

PART I - ELIGIBILITY CERTIFICATION

12GA5

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 14 Elementary schools (includes K-8)
 (per district designation): 4 Middle/Junior high schools
3 High schools
0 K-12 schools
21 Total schools in district
2. District per-pupil expenditure: 11360

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	24	20	44		6	0	0	0
K	44	31	75		7	0	0	0
1	32	26	58		8	0	0	0
2	37	33	70		9	0	0	0
3	26	36	62		10	0	0	0
4	22	31	53		11	0	0	0
5	32	16	48		12	0	0	0
Total in Applying School:								410

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
43 % Black or African American
17 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
33 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 14%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	39
(3)	Total of all transferred students [sum of rows (1) and (2)].	56
(4)	Total number of students in the school as of October 1, 2010	413
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 12%
 Total number of ELL students in the school: 47
 Number of non-English languages represented: 5
 Specify non-English languages:

Spanish, Hindi, Russian, Other Asian, Other European

9. Percent of students eligible for free/reduced-priced meals: 68%

Total number of students who qualify: 277

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 32

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>18</u>	<u>1</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>6</u>
Total number	<u>57</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	97%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Since its beginnings in 1922, Chase Street School has set high standards and expectations of students and staff. The school and community continue to create a democratic learning environment with children from diverse cultures and nationalities. At Chase Street School, our mission is to prepare students to be productive members of society by providing a challenging and meaningful education. We do this in a number of ways, and the impact is reflected in our students' performance.

Chase Street School has a number of strengths and significant accomplishments that make it worthy of National Blue Ribbon status. Many of these are reflected in markedly improved student achievement as measured by standardized test scores. However, one of the things we are most proud of is that our students love school and love learning. This love of learning is our greatest wish for students because it will help them find success, fulfillment, and happiness throughout their lives.

Chase Street teachers and staff work tirelessly to create a climate that fosters students' lifelong passion for learning. This is upheld in the actions of both teachers and students. We have found that this eagerness to learn also translates into improved test scores. The pride that students take in their school and their learning can be seen in the continual drop in discipline referrals in grades kindergarten through fifth. In the 2008-2009 school year there were 517 discipline referrals and 52 suspensions. Just two years later, in the 2010-2011 school year, there were only 132 referrals and 11 suspensions. Students' pride is also reflected in survey results. In the 2010-2011 School Improvement Survey, over 99% of our third, fourth and fifth graders answered "often" or "almost always" when they were asked if their teachers and principal expected them to do their best. As a result, students do as they are expected and regularly put forth "their best" effort.

Chase Street School has been named a Distinguished Title I School by the state of Georgia. Our continued growth on a variety of performance measures demonstrates the commitment to excellence by staff as well as students. In the 2007-2008 school year, 41% of Chase Street School students passed the state mathematics test, the Criterion-Referenced Competency Test (CRCT) and only 4% of the students scored in the advanced or exceeds category. Four years later, during the 2010-2011 school year, 85.9% of Chase Street School students passed the Math CRCT and over 45% scored in the advanced or exceeds category. During that same period, the number of students who passed the Reading CRCT improved more than eight percent. Moreover, the number of students who exceeded standards on the Reading CRCT rose from 5.6% to 32.7%. We did not make Adequate Yearly Progress in 2008, but have made it every year since then. On top of that, during the 2010-2011 school year all of our subgroups met the absolute bar set by the state.

Chase Street School serves a diverse community. Our students come from from a range of socio-economic, cultural, and racial backgrounds. The majority of our students and their families are impacted by poverty in some way; and 68% qualify for free or reduced-priced lunch. At the same time, a number of our students and their families can be considered upper-middle class. The current population of 418 students is racially diverse: 43% of our students are Black, 33% are White, 17% are Hispanic, 6% are multi-racial, and 1% is Asian.

Despite these apparent differences, we find that there are more similarities among our students than differences. First and foremost, they are all Chase Street School students. In addition, they come from families that want the best for them and work with the school to help their children grow and learn.

A number of commonalities among our students are due to the use of neighborhood school zoning. Neighborhood school zoning means that our students are often neighbors and know each other outside of

school. They may have been in day care together. They may have met playing on the school playground in the evenings or on the weekends. However it may have started, our families and students come to school with a strong sense of community. Parents are close by and regularly visit the school to help their child, other children, and the school. By working together, with the entire community, we are able to ensure growth for all students and all adults at Chase Street School.

1. Assessment Results:

At Chase Street School, a variety of performance measures are used to monitor student-, class-, grade-, and school-level growth. Georgia's standardized tests for calculating elementary schools' Adequate Yearly Progress (AYP) include the Criterion-Referenced Competency Test (CRCT), Criterion-Referenced Competency Test-Modified (CRCT-M), and the Georgia Alternative Assessment (GAA).

The CRCT assesses students in grades three through five in math, reading, language arts, science, and social studies. In each of these subject area tests, a score below 800 is performance level one, i.e., did not meet state standards. A score between 800 and 849 is performance level two, which meets state standards. A score of 850 and above is performance level three, exceeding state standards. The CRCT-M is used to assess special education students in the areas of math, reading, and language arts. This test is scored similarly to the CRCT, with three performance levels. Although any score at or above 800 is considered passing, we want to work towards having all students score in the exceeds category. The GAA is an assessment used for a limited number special education students. Chase Street School has not had any students use the GAA in the last five years.

Student performance on state standardized tests has been trending sharply upward for the last several years at Chase Street School. For the last five years, 100% of the third, fourth, and fifth graders took the state assessment in both math and reading. As a result we can say with confidence that these trends are evident in all grades tested, with all subgroups, and in both reading and math. This positive growth is illustrated in the improvements in the number of students meeting the standard, scoring at performance level two, as well as the number of students who exceed the standard, scoring at performance level three.

We have seen increases in math scores over the last four years, with a low point during the 2007-2008 school year. That was the first year that the tested grades used the new Georgia Performance Standards (GPS). The drop was mirrored in scores across the state. In addition to the new standards, new curriculum materials were adopted in our district. As teachers became more familiar with the standards and how to best use the new resources to support standards-based learning, performance data steadily improved. In third grade, the pass rate has increased from 35% in 2006-2007, to 85% in 2010-2011. The pass rate in fourth grade grew by 51%, from 29% in 2006-2007, to 80% last year. Similarly, our fifth grade pass rate grew by 54%, from 41% in 2006-2007, to 95% last year.

The number of students who scored in performance level three, exceeding standards, is also trending upwards in math. In the 2007-2008 school year, only 4% of our third through fifth graders exceeded the standard on the math CRCT. Last year, over 45% of our students exceeded the standard in math. This positive trend, showing an increase in the number of students who exceed standards in math, is also evident in our subgroups. For example, over 25% of our African American students, and 44% of our Hispanic students exceeded the standard in math last year.

Moreover, in addition to the improved math pass rates for each grade level, subgroups within each grade level demonstrated significant growth. For example, the pass rate for students in the economically-disadvantaged subgroup for third through fifth grades combined rose from 39% in 2006-2007 to 83% last year, which was within 3% of our "All" student group. The pass rate for students in the African American subgroup for third through fifth grades combined rose from 33% in 2006-2007, to 77% last year, which was within 9% of our "All" student group. Similarly, the pass rate for students in the Hispanic subgroup for third through fifth grades combined rose from 50% in 2006-2007 to 89% last year, which exceeded the pass rate for our "All" student group by more than 2%.

Reading scores have also steadily improved since the 2006-2007 school year. The lower-than-expected scores that year were, in part, a result of a statewide curriculum roll-out in reading. That year, the third through fifth grades reading pass rate was 53%. Four years later, during the 2010-2011 school year, the reading pass rate was 87%. These gains are apparent in each grade tested, as well as within each subgroup. For example, the economically-disadvantaged subgroup is within 3% of the “All” group in every grade.

Although our *combined* third through fifth grades do not show any gaps of 10% between subgroups, there are some subgroup gaps in our fourth grade scores. In math, these gaps appear between our African American subgroup and all students. In reading, the pass rate of our students in the African American subgroup is more than 10% below our “All” group. However, the pass rate of our students in the Hispanic and English Language Learner subgroups are both more than 10% higher than that grade’s overall pass rate.

We are addressing this achievement gap on a number of fronts. First, we have adjusted staffing and scheduling to more narrowly target the individual learning needs of students. Because this gap did not exist the previous year, we have examined the processes used to identify and monitor our students in the Georgia Pyramid of Intervention in all grades. In our efforts to identify students in need of Tier Two and Tier Three interventions more quickly and efficiently, as well as monitor the impact of these interventions on individual students’ progress, we have implemented school-wide protocols for monthly grade-level and collaborative Response to Intervention (RTI) meetings. These protocols have resulted in students receiving needed interventions in a more timely manner, and have allowed staff to more closely monitor their impact via the analysis of performance data.

2. Using Assessment Results:

Staff at Chase Street School use a variety of assessment results to monitor performance and plan in targeted instruction. In this way, we target each student's individual learning needs. Assessment results are also used as feedback tools so that students can own their learning and set goals for themselves. The use of assessment results to plan instruction and set learning goals is evident in all grades and academic subjects at Chase Street School.

All grade levels use the data team process to ensure that data is used as effectively as possible. In this process teachers unpack standards and develop assessments that measure what students should know, understand, and do. This is used to pre-assess students and develop instructional strategies that capitalize on student strengths and help overcome weaknesses. This includes remediation and acceleration/enrichment when warranted. After instruction, a post-test is used to determine the effectiveness of instruction. Appropriate reteaching or interventions are used for students that still demonstrate difficulty. In this way data is used to identify and address students’ individual needs throughout the data team cycle.

We balance students’ need to receive targeted instruction with their need to learn from a variety of peers. We do this by using data to heterogeneously group students into homerooms. We then regularly review performance data of each student to ensure that we are targeting their demonstrated needs. To provide the necessary differentiation we have collaborators from special education, remedial education, gifted, and English to Speakers of Other Languages (ESOL) work with homeroom teachers. These additional resources allow students to receive instruction at their instructional level while having peer examples from a variety of different levels.

We take data use one step further and have students use data to set learning goals for themselves. This is done in academic areas as well as with citizenship/behavior. Regularly sharing data with students and collaboratively setting goals has created a culture in which students want to try their best and have the strategies to do just that. Our students use data to set reading goals in comprehension, accuracy, fluency and expression. They regularly conference with the teacher to review the goals and set new goals. In the

area of writing students unpack standards as a class and develop rubrics to assess their own and each others' writing. Students and teachers then use that data to set writing goals in the areas of ideas, organization, conventions, and style. In math students are charting their own fluency test results and setting goals for growth.

Parents are also involved in the use of data to inform student learning. This takes place on a macro level through our School Council. It takes place on a micro level as each student's data is communicated in a variety of ways throughout the year. Formative data, in the form of student work, writing rubrics, and math fluency scores, goes home each week. More summative data is communicated to parents through standards based report cards and progress reports. Norm Referenced Test scores and CRCT scores are also sent home to parents.

The School Council is a majority parent group that serves in an advisory capacity. That group uses formative and summative data from the previous year to set learning goals and develop action steps to help reach those goals. Throughout the year formative assessment results are used to monitor progress towards these goals. Action steps are refined using these formative assessment results. Finally, at the end of the year, summative assessment results are used to make sure we met our learning goals.

3. Sharing Lessons Learned:

Chase Street School shares successful strategies through a variety of venues. Within the district, annual leadership retreats and monthly leadership professional learning community meetings provide opportunities for best practices to be shared between schools. In addition, Chase Street School's Leadership Team presented to the Board of Education. In this presentation, teachers shared successful instructional action steps. This included how they were developed, what they look like in practice, and how we monitor their effectiveness. This same presentation was also shared with district leaders in our annual Implementation and Impact Check.

In the region, we open our school to a variety of other educational support organizations. The local Regional Educational Support Agency (RESA) and colleges, including the University of Georgia, use our school to assist with the education of their students. This has included having teachers from other schools and districts observe instruction in our classrooms to further their own learning. Three different groups of teachers from different districts have come to observe differentiated instruction this year.

Additionally, we have shared successful learning strategies at the state and national levels. Chase Street School staff members have presented at the Georgia Children's Literature Conference, and the Georgia Statewide Family Engagement Conference, as well as the the annual meetings of professional organizations such as the Georgia Reading Association, and the International Reading Association. Last year, two fourth grade teachers presented their successes with using individualized, targeted goal-setting conferences with students who were struggling in the area of reading at the annual meeting of the Georgia Reading Association. These presentations were attended by school and district leaders from around the state of Georgia, as well as the rest of the nation. By sharing our successes with others, teachers have the opportunity to deepen their own understandings of content knowledge, research-based instructional strategies, and assessment methods.

4. Engaging Families and Communities:

At Chase Street School, we strive for communication between school and families to be two-way, frequent, and meaningful in order to effectively support student achievement. Aside from the student agenda serving as a daily communication tool, each grade-level team produces a weekly newsletter to inform parents of what their children will be learning in the coming week. These newsletters also contain ideas and tips to support learning at home. We also have a full-time, bilingual Family Engagement

Specialist, who works to enhance school-to-home connections further. She collaborates with all stakeholders in order to connect families to the resources that they need to maximize students' success.

Throughout the school year, we host a variety of family events with the goals of building meaningful relationships and increasing student achievement. Once a month, parents are invited to network and share ideas at a parent coffee. Each grade level also has a breakfast once annually, at which families are encouraged to connect with one another, as well as with school staff. We invite our families to join us for several evening annual events such as Learning Explosion, Curriculum Night, Poetry Picnic, and most recently, our off-site Reading Tailgate. At each of these events, parents are given the opportunity to take part in hands-on learning with their child and are offered several ideas about how to support learning at home.

An example of a successful event and its planning is our Reading Tailgate. For this event, the Chase Street School Leadership Team analyzed student data, and discovered that reading deficiencies were disproportionately concentrated in one neighborhood. This neighborhood is one of the farthest from the school, and the most difficult to reach. In response to the high percentage of CRCT failures in the area, and the challenges in connecting to these families, we decided to host a literacy event in the neighborhood. After coordinating with property management, we were able to plan a Reading Tailgate, at which families were given the opportunity to participate in several reading activities and take home numerous books and learning materials. The event was a success with impressive attendance and overwhelmingly positive feedback from our families and staff.

The Athens community provides Chase Street with many valuable partners and volunteers, from which our students benefit immensely. We are also fortunate enough to frequently welcome local experts into our school to reinforce learning through hands-on experiences.

1. Curriculum:

At Chase Street School, we believe that teaching with an unyielding sense of urgency is the most effective way to provide high-quality instruction for our students. The core curriculum areas at Chase Street School are: Reading, Writing/English Language Arts, Mathematics, Science, and Social Studies. Reading and Writing/English Language Arts, combined, are allotted approximately two hours of instructional time at each grade level. There are seventy minutes for mathematics, and approximately fifty minutes for science or social studies daily. Our instruction follows the Clarke County Instructional Framework, and each subject's curriculum is fully aligned to our state's Georgia Performance Standards. This framework consists of an opening and mini-lesson, work session, and closing for each segment of instruction in every subject. We integrate reading, writing, and math skills across all subject areas at every grade.

Our reading curriculum is structured by the balanced literacy framework outlined in the books *The Daily Five* and *The CAFE Book*, and is focused on students meeting and exceeding the Georgia Performance Standards. Every day during reading, every student at Chase Street School engages in meaningful reading tasks both independently, and with others, that support their monitoring of their own literacy-learning goals.

Similar to reading, our writing/English language arts curricula utilize the district-wide instructional framework in a writer's workshop format to teach the Georgia Performance Standards (GPS). The GPS taught during writing/English language arts encompass a combination of phonics and phonological awareness in the early grades, along with vocabulary, grammar, and writing craft and conventions at all grades.

Our math curriculum and instructional approaches focus on problem-solving strategies, fact fluency, and mastery of the mathematics content in the Georgia Performance Standards at all grade levels. Action Steps outlined in our School Improvement Plan support students in tracking and graphing their own progress in these two critical areas. Additionally, our school-wide data team process is focused on monitoring our students' progress toward meeting the Georgia Performance Standards in math.

Through our science and social studies curricula at Chase Street School, we foster students' critical thinking and problem-solving skills via hands-on, contextualized, learning experiences that are fully aligned to the Georgia Performance Standards. We believe that in order to become literate in science, students need to acquire an understanding of both the characteristics of science, such as observation, estimation, and objective description, as well as science content. With regard to social studies, we understand our roles in preparing students to become informed, engaged citizens in an ever-increasingly interconnected world. To accomplish these goals in both science and social studies, we employ an inquiry approach to teaching and learning, and place top priority on students' deep understanding of content.

Every week, every student at Chase Street School attends all special area classes including art, music, physical education (P.E.), and technology. The curricula followed in art, music, and P.E. is fully aligned with the Georgia Performance Standards. In technology, the curriculum is aligned with the National Education Technology Standards for Students (NETS-S). In art, students explore and experiment with art materials in a safe environment, investigate ideas and visual images, and gain technical skill through sequential skill development and instruction. In music, students gain a strong foundation of music history and in the knowledge and technical skills of musical performance. Every year, all students in grades kindergarten through fifth participate in at least one musical performance. Our P.E. curriculum helps students develop health-related fitness, physical competence in movement activities, cognitive

understanding, and positive attitudes toward physical activity so that they can adopt healthy and physically active lifestyles. Our technology teacher collaborates with all grade-level teams to create lessons that integrate appropriate computer-based technology, as well as engineering skills and concepts, across the content areas.

2. Reading/English:

At Chase Street School, our reading curriculum follows the Clarke County Instructional Framework, and includes an opening, mini-lesson, work session, and closing for each instructional segment. Our overarching goal is to engage students in independent, meaningful reading practices that help them develop into lifelong critical readers and thinkers. This goal is directly connected to our School Improvement Plan Action Steps, which emphasize our students' sense of self-efficacy and personal responsibility for their learning.

The reading curriculum and instruction at Chase Street School is based on the literacy framework outlined in the books *The Daily Five* and *The CAFE Book*. These texts were selected as the foundation of our reading instructional approach because of their emphasis on building students' independence, goal-setting, and self-monitoring behaviors, coupled with the direct, explicit instruction of foundational literacy skills, including comprehension, accuracy, fluency, and vocabulary acquisition.

Students acquire foundational literacy skills in the areas of comprehension, accuracy, fluency, and vocabulary acquisition via direct, explicit instruction occurring in a combination of whole-class, small-group, and one-on-one settings. Each block of reading instruction at Chase Street School begins with an opening and a ten to fifteen minute mini-lesson that targets a specific reading skill related to either comprehension, accuracy, fluency, or vocabulary acquisition. After the mini-lesson, the work session begins and students work on one of the five literacy activities outlined in *The Daily Five*. These include reading independently, reading with a partner, working with words, responding to reading, or listening to reading. While the students are engaged in these activities, teachers teach targeted reading skill and strategy lessons to small groups of students as well as have one-on-one goal-setting reading conferences with individuals.

At Chase Street School, we place a high priority on improving the reading skills of all students, especially those performing above or below grade-level. We are able to identify these students by analyzing a combination of diagnostic, formative, and summative data throughout the year. Monthly Response to Intervention (RTI) meetings held within each grade-level team serve to identify struggling students earlier and ensure that appropriate interventions are in place to meet their needs. Part of our daily schedule at all grades is a fifty-minute Extended Learning Time. Teachers use this time to work with students on either enrichment or remediation of skills based on individuals' needs.

3. Mathematics:

The mathematics curriculum at Chase Street School is centered on students' meeting and exceeding the Georgia Performance Standards. Much like with reading, our math instruction follows the Clarke County Instructional Framework, and includes an opening and mini-lesson, a work session, and a closing with each block of instruction. During mini-lessons, teachers employ a number of highly-effective instructional methods including think-alouds, problem-based lessons, and the creation of nonlinguistic representations. The work session provides time for students to practice what they learned during the mini-lesson and/or continue work on ongoing performance tasks, while the teacher monitors the learning and supports individuals and/or small groups of students.

At Chase Street School, we provide individualized, targeted math instruction to effectively meet the needs of all learners in a multitude of ways. At grades four and five, students work in one of three homogeneous groups for math instruction. These groups are formed based on a number of factors

including previous CRCT scores and other standardized assessments. Special Education and Early Intervention Program (EIP) teachers teach the group of students that is struggling to meet grade-level standards in math. One of the homeroom teachers teaches the group that is working on grade-level, while the other homeroom teacher works with the group of students that is working beyond their grade-level standards. In grades kindergarten through third, most students remain in their homeroom for math instruction, while Special Education, EIP, and gifted collaborating teachers provide support either in the general education classroom or in smaller-group settings.

School-wide, teachers examine student math work to determine student misunderstandings where mistakes are being made via our district's Data Team Process. Teachers unpack power standards in math, and create fully-aligned pre- and post-tests to assess the standards. Throughout the Data Team Process, the team meets collaboratively to reflect on the impact of teaching strategies and monitor students' progress. Additionally, student work is collected, charted, and analyzed on a regular basis by both teachers and students in math. One example of this is that students in grades two through five chart their own math computational fluency scores. Trends are identified and instructional strategies are adjusted in order to best support student learning.

4. Additional Curriculum Area:

At Chase Street School, all students in grades kindergarten through fifth receive at least fifty minutes of writing instruction daily in addition to opportunities to write in other curriculum areas throughout the day. Analogously to reading and math, our writing curriculum and teaching methods are aligned with the Clarke County Instructional Framework, and include an opening and mini-lesson, work session, and closing with every segment of instruction.

In terms of our writing curriculum, we follow the state's curriculum guides and units in writing, which are centered on a quarterly focus genre. These four genres, narrative, informational, persuasive, and response to literature, are completely vertically-aligned and are consistent in every grade kindergarten through fifth. In addition to genre-specific craft elements, e.g. using figurative language, dialogue, or varied organizational structures, a multitude of other essential skills are also incorporated into the writing curriculum. In the younger grades, kindergarten through second, these other essential skills include, but are not limited to, phonics and word study, while in the older grades include a wide range of conventions of Standard English.

Rubrics play an essential role in our writing teaching and learning at Chase Street School. These rubrics are used as both instructional as well as assessment tools. Teachers at all grade levels begin this process by unpacking key writing standards with students, identifying fundamental ideas and requisite skills together. We believe this is essential in order to foster our students' self-efficacy and personal responsibility for their learning, which comprises the essence of our school's mission. Once a standard, or group of related standards, has been unpacked collaboratively with students, rubrics are co-created that describe in detail what "meeting the standard" should look like. We do this because we not only want students to understand what they are learning and why, but moreover, we want them to be able to articulate precisely what they'll need to do to show they've met the standard and how their work reflects it. District Walk-Through data indicate the success of these efforts, with students being able to explain the standard they are working on in their own words 97.8% of the time.

5. Instructional Methods:

At Chase Street School, we believe that the most effective teaching begins where the students are, not in the front of a teacher's edition or curriculum guide. In order to determine exactly where students are, we routinely analyze a number of diagnostic, formative, and summative assessment data during weekly collaborative Data Team and planning meetings, as well as formal quarterly Data Digs. As a result of this on-going analysis, teachers gain a nuanced understanding of individual student's learning strengths and deficits, and can plan differentiated learning experiences accordingly.

Teachers at Chase Street School differentiate their instruction in a number of ways. First, all differentiation initiates from teachers' in-depth understandings of both the curriculum standards and engaging instructional strategies. The next step is to determine what adjustments are necessary to modify that instruction so that each learner's needs are met. Teachers may differentiate their instruction via flexible grouping strategies, offering tiered performance tasks, and/or learning centers. Differentiation is evident in lesson plans as well as instructional observations.

Our data analysis routines and protocols play an essential role in ensuring that we are meeting the diverse needs of our student subgroups. The Data Team Process is a school-wide example of this. After each math pre-test is administered and scored, teachers meet to analyze students' strengths and weaknesses. Additionally, those students needing either substantial support or content enrichment are identified. Flexible grouping strategies are used and adjusted throughout each unit in math in order to ensure that all students' learning needs are met.

Moreover, Extended Learning Time (ELT) is an crucial component of our daily schedule at all grade levels which is used to modify or supplement instruction in order to ensure high levels of student learning and achievement. Our specials teachers, including art, music, P.E., and technology, also work with fourth- and fifth-grade students on targeted skill needs and enrichment projects during ELT, thus reducing the numbers of students in the homeroom during that time, and allowing the general education teacher to differentiate instruction even further. This has helped build capacity among all teachers, and highlights our shared ownership of the learning and achievement of all students.

Teachers at Chase Street School use a variety of technologies to support and enhance their instruction. Walk-Through observations indicate that appropriate technology is incorporated into lessons 98.7% of the time. In addition, many teacher lesson plans are written in SmartNotebook. Document cameras, laptops, and interactive SmartBoard activities are all examples of technology that is incorporated daily into teachers' lessons.

6. Professional Development:

At Chase Street School, our professional development program is centered on the creation of authentic purposes for professional learning and school improvement. All teachers participate in learning teams throughout the year and meet regularly to plan for instruction. This includes collaborative lesson-planning, the examination of student work, and the monitoring of student progress. All of this professional learning work is fully aligned with our School Improvement Goals and Action Steps.

We believe that the most effective professional learning experiences for teachers are those that are self-directed, and aimed at honing teaching practices to effectively meet diverse students' needs, we encourage teachers to pilot improvement strategies. When this happens, the best strategies rise to the top with support and ownership from within the faculty.

There are several examples of professional learning experiences at Chase Street School that are teacher-directed, are focused on enhancing student learning, and are fully-aligned with our Georgia Performance Standards. The implementation of Action Steps involving *The Daily Five*, *The CAFE Book*, in reading, writing and English language arts, as well as math problem-solving protocols were all piloted by teachers voluntarily during the 2010-2011 school year, prior to being included in our School Improvement Plan.

Another focal point of recent school-wide professional learning experiences has been teachers' increased use of highly-effective instructional strategies. Throughout the ongoing Data Team Process this year, embedded professional learning has taken place that focuses on Marzano's High-Yield Instructional Strategies from his book *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. In order to fully-integrate the use of these strategies, a flip book was created to be used as a resource guides for teachers as they go through the Data Team process.

The success of these professional learning experiences are also reflected in student achievement data. For example, over 45% of our students exceeded the standard on the Math CRCT last year and over 32% of our students exceeded in Reading/ELA. A continuation of this trend can be seen in overall scores in quarterly benchmark assessments in all grades from the second quarter of the 2010-2011 school year to the second quarter of the 2011-2012 school year.

7. School Leadership:

There are two central tenants to the leadership philosophy at Chase Street School: 1) All people are resources and bring valuable insights and experiences to the table and; 2) questions of policy and practice are constantly framed in the context of their impact on student learning and growth. These concepts are applied through both formal and informal processes. The administrative team take each small decision seriously by gathering input and examining it through the lens of student needs. Larger decisions go through a more formal input process.

At Chase Street School we have a School Improvement and Leadership Team (SILT). This group analyzes a variety of student performance data to determine the needs of the school. Once goals are developed, action steps designed to reach those goals are put in place. The SILT then monitors both the implementation of the selected Action Steps and their impact on student learning.

The acceptance of all people as resources has fostered many creative ideas which allow the school to constantly grow and improve. This openness also encourages a variety of perspectives. We have found that this often takes additional time up front, but through thorough exploration of multiple ideas, the most effective ideas and strategies make it to the top. As a result, when we implement new practices, we know they have been thoroughly vetted and are the most closely-aligned with the needs of our students. In addition, practices are selected, developed, and refined by teachers in the school. This gives teachers true ownership over the initiatives at Chase Street School. They believe in them and understand how to best apply them in a variety of settings.

Examining and reexamining every decision through the lens of student needs ensures that all actions of the school are targeted towards improving student performance. Rather than just using adults' perception of needs, we use performance data to make sure that student learning needs are evidenced. In this way, we are able to focus our energies on specific, demonstrated areas of growth, while avoiding pitfalls and distractions.

Sharing leadership, viewing all stakeholders as valuable resources, and focusing on student learning has paid off for the Chase Street School community. This payoff is evident in improved test scores, student behavior, and parent/community perception.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Criterion Referenced Competency Test

Edition/Publication Year: Published Yearly Publisher: Ga DOE/CBT McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds	85	79	50	51	77
Exceeds	40	47	29	10	13
Number of students tested	53	62	38	41	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	80	78	47	48	78
Exceeds	21	39	25	11	14
Number of students tested	39	46	36	38	36
2. African American Students					
Meets Plus Exceeds	77	76	35	55	67
Exceeds	10	20	14	5	6
Number of students tested	22	25	14	22	18
3. Hispanic or Latino Students					
Meets Plus Exceeds	82	74	38	44	83
Exceeds	29	52	19	6	11
Number of students tested	17	19	16	16	18
4. Special Education Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	4	6	1	7	6
5. English Language Learner Students					
Meets Plus Exceeds	85	66	45	39	83
Exceeds	21	33	27	8	8
Number of students tested	14	12	11	13	13
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12GA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Criterion Referenced Competency Test

Edition/Publication Year: Published Annually Publisher: Ga DOE/ CBT McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds	94	95	89	88	52
Exceeds	34	35	17	10	8
Number of students tested	53	62	36	40	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	92	93	88	87	47
Exceeds	13	22	14	11	8
Number of students tested	39	49	35	37	36
2. African American Students					
Meets Plus Exceeds	91	82	78	87	56
Exceeds	9	4	7	5	6
Number of students tested	22	25	14	22	18
3. Hispanic or Latino Students					
Meets Plus Exceeds	94	100	83	88	39
Exceeds	18	37	0	13	0
Number of students tested	17	19	15	16	18
4. Special Education Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	4	6	1	7	6
5. English Language Learner Students					
Meets Plus Exceeds	93	100		83	45
Exceeds	7	17		8	0
Number of students tested	14	12	7	12	13
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12GA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Criterion Referenced Competency Test

Edition/Publication Year: Published Annually Publisher: GaDOE/CBT McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds	80	67	41	29	61
Exceeds	39	29	5	0	6
Number of students tested	56	42	44	28	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	78	62	39	30	51
Exceeds	30	26	5	0	6
Number of students tested	44	39	41	27	31
2. African American Students					
Meets Plus Exceeds	66	58	26	7	39
Exceeds	14	11	0	0	8
Number of students tested	21	19	19	14	13
3. Hispanic or Latino Students					
Meets Plus Exceeds	89	58	48	54	59
Exceeds	47	18	5	0	6
Number of students tested	19	11	21	13	17
4. Special Education Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	8	4	8	2	5
5. English Language Learner Students					
Meets Plus Exceeds	83		47		
Exceeds	33		12		
Number of students tested	12	5	17	1	6
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12GA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Criterion Referenced Competency Test

Edition/Publication Year: Published Annually Publisher: GaDOE/CBT McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds	81	86	77	78	62
Exceeds	35	20	7	7	10
Number of students tested	57	41	44	28	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	78	84	76	77	62
Exceeds	20	16	5	7	10
Number of students tested	45	38	41	27	31
2. African American Students					
Meets Plus Exceeds	59	84	63	71	62
Exceeds	18	5	0	7	8
Number of students tested	22	19	19	14	13
3. Hispanic or Latino Students					
Meets Plus Exceeds	94	73	86	85	59
Exceeds	26	9	5	0	12
Number of students tested	19	11	21	13	17
4. Special Education Students					
Meets Plus Exceeds					
Exceeds					
Number of students tested	8	4	8	2	5
5. English Language Learner Students					
Meets Plus Exceeds	100		82		
Exceeds	17		6		
Number of students tested	12	4	17	1	6
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12GA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005 - 2011 Published Yearly

Publisher: GaDOE/CBT McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds	95	83	85	41	67
Exceeds	53	26	31	3	6
Number of students tested	36	42	26	39	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	94	82	84	38	67
Exceeds	47	26	32	3	7
Number of students tested	32	39	25	37	30
2. African American Students					
Meets Plus Exceeds	87	80	82	26	53
Exceeds	31	15	18	5	6
Number of students tested	16	20	11	19	17
3. Hispanic or Latino Students					
Meets Plus Exceeds	100	84	83	56	87
Exceeds	60	28	33	0	7
Number of students tested	10	18	12	18	15
4. Special Education Students					
Meets Plus Exceeds		54			27
Exceeds		18			0
Number of students tested	6	11	6	4	11
5. English Language Learner Students					
Meets Plus Exceeds		72			
Exceeds		27			
Number of students tested	4	11		7	4
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					
There are no 5th grade students in the English Language Learner subgroup for the 2009-2009 school year.					

12GA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Criterion Referenced Competency Test

Edition/Publication Year: Published Annually Publisher: GaDOE/CBT McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Plus Exceeds	86	95	85	80	49
Exceeds	18	10	12	3	0
Number of students tested	38	41	26	39	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	86	95	84	79	45
Exceeds	15	11	12	3	0
Number of students tested	34	38	25	37	29
2. African American Students					
Meets Plus Exceeds	84	100	91	79	41
Exceeds	6	0	0	0	0
Number of students tested	18	20	11	19	17
3. Hispanic or Latino Students					
Meets Plus Exceeds	90	89	75	84	57
Exceeds	10	17	8	6	0
Number of students tested	10	18	12	18	15
4. Special Education Students					
Meets Plus Exceeds		82			18
Exceeds		18			0
Number of students tested	6	11	6	4	11
5. English Language Learner Students					
Meets Plus Exceeds		80			
Exceeds		10			
Number of students tested	4	10		7	3
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					
There are no 5th grade students in the English Language Learner subgroup for the 2009-2009 school year.					

12GA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	85	76	54	41	68
Exceeds	42	35	19	4	8
Number of students tested	145	146	108	108	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	83	74	52	39	65
Exceeds	31	30	18	5	9
Number of students tested	115	124	102	102	97
2. African American Students					
Meets/Exceeds	75	71	42	32	54
Exceeds	17	15	8	3	6
Number of students tested	59	64	44	55	48
3. Hispanic or Latino Students					
Meets/Exceeds	88	74	53	51	76
Exceeds	43	35	16	2	8
Number of students tested	46	48	49	47	50
4. Special Education Students					
Meets/Exceeds	66	56	33	23	40
Exceeds	22	14	6	7	4
Number of students tested	18	21	15	13	22
5. English Language Learner Students					
Meets/Exceeds	86	63	46	38	77
Exceeds	26	24	17	4	4
Number of students tested	30	28	28	21	23
6.					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12GA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	86	92	83	82	53
Exceeds	30	23	11	6	5
Number of students tested	148	144	106	107	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	84	90	82	81	51
Exceeds	16	16	9	7	6
Number of students tested	118	125	101	101	96
2. African American Students					
Meets/Exceeds	77	88	74	80	52
Exceeds	11	3	2	3	4
Number of students tested	62	64	44	55	48
3. Hispanic or Latino Students					
Meets/Exceeds	93	89	82	85	51
Exceeds	19	23	4	6	4
Number of students tested	46	48	48	47	50
4. Special Education Students					
Meets/Exceeds	61	76	53	53	37
Exceeds	11	14	13	7	0
Number of students tested	18	21	15	13	22
5. English Language Learner Students					
Meets/Exceeds	93	84	83	84	36
Exceeds	10	11	8	4	0
Number of students tested	30	26	24	20	22
6.					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12GA5