



2011 - 2012 Local School Plan For Improvement

LSPI Objectives

CORLEY ELEMENTARY SCHOOL

Ruth Tomlinson, *Principal*

Dr. Gale Hey, *Area Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

2011-2012 Long Term Goals and Objectives

Goal: Corley Elementary students will leave elementary school with the ability to meet and exceed reading and writing standards in order to enhance their educational experience and become proficient readers and writers.

Objective: Corley Elementary will increase academic performance in the area of Reading and Writing Literacy for all students and subgroups to meet and/or exceed annual targets through collaborative planning, inclusion model of instruction, targeted interventions, professional learning, direct reading instruction (Balanced Literacy Model), Writers Workshop, and vocabulary development.

CORLEY ELEMENTARY SCHOOL

LSPi Continued

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2011-2012 Long Term Goals and Objectives

Goal: Corley Elementary students will leave elementary school with the ability to use high order mathematical skills and processes in order to enhance their educational experience and demonstrate proficiency in mathematical concepts.

Objective: Corley Elementary will increase academic performance in the area of Mathematics for all students and subgroups to meet and/or exceed annual targets through collaborative planning, professional learning, and differentiated instruction with targeted interventions for numeration, problem solving, and critical thinking.

Goal: Corley Elementary students will leave elementary school knowing how to generate problem statements and devise solutions using scientific processes and inquiry method.

Objective: Corley Elementary will increase academic performance in Science for all students and subgroups to meet and/or exceed baseline targets through collaborative planning with classroom teachers, Science specials' class, targeted interventions, inquiry-based lessons, and vocabulary development.

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LSPI Continued

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Schools Goals - CORLEY ELEMENTARY SCHOOL

Goal Title	Goal	Start School Year	End School Year
Excellence in Literacy K-5	Corley Elementary students will leave elementary school with the ability to meet and exceed reading and writing standards in order to enhance their educational experience and become proficient readers and writers.	2011-12	2014-15
Excellence in Mathematics K-5	Corley Elementary students will leave elementary school with the ability to use high order mathematical skills and processes in order to enhance their educational experience and demonstrate proficiency in mathematical concepts.	2011-12	2014-15
Excellence in Science K-5	Corley Elementary students will leave elementary school knowing how to generate problem statements and devise solutions using scientific processes and inquiry method.	2011-12	2014-15

Annual Objective

Corley Elementary will increase academic performance in the area of Reading and Writing Literacy for all students and subgroups to meet and/or exceed annual targets through collaborative planning, inclusion model of instruction, targeted interventions, professional learning, direct reading instruction (Balanced Literacy Model), Writers Workshop, and vocabulary development.

Associated Goals

Goal: Excellence in Literacy K-5

Implementation Design

Advanced Content Reading

Qualifying students in grades 3-5 will participate in an advanced content reading class. Criteria for selection will be based on CRCT score, pre-test performance, and grades. Students in advanced content classes will have opportunities for inquiry-based learning, vocabulary enrichment, and critical thinking.

CORLEY ELEMENTARY SCHOOL

LSPi Continued

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Best Practices Collaboration

Teachers will work as teams across grade level and content areas to identify the appropriate use of QPTS for high impact instruction.

SD: Balanced Literacy - Strategies that Work!

Teachers will participate in monthly Balanced Literacy sessions. Vision cohort members and literacy instructional coach will facilitate sessions. Instructors will model lessons and strategies for participants to implement in their classrooms. Participants will share and reflect on strategies and student work samples in ongoing sessions.

SD: Data Days: Using Data to Guide Instruction

Classroom teachers and support staff will meet monthly for Data Day. Student profile sheets will be updated and data graphed for analysis. Teacher leaders will facilitate collaborative planning.

Coteaching Model

ELL students and SWD will be served through a coteaching model. Support staff teachers and classroom teachers will collaborate on instructional strategies needed to meet the needs of each individual learner.

Extended Learning Opportunities in Literacy

Students in grades 3-5 who are not meeting grade level literacy standards based upon classroom performance, grades, and Interims/Post Tests will be provided additional learning opportunities through Saturday school. Four Saturday school sessions will be held at the end of each grading period for the first, second, and third quarters. In addition, 5th grade students not meeting writing standards will have learning opportunities for two Saturday sessions prior to the administration of the GA writing assessment.

CORLEY ELEMENTARY SCHOOL

LSPi Continued

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Literacy Institute and Vision 2016

Vision 2016 Instructors, CES teachers and Literacy Coach will facilitate monthly sessions for each grade level professional learning community.

SD: ELEMENTARY SUMMER LITERACY INSTITUTE

Three-day conference for teachers of all content areas focusing on the appropriate implementation of literacy-rich strategies in the classroom.

SD: LANGUAGE ARTS VISION [ES]

Year-long series of sessions (one Saturday per month) to build consistent, pervasive, and rigorous literacy practices that align with our district expectations for literacy teaching and learning in all content areas.

Annual Objective

Corley Elementary will increase academic performance in the area of Mathematics for all students and subgroups to meet and/or exceed annual targets through collaborative planning, professional learning, and differentiated instruction with targeted interventions for numeration, problem solving, and critical thinking.

Associated Goals

Goal: Excellence in Mathematics K-5

Implementation Design

Advanced Content Math

Eligible students in grades 3-5 will participate in advanced content math class. Students will have opportunities to go deeper into math content, explore higher level problem solving, and utilize critical thinking skills.

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LSPI Continued

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AKS / CQI Math Model

All students will participate in the AKS/CQI Math model with a focus on numeracy. Corley Elementary will implement a school-wide Math AKS/CQI time from 8:20 - 8:50. All staff members will support math learning during CQI. Student groups will be based on standardized test data, formative assessments, and classroom performance.

SD: GCPS AKS/CQI

Team of Corley teachers will participate in GCPS ASK/CQI training and join follow-up sessions during 2011-2012 to visit site schools for reflection and feedback. CQI Team will redeliver content to Corley staff and facilitate implementation of school-wide Math CQI Model.

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LSPI Continued

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Balanced Numeracy Framework

All teachers will participate in monthly balanced numeracy staff development sessions. Teacher representatives from each grade will participate in Math Institute and GCPS monthly sessions for math.

SD: Best Practices - Balanced Numeracy

Teachers will participate in monthly professional learning sessions facilitated by peers to increase teacher understanding of the balanced numeracy model and share best instructional practices, including integration of technology, thereby improving student achievement. Teachers will focus on improving instructional strategies for at-risk students as well as increasing enrichment support for who have met or exceeded standards.

SD: BERKMAR VERTICAL MATH TEAM

The math team will meet at least eight times per year to increase collaboration across grade levels. During our collaborative sessions, the team will be involved in cluster data reviews, development of common assessments, and reflection on our classroom practices. The team will complete at least two days of peer observations at all levels (elementary, middle, and high school). Following the observations, the team will debrief using an identified protocol for peer observations. The team will participate in professional learning sessions such as Webb

SD: MATH INSTITUTE - ELEMENTARY

The Math Institute provides effective professional learning through modeling by “master” teachers, peer coaching, and debriefing discussions. Following the summer workshop, ongoing mentoring and implementing of best practices should be evident.

SD: MATH/SCIENCE STAFF DEVELOPMENT - ELEMENTARY

After-school sessions have the primary goal of improving student achievement in mathematics and science by connecting both the math and science AKS with the expected performance-based student outcomes at each grade level. The K-5 sessions are offered by grade level and are in time with the corresponding instructional calendar. One hour is devoted to mathematics instruction and the second hour is devoted to science instruction. The science sessions will focus on problem solving and include the vertical alignment of scientific processing, essential vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for elementary school teachers. The math sessions will model rigorous lessons for upcoming AKS. Each session will focus on a different component of the Balanced Numeracy framework. Session 1 is focused on Informal Assessment, Session 2 on Quality Questioning, Session 3 on Problem Solving, Session 4 on Student Collaboration, and Session 5 on Activating and ...

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Coteaching Model

ELL students and SWD will be served through a coteaching math model. Support staff and classroom teachers will collaborate on instructional strategies that best meet the needs of individual learners. Students will benefit from the team teaching during the math content block. In addition, students needing targeted assistance during AKS/CQI Math will be served through a team teaching model.

Annual Objective

Corley Elementary will increase academic performance in Science for all students and subgroups to meet and/or exceed baseline targets through collaborative planning with classroom teachers, Science specials' class, targeted interventions, inquiry-based lessons, and vocabulary development.

Associated Goals

Goal: Excellence in Science K-5

Implementation Design

Best Practices - Science Instruction

Teachers will participate in professional learning communities in order to plan rigorous lessons, receive training on research-based science methods and strategies, and collaborate about best science practices. Science Specialist and CES Science Team will deliver science professional learning to each grade level on a rotating basis. Each grade level will receive targeted professional learning every six weeks.

SD: Best Practices - Science

Teachers will participate in collaborative learning facilitated by the Science Specialist and team members participating in the GCPS Math and Science Staff Development series. Teams will work with GCPS instructional calendar and online resources.

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SD: MATH-SCIENCE STAFF DEVELOPMENT [ES]

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The science sessions will focus on problem solving and include the vertical alignment of scientific processing, vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and integrates the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for elementary school teachers.

SD: SCIENCE SPECIALIST IMPACT TRAINING PROGRAM

Specialists will maximize their professional impact within their classrooms and at their local schools by increasing their level of science literacy as it relates to the characteristics of science. This professional learning opportunity will serve to clarify content at each grade level; minimize misconceptions in science; explore science, mathematics, and language arts integration; and master the components of scientific experimentation.

Science Lab

All students will participate in Science specials' lab throughout the year with a trained Science Specialist. In addition, classroom teachers will incorporate the use of a second science lab 3-4 times per quarter for inquiry-based lessons to engage students in hands-on science exploration.