



2010-2011 Local School Plan For Improvement

LSPI Objectives

December 2010

CHESNEY ELEMENTARY SCHOOL

Carlotta E Rozzi, *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.

2010-2011 Long Term Goals and Objectives

Goal: Based on the current direction of improving the performance of all Chesney students, our goal of achieving exemplary performance in math, reading and science will be achieved in 3 to 5 years.

Chesney will model and demonstrate effective instructional strategies as an exemplary school for the school system.

Objective: We will increase the percent of Chesney students performing in the Level 3 range in reading/Language Arts while increasing the average score performance for all students and subgroups. We will continue to decrease the percent of students who do not meet the standard.

Objective: We will increase the percent of students performing in the Level 3 range in Math while increasing the average score performance for all students and subgroups. We will continue to decrease the percent of students who do not meet the standard.

Objective: We will increase the percent of Chesney students performing in the Level 3 range in science while increasing the average score performance for all students and subgroups. We will continue to decrease the percent of students who do not meet the standard.

CHESNEY ELEMENTARY SCHOOL

LSPI Continued

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Schools Goals - CHESNEY ELEMENTARY SCHOOL

Goal Title	Goal	Start School Year	End School Year
Chesney Elementary, Model School of Learning	Based on the current direction of improving the performance of all Chesney students, our goal of achieving exemplary performance in math, reading and science will be achieved in 3 to 5 years. Chesney will model and demonstrate effective instructional strategies as an exemplary school for the school system.	2010-11	2014-15

Annual Objective

We will increase the percent of Chesney students performing in the Level 3 range in reading/Language Arts while increasing the average score performance for all students and subgroups. We will continue to decrease the percent of students who do not meet the standard.

Associated Goals

Goal: Chesney Elementary, Model School of Learning

Implementation Design

Before School Reading/Critical Thinking Enrichment Club

Students will be provided the opportunity to participate in a before-school club to enhance their ability to read and think critically in a variety of subject areas.

CHESNEY ELEMENTARY SCHOOL

LSPi Continued

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ESOL Training for Classroom Teachers

Train classroom teachers to teach reading to students with limited English and/or special needs. The focus will be to improve reading comprehension and language development. Students will receive differentiated and targeted instruction through whole class and small group teaching and assessment. Students will record their progress regularly to follow and share their progress with parents on a regular basis through graphs, record-keeping instruments and parent/teacher/student conferences.

SD: DULUTH: CLUSTER-WIDE ACHIEVEMENT AND TEACHING STRATEGIES (CATS)II

This year-long experience is designed to develop strategies to meet the needs of the students in our cluster. Sessions will be focused on teaching and learning strategies for Reading/Literacy and Math. Subject area integration will include Science and Social Studies instruction. Teachers and staff will share strategies from fellow teachers, administrators, and guest speakers. Some of these speakers will include cluster subject area specialists as well as GCPS Curriculum Coordinators. Teacher leadership is a strong component of the success of the vertical team concept. Teacher leaders will meet regularly throughout the year to build leadership skills during separate book study and mentoring sessions. A major concurrent component of the cluster vertical teaming will be the advancement of instructional strategies specifically targeted to address differentiation strategies for acceleration of students who display the need for advancement either through the gifted program or through ESL instruction. As a cluster we will train teachers at every school to implement these strategies and to redeliver the strategies to other teachers and staff at our schools.

SD: Model Classroom Teachers Leading the Way

Model Classroom Teachers will build on skills previously learned in their designated subject areas. They will prepare lessons to share with grade level peers; will record themselves teaching model lessons for critique by the grade level and will lead model classroom lessons. They will also complete peer observations of other teachers implementing the strategies learned.

SD: SUMMER LITERACY INSTITUTE

An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

SD: VISION 2016, PHASE 2

Monthly sessions to sustain and extend the learning of our balanced literacy framework acquired in Phase 1 (Cohorts 1 and 2) and the workshop models analyzed in the Summer Literacy Institute. All participants from Vision Phase 1 and the Summer Literacy Institute are strongly encouraged to attend Phase 2.

Annual Objective

CHESNEY ELEMENTARY SCHOOL

LSPI Continued

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Dr. Gale Hey, *Area Superintendent*

We will increase the percent of students performing in the Level 3 range in Math while increasing the average score performance for all students and subgroups. We will continue to decrease the percent of students who do not meet the standard.

Associated Goals

Goal: Chesney Elementary, Model School of Learning

Implementation Design

Before School Math Enrichment Club

Students will be offered the opportunity to participate in a before-school club designed to enhance their math skills. They will prepare to compete in the county level Witzle Pro competition.

CHESNEY ELEMENTARY SCHOOL

LSPi Continued

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Math Model Classroom Lesson teaching and observations.

A teacher at each grade level will serve as a model math classroom teacher. Colleagues on her grade level will observe her instruction and model her teaching strategies to improve students' math performance. Students will participate in guided math groups where they will receive differentiated instruction that focuses on their math needs. Parents will be offered math workshops through Chesney's Family Center. Students will share their learning through their math journals and data notebooks as well as through demonstrations at Chesney evening parent workshops.

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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.

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Annual Objective

We will increase the percent of Chesney students performing in the Level 3 range in science while increasing the average score performance for all students and subgroups. We will continue to decrease the percent of students who do not meet the standard.

CHESNEY ELEMENTARY SCHOOL

LSPI Continued

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Associated Goals

Goal: Chesney Elementary, Model School of Learning

Implementation Design

Before School Science Enrichment

Students in grades 3-5 will have the opportunity to participate in a before-school Science/Environmental Club to extend their learning in science.

CHESNEY ELEMENTARY SCHOOL

LSPI Continued

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Integration of scientific process and critical thinking.

Teachers will attend science training to implement effective strategies integrating science, math and reading. Students will read content materials, perform scientific experiments and apply critical thinking skills. They will demonstrate their knowledge of the scientific method through science projects and journal records. Parents workshops and interactive lessons led by students will be offered to parents.

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SD: MATH-SCIENCE STAFF DEVELOPMENT

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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