partnerships work to encourage a seamless transition into the CMCSI community and culture. This is a new program in its first year of implementation, so continual development will ensure optimal effectiveness.
School survey data indicates that CMCSI students feel that parents are not always asked to participate in school activities. Programs to engage families in their children's education are regularly scheduled at CMCSI. Though not all of the family events are educational in design, they allow families to participate in the school culture. A greater emphasis on academic events needs to be developed, as well as greater promotion of school events.
All students have the opportunity to visit the guidance counselor, though there is not a formal structure for advocacy. Each child does have a homeroom teacher who serves as an advisor and should advocate for the student.
Actions to Improve Needs Improvement Areas:
CMCSI leadership will create a formalized mentoring, coaching, and induction program. Teacher leaders will be trained on how to implement the program and new participants will be given an evaluation instrument to provide a critical reflection of the program. This data will be used as part of a continual evaluation to aid in refining the program.
The student induction program (POW) will continue to be developed. Evaluation after completion of the program's first year will provide valuable feedback to ensure the program is being utilized to the best of its abilities.
All families will continue to be invited and encouraged to attend curriculum nights, PTO events, Evidence of Learning events, etc. Parents also will continue to have the opportunity to participate in regular volunteer opportunities. School personnel will regularly inform families of their children's educational progress through progress reports, report cards, and conferences. Regular communication about events of the school will improve through consistent updates on the school website and social media platforms.
Student advocacy will continue to be developed through the Responsive Classroom initiative. Additional professional development will be provided on Responsive Classroom practices to ensure teacher effectiveness in using the program. Teachers will continue to develop relationships with their students through the use of Responsive Classroom strategies.

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.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Survey results •School schedule •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

CMCSI Standard 4 Narrative Areas of Strength: 4.1(partial), 4.2 - 4.5 (partial), 4.6 - 4.7
All CMCSI professional and support staff are highly qualified, and fulfill their roles and responsibilities at a level necessary to support the school's purpose, direction, and educational program. According to the Hall County Board of Education (BOE) website, there are clearly defined policies, processes, and procedures to hire highly qualified staff.

At CMCSI, instructional time, materials, resources, and fiscal resources are sufficient to support the purpose and direction of the school. Instructional time is fiercely protected in policy and practice, and is protected in a Hall County BOE policy. CMCSI leadership and faculty maximize time, material and finances to offer excellent educational opportunities to all students. Instructional allotments are used to support curriculum implementation.

CMCSI maintains facilities, services, and equipment to provide a safe and healthy environment. The school has a safety protocol and response team guidelines for each emergency including CPR trained staff and the Heart Smart team who are trained to use the AED and to respond to other medical crises. Our front office maintains inspection files as well as an emergency notebook documenting regular inspections within our facilities. CMCSI participates in inclement weather and monthly fire drills. All visitors must check in with the front office with valid identification. Volunteers who work with children must complete a mandatory orientation. A healthy environment is promoted through the CMCSI cafeteria staff who provide menus that are well-balanced and meet state nutritional guidelines. Our custodial staff maintains the cleanliness of the building, but there is some area for improvement with regard to classroom cleanliness.

CMCSI provides a wide range of media/ information resources for students and school personnel to support the school's educational programs. CMCSI staff are provided with a variety of ways to support the CCGPS instruction and student learning including media resources, media instruction, and technology integration. Students attend media center classes for instructional support of the CCGPS. Surveys and evaluations provide feedback to the media specialist to facilitate instruction, increase student achievement, and guide in the purchasing of media resources.

CMCSI's technology infrastructure supports the school's teaching, learning, and operational needs. CMCSI is a charter school that places high importance on the integration of technology in all areas of instruction including student and teacher use. Teachers complete a self-evaluative technology matrix regarding their use of technology in the classroom and how technology is being used with and by the students. Teachers receive technology training through professional learning including technology smack-downs and monthly Tech Tuesdays. Web presence is provided by all teachers and information is provided for students and parents on the CMCSI website. CMCSI has two computer labs with 30 desktops in each lab that are utilized on a daily basis. . CCGPS is used to integrate technology standards into the curriculum. Students and teachers have access to a plethora of technological devices including ipads, laptops, HD cameras, interactive televisions, and green screen equipment and software to support instruction. All students and teachers have access to a system-wide learning platform, Hall Connect (transitioning to Canvas in the coming school year). Web 2.0 applications and software are frequently used to support instruction. Projector systems and Interwrite Pads and software are used in each classroom. Technology integration and use is a priority in teaching and learning at CMCSI.

CMCSI provides support services to meet the physical, social, and emotional needs of the student population being served. School personnel provide a variety of programs to meet the physical, social, and emotional needs of students. Students have access to a school counselor, social worker, speech-language pathologist, and nurse. CMCSI students' physical needs are met through programs such as

recess, Power Up for 30, Backpack Love, free and reduced lunch, and ADVANCE. Students' social needs are met through the use of the school counselor, counselor-led small groups, extracurricular activities, Morning Meetings and Responsive Classroom, and after school activities such as Fall Festival, Movie Night, etc. Additionally, the students' social/emotional needs are met through programs such as the "Warrior Way" character education program, the Reading PAWS program, monthly guidance classes, and the Partners of Warriors (POW) program. CMCSI students' emotional needs are met through the use of the school counselor, specified small group interventions. The school counselor maintains a list of community resources to further meet the physical, emotional, and social needs of students. The school counselor and administration has standards documented through TKES and parent and student survey results.

CMCSI provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. The counseling department gives students access to a school counselor who provides individual services as needed and small group sessions for identified students. The RTI and IEP processes are effective in identifying students who struggle academically and may need referral for additional support. CMCSI uses data from CRCT (transitioning to Georgia Milestones), CogAT, ITBS, and DRA to refer students for special services such as special education and gifted instruction. Individual student progress is monitored through programs such as standards-based report cards, EIP, special education, ESOL, SEARCH (Gifted), monthly data chat meetings, RTI, IEP meetings, and parent conferences. Students are provided opportunity to examine potential career paths through career clusters as reported through CCRPI.

Actions to Maintain and Sustain Areas of Strength: 4.1(partial), 4.2 - 4.4, 4.5 (partial) - 4.7

CMCSI leadership will continue to provide students with highly qualified teachers who maximize time, material, and finances. The school will maintain adequate services for all general education populations through curriculum maps, master schedule, technology matrix goals, and fiscally responsible spending with regards to the purchase of instructional materials and resources. A safe learning environment will be maintained through the continued implementation of an emergency crisis plan. The physical, social, and emotional needs of students will continue to be met through the various programs that are currently in place. The school will continue to provide information regarding outside services that are available in our community, adding to the list as more resources become available. There is an established plan to nominate/qualify students for special services, and the school will continue to utilize that plan. Annual "Needs Assessment" is done with teachers by the counseling department to develop the guidance program and instruction for the year. This process is annual and ongoing.

Needs Improvement Area: Indicator 4.1 (partial), 4.5 (partial)

As our Special Education population continues to grow, additional Resource teachers will be needed. .

Material resources are limited through copy restrictions and less funding for consumable resources.

With CMCSI's emphasis on technology, it can sometimes prove difficult to maintain hardware (projectors) and trouble shoot technical issues when they arise.

Classroom cleanliness has been an issue of late and needs to be improved.
Plans to Improve Areas of Needs Improvement:

Until additional staff allotments are provided, CMCSI special education staff will work to ensure that students are placed in an educational environment adequate to meet his or her needs.

CMCSI staff will respond to surveys regarding the cleanliness of the facilities in an effort to highlight areas of potential improvement for the custodial staff.

As an entire staff, CMCSI will look to develop a technology continuum for vertical alignment.

We will train more staff and students to be able to assist with common technical issues that arise in the classroom when integrating technology.

Hall County and School leadership will continue to work closely with GCA (cleaning contractor) to ensure that the building is cleaned to the expectations of the teaching staff.

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.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength: Indicators 5.1, 5.2, 5.4 5.5

School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. School personnel use data from the following sources: Student Learning Objectives (SLOs), county-wide unit assessments, DRAs, CRCT (Georgia Milestone) ,Calendar Math, OAS (GOFAR), Daily Oral Language (DOL). The most recent scores for these assessments are stored electronically on a common data monitoring spreadsheet, which all teachers have access to. CMCSI personnel participate in quarterly data chats to discuss student progress and identify students who are not making adequate progress. CMCSI uses the collaborative data team approach to guide all educational decisions including evaluation of program effectiveness as well as specific interventions and strategies in the Response to Intervention process. CMCSI faculty uses data sources to design effective lessons, guide daily instruction and

create and adapt assessments in order to meet the individual needs of students, helping them to maximize their potential and ensure continuous growth. CMCSI implements Learning Lab to address individual student needs and ensure growth, along with including readiness for and success at the next level. CMCSI leadership monitors and communicates comprehensive information about student learning through the TKES (Teacher Keys Effectiveness System.) Student data is incorporated as a part of measuring professional growth. CMCSI leadership communicates conditions that support student learning and the achievement of school improvement goals to stakeholders through Local Governing Board meetings. Teachers participate in bi-weekly common planning time to address student learning needs, examine student work, share ideas and lessons, look for trends in data and build a strong support bond between professionals.

Actions to Maintain and Sustain Areas of Strength:
The areas of strength will be maintained and sustained at CMCSI by systematically studying, reflecting and purposely adjusting instruction based on current data to make the most appropriate educational decisions for students. Continuous monitoring of student progress occurs through regularly scheduled RTI meetings, quarterly data chats, student-teacher conferences, and Learning Lab. CMCSI personnel participate in data chats and bi-weekly grade level meetings to discuss appropriate ways to meet student needs. Administration monitors teacher effectiveness through implementation of Teacher Keys which includes observing teachers throughout the year for the purpose of giving advice, direction and praise as appropriate. The master schedule will continue to be of high importance providing time for collaboration, flexible grouping and the deliberate placement of students in specific classes based on needs. CMCSI will continue to provide for school personnel to collaboratively plan in grade levels at the school and system level to use data to make appropriate decisions and plans for instruction. Monthly School Improvement Team (SIT) meetings will continue providing opportunities to look for trends and examine closely the data to help CMCSI develop, review and revise appropriate, measurable charter goals for the next year. Using the results will prioritize the needs of CMCSI learners, drive school improvement goals and streamline appropriate professional development plans. Lines of communication between all stakeholders will continue to be available through CMCSI Local Governing Board, CMCSI PTO meetings and minutes, CMCSI websites, and Monday Folders.
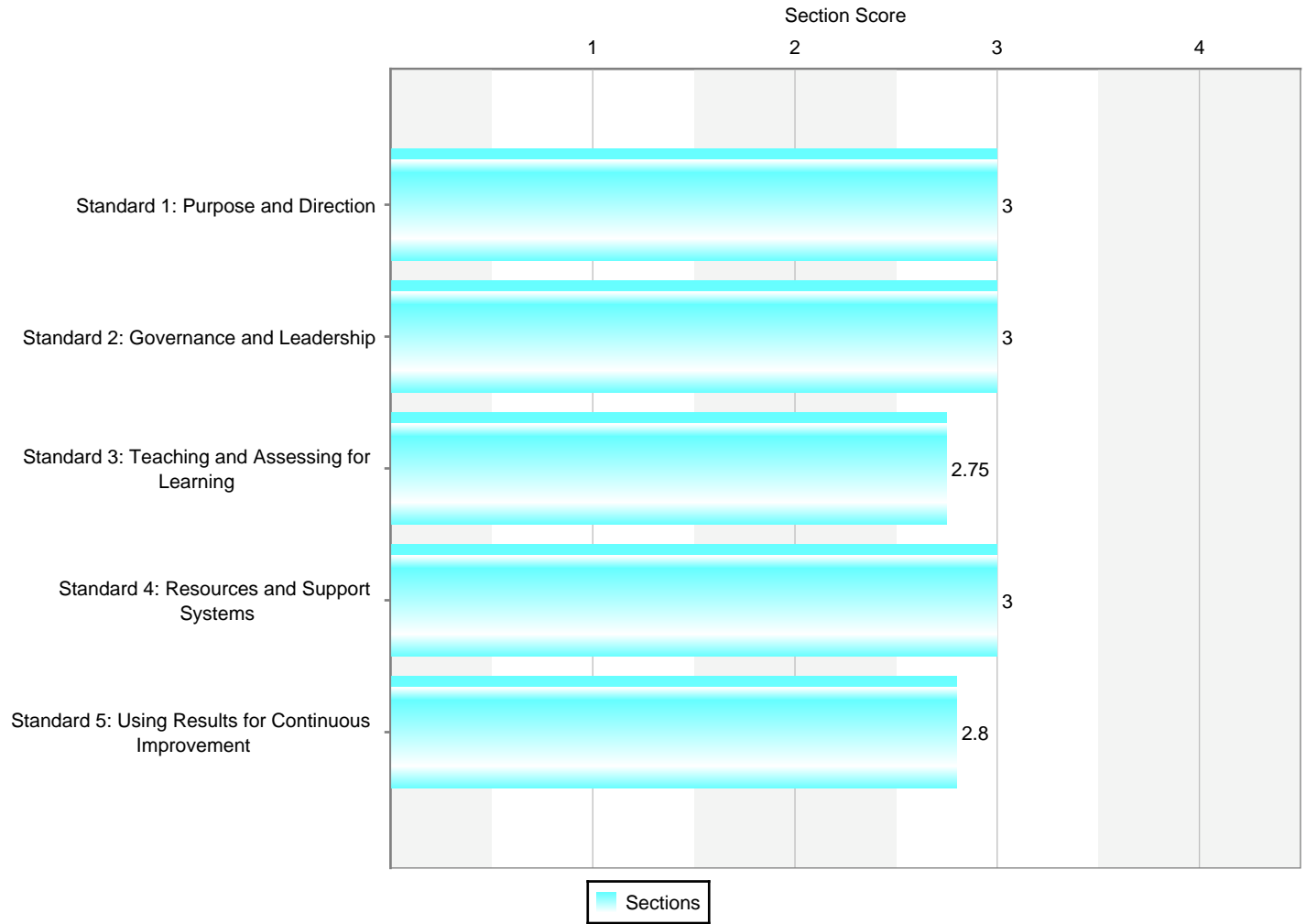
Needs Improvement Areas: Indicator 5.3
Additional training for all faculty and support staff in the area of evaluation, interpretation and use of data is needed to ensure continuous student improvement and the implementation of timely and appropriate interventions.

Plans to Improve Areas of Needs Improvement:
Adequate training, including personnel attending professional learning sessions or by attending a redelivery of information by qualified staff who did attend such sessions, will be requested by CMCSI leadership as a way to provide professional and support staff a systematic approach to the evaluation, interpretation and use of data. CMCSI will continue to implement regularly scheduled data chats and the School Improvement Team will use reflective input from faculty at the end of the year in order to adjust the process to make it more efficient and effective. CMCSI teachers will continue to provide feedback regarding county wide unit assessments. CMCSI teachers will continue to participate in bi weekly grade level meetings in order to collaboratively analyze the most recent data and brainstorm strategies to meet student needs and provide for academic success for all students. CMCSI will continue to use data from common assessments to place in students in the appropriate learning lab to ensure student progress.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 2.8

Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		CMCSI_Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Standard 1: Strength - Students understand that all staff desires to see them grow academically. The majority of parents are satisfied that the school's purpose statement focuses on student success.

Standard 2: Strength - Again, students understand that school staff wants to see them do their very best. There are many opportunities for stakeholder involvement and the school leadership promotes a collaborative culture.

Standard 3: Strength - Students are secure in their classrooms and appreciate the routines set up by their teachers. Instructional technology and challenging curriculum continue to be strength for our school.

Standard 4: Strength: Technology is again mentioned as strength of our school. Parents and staff agree that our school's facilities/environment are safe and support learning.

Standard 5: Strength: Parents and students feel that children are well prepared for the next grade.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Standard 2 - Governance and Leadership shows an increase in stakeholder satisfaction and approval.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All of the reported findings seem to be pretty consistent with anecdotal evidence reported by all stakeholders.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standard 1:   Area for Growth - There is a need for a formal review and revision of our purpose statement involving all stakeholders.

Standard 2: Area for Growth - Students do not perceive that their peers are respectful of staff. Also, supervisory feedback does not have a positive impact on student achievement.

Standard 3:Area for Growth - Student don't perceive that their family is being invited to school activities. Parents pointed out a need for improved communication about their student's achievement and a greater need for individualized instruction. Staff noted the need for supporting new teachers and the benefits of peer coaching.

Standard 4: Areas for Growth: Staff indicated that the school may not have sufficient material/information resources to support student learning.

Standard 5: Area for Growth: Students do not feel that they have leadership within the school. Parents are not satisfied that student progress is thoroughly monitored and reported to stakeholders.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Standard 3 and Standard 5 show a trend for decreasing stakeholder satisfaction.

**What are the implications for these stakeholder perceptions?**

While the scores in those two areas are not lower than 4.4, our school needs to address issues within those standards so that the downward trend does not continue.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All of the reported findings seem to be pretty consistent with anecdotal evidence reported by all stakeholders.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

4

Sections
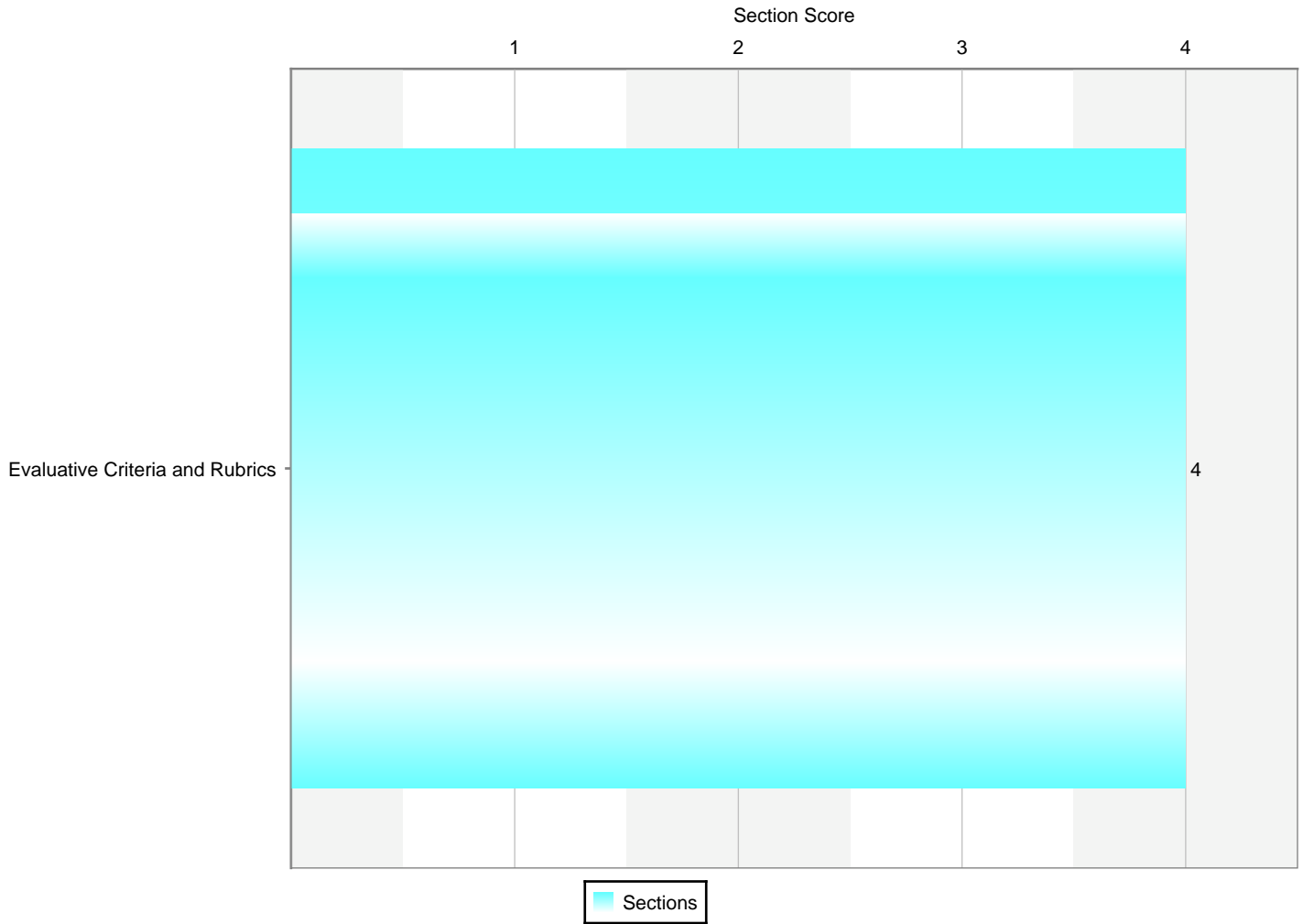
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Chestnut Mountain CSI Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

CMCSI's expected levels of performance are determined by evaluating the school's pass rate for each subject test area in comparison to the higher of the district or state average in the respective subject area. For areas in which CMCSI's pass rates exceed the higher of the district or state average, the school is said to be performing above the expected levels of performance.

For the most recent school year evaluated (2013-2014), CMCSI performed above expected levels in the following areas:

Category	Expected Level of Performance	CMCSI's Actual Level
Reading 3	92%	95%
Reading 4	94%	94%
Reading 5	94%	97%
ELA 3	88%	92%
ELA 4	89%	91%
ELA 5	95%	98%
Math 4	78%	82%
Math 5	87%	91%
Science 4	81%	83%
Science 5	82%	88%
Soc.Studies 3	84%	84%
Soc.Studies 4	81%	83%
Soc.Studies 5	81%	83%

Describe the area(s) that show a positive trend in performance.

Our Fifth grade has shown the most consistent positive performance trend within CMCSI. Other positive trends by grade and subject area are listed below.

The following areas have demonstrated a distinctly positive performance pass rate (i.e., "meets" or "exceeds") in each of the last three testing periods from 2011/2012, 2012/2013, 2013/2014:

- Firth grade Math has steadily increased from 87% to 91%.

- Fifth grade Social Studies has steadily increased from 70% to 83%.

- Fifth grade Reading has steadily increased from 92% to 97%.

- Fourth grade Reading moved from an 86% pass rate to 94%.

- Third grade Social Studies moved from 77% to 84% pass rate.

The following areas have demonstrated mixed performance over the last four years, but ended with a higher overall pass rate.

- Fourth grade Social Studies began at 81% then improved to 87% and ended at 85%.

- Fourth grade Science began at 74% then improved to 88% and ended at 81%.

- Fourth grade Math began at 81% then improved to 86% and ended at 83%.

- Fifth grade Science began at 84% then fell to 74% and ended at 88%.

- Fifth grade ELA began at 95% then fell to 92% and ended at 98%.

Which area(s) indicate the overall highest performance?

In terms of the percentage of students passing a given subject area of the CRCT, CMCSI performed best (i.e., above 90%) overall in the following grades and subject areas:
- Fifth grade ELA (98%)
- Fifth grade Reading (97%)
- Third grade Reading (95%)
- Fourth grade Reading (94%)
- Third grade ELA (92%)
- Fifth grade Math (91%)
- Fourth grade ELA (91%)

In terms of the school's performance relative to state and district averages, the areas where the school performed most significantly above peer were:
- Fifth grade Science
- Fourth and Fifth grade Math
- Third and Fifth grade ELA
- Third and Fifth grade Reading

Which subgroup(s) show a trend toward increasing performance?

Just under 30% of the CMCSI student population is non-white. This non-white student population is comprised of Hispanic (60%); mixed races (16%); black (13%); and Asian (11%).

Mixed race students have demonstrated a trend toward increasing performance in all categories for each of the last three years. Black students (not of Hispanic origin) have also demonstrated a trend toward increasing performance, particularly in Reading, ELA and Social Studies over the past three years. In addition, this subgroup showed improvement in Math and Science over the past two years.

Between which subgroups is the achievement gap closing?

Special Education students

Which of the above reported findings are consistent with findings from other data sources?

The positive data particularly related to performance of our 5th grade students confirms what we have found in other data sources including classroom assessments and teacher feedback. Our teaching team revised their strategy last year to become partially departmentalized and also increase the amount of time devoted to ELA and writing.

Last year an increased amount of time was allocated for 3rd grade ELA and Reading which seems to have positively impacted the improvement in these scores.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

CMCSI's expected levels of performance are determined by evaluating the school's pass rate for each subject test area in comparison to the higher of the district or state average in the respective subject area. For any area in which CMCSI's pass rates do not exceed the higher of the district or state average, the school is said to be performing below the expected levels of performance.

For the most recent school year evaluated (2013-2014), CMCSI performed below expected levels in the following areas:

Category Expected Level of Performance CMCSI's Actual Level

| Math 3 | 81% | 79% |
| Science 3 | 77% | 75% |

Describe the area(s) that show a negative trend in performance.

Our Third grade has shown the most marked downward performance trend within CMCSI.

The following areas have demonstrated a distinctly lower performance trend over the last four testing periods from 2010/2011, 2011/2012, 2012/2013, 2013/2014:

- Third grade Math moved from a pass rate of 86% to 79%

The following areas have demonstrated a mixed performance, but ended with a lower overall pass rate.

- Third grade Science moved from a pass rate of 83% to 87% to 75% in the most recent period.
- Third grade ELA had a 95% pass rate initially, but fell to 92% in each of the last two years.

Which area(s) indicate the overall lowest performance?

In terms of the percentage of students passing a given subject area of the CRCT, CMCSI had the lowest performance overall (i.e., below 80%) in the following grades and subject areas:

- Third grade Science (75%)
- Third grade Math (79%)

In terms of the school's performance relative to state and district averages, the areas where the school performed below peer were:

- Third grade Math and Science

Which subgroup(s) show a trend toward decreasing performance?

Just under 30% of the CMCSI student population is non-white. The non-white student population is comprised of Hispanic (60%); mixed races (16%); black (13%); and Asian (11%).

Hispanic students have demonstrated a trend toward decreasing performance, particularly in Science and Mathematics. The pass rate at the end of the 2011/2012 school year was 74% and 73%, but decreased to 67% and 68% (respectively) for the 2013/2014 school year.

**Between which subgroups is the achievement gap becoming greater?**

ELL learners

Which of the above reported findings are consistent with findings from other data sources?

Changing demographics at CMCSI have included an increasing Hispanic population. The data discussed above highlights the need for additional resources and strategies to ensure all subgroups within the student population are making progress in all relevant academic areas.

Also, additional attention to third grade math and science progress is warranted.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.25
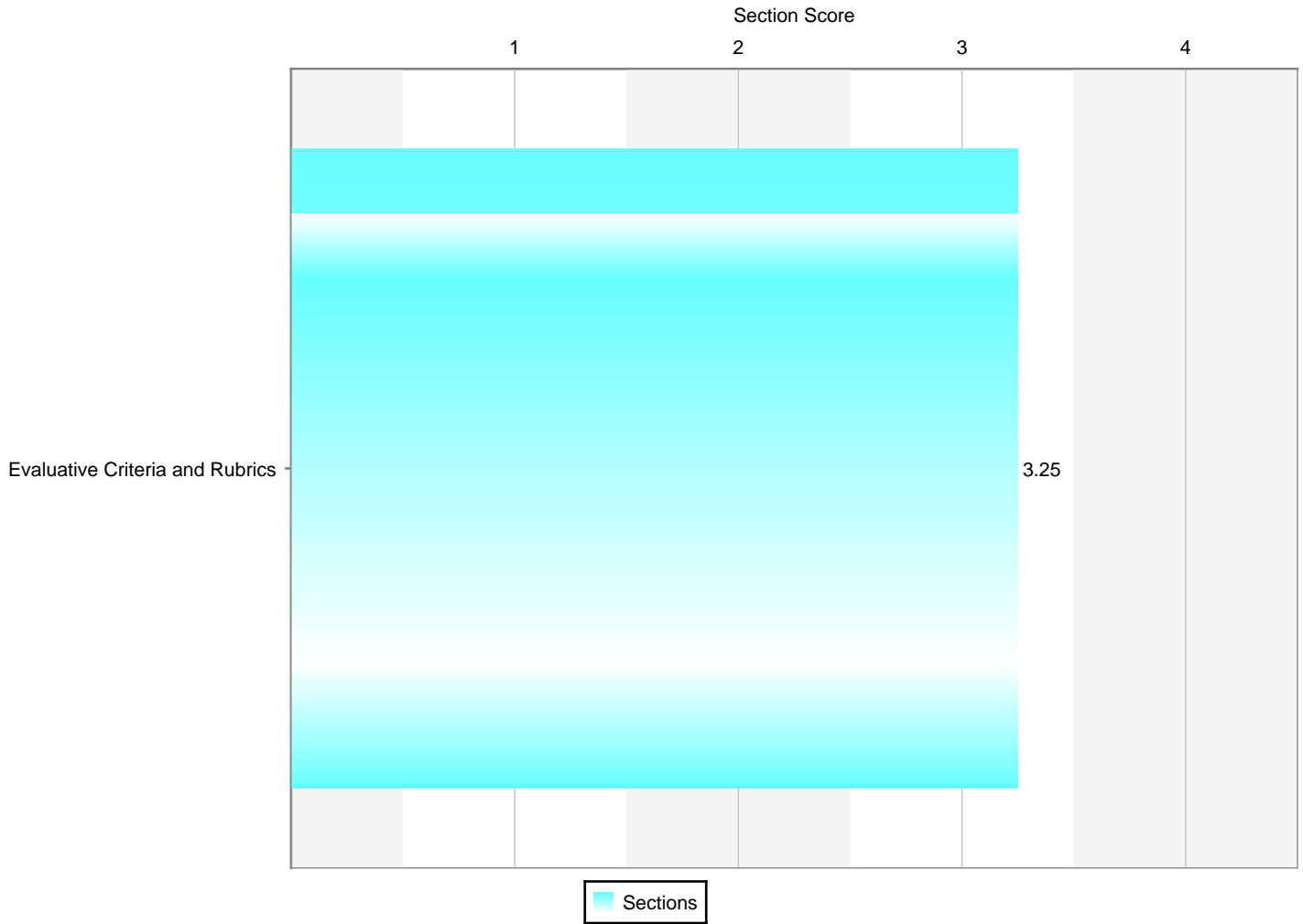
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	The Hall County School System will provide a hardbound copy of our crisis management plan.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		CMCSI School Improvement Plan