



# 2010-2011 Local School Plan For Improvement

## LSPi Objectives

December 2010

## CORLEY ELEMENTARY SCHOOL

Paula C Cobb, *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:** Corley Elementary students will improve problem solving, critical thinking, and basic math fact skills to exceed state averages on all assessments

**Objective:** Corley ES will increase academic performance in the area of mathematics for all students and subgroups in order to meet and exceed annual targets through professional learning, collaborative planning, and differentiated instruction with targeted interventions for numeration and problem solving.

**Goal:** Corley Elementary students will improve reading, writing, and language arts skills to exceed state averages on all assessments.

**Objective:** Corley ES will increase academic performance in the area of reading and writing for all students and subgroups in order to meet or exceed annual targets through professional learning, collaborative planning, and differentiated instruction with targeted interventions for vocabulary, decoding, and comprehension skills.

# CORLEY ELEMENTARY SCHOOL

## LSPI Continued

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### 2010-2011 Long Term Goals and Objectives

**Goal:** No goal associated with this objective

**Objective:** Corley ES will increase academic performance in the area of Science for all students and subgroups in order to meet or exceed annual targets through professional learning, collaborative planning and an increase in integration of science across the curriculum.

# CORLEY ELEMENTARY SCHOOL

## LSPI Continued

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### Schools Goals - CORLEY ELEMENTARY SCHOOL

Goal Title	Goal	Start School Year	End School Year
K-5 Student Literacy Goal	Corley Elementary students will improve reading, writing, and language arts skills to exceed state averages on all assessments.	2010-11	2018-19
K-5 Student Mathematic Goal	Corley Elementary students will improve problem solving, critical thinking, and basic math fact skills to exceed state averages on all assessments	2010-11	2018-19

### Annual Objective

Corley ES will increase academic performance in the area of reading and writing for all students and subgroups in order to meet or exceed annual targets through professional learning, collaborative planning, and differentiated instruction with targeted interventions for vocabulary, decoding, and comprehension skills.

### Associated Goals

**Goal:** K-5 Student Literacy Goal

### Implementation Design

#### Reader's Workshop

Corley's K-5 students will be involved in the "Reader's Workshop" model of instruction at least four days each week. This model involves offering literacy instruction based on each child's instructional level. Teachers meeting with small groups of students and provide differentiated instruction based on specific needs of an individual or group.

#### SD: Paraprofessional Reader's and Writer's Workshop Training

The Intervention Specialist will provide training in reading and writing processes and instruction for kindergarten paraprofessionals. The staff development will model reading and writing strategies for kindergarten paraprofessionals to meet students' needs one-on-one or in small groups.

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## LSPI Continued

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**SD: Professional Learning Communities via Common Planning Time**

Teachers will meet as a Professional Learning Community where they will disaggregate student data, plan lessons, and collaborate about best instructional practices. Teachers will provide each other with research-based methods/strategies that have proven beneficial to improving student achievement.

**SD: VISION 2016, PHASE 1, COHORT 2**

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

**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.

**SuccessMaker Program**

All of the students at Corley ES will be exposed to the SuccessMaker computer program. Each student will go through the initial placement motion portion of the program that evaluates their level of competency in reading. Disaggregated data from this placement portion of the program will allow students to be identified for previewing and acceleration activities. These activities will take place in the school's labs and in the regular education classrooms.

**SD: Technology (Enhancing Teaching and Learning)**

The technology staff will provide training for certified teachers. Topics will include HyperSnap, Brain Pop, Accelerated Reader, Star, Education City, and OneNote training to increase interactive learning for all students.

### Annual Objective

Corley ES will increase academic performance in the area of mathematics for all students and subgroups in order to meet and exceed annual targets through professional learning, collaborative planning, and differentiated instruction with targeted interventions for numeration and problem solving.

### Associated Goals

**Goal:** K-5 Student Mathematic Goal

# CORLEY ELEMENTARY SCHOOL

## LSPi Continued

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### Implementation Design

#### Grade 5 Math Acceleration Class

A select group of fifth grade students who scored at the third performance level of the 2010 Criterion Referenced Competency Test will receive advanced instruction in mathematics. These students will be taught middle school math objectives.

#### Math Model Classrooms

Corley ES has identified three "Math Model Classrooms" at each grade level. These teachers will open their classrooms for other teachers to observe research-based methods/strategies being implemented in teaching AKS based mathematics lessons.

##### SD: Math Model Classrooms

Math Model classes will be developed on each grade level for the purpose of modeling and observing a variety of math components. The math components will include calendar math, math journals, questioning, exemplars, technology, math centers, and literature-math connections.

##### 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: Paraprofessional Math Training

The Math and Intervention Specialist will provide an opportunity for kindergarten paraprofessionals to receive training in various areas including small group instruction and access to a variety of resources. These resources will include books and manipulatives designed to strengthen students' math skills.

#### SuccessMaker Program

All of the students at Corley ES will be exposed to the SuccessMaker computer program. Each student will go through the initial placement portion of the program that evaluates their level of competency in mathematics. Disaggregated data from this placement portion of the program will allow students to be identified for previewing and acceleration activities. These activities will take place in the school's labs and in the regular education classrooms.

##### SD: SuccessMaker Training for K-5 Teachers

A representative from the Pearson Learning Group will provide instruction to teachers for using data from the SuccessMaker program in order to plan & implement differentiated lessons. The consultant will also educate teachers on how to create customized courses to engage students in computerized lessons targeted to scaffold their area(s) of need.

# CORLEY ELEMENTARY SCHOOL

## LSPI Continued

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### Annual Objective

Corley ES will increase academic performance in the area of Science for all students and subgroups in order to meet or exceed annual targets through professional learning, collaborative planning and an increase in integration of science across the curriculum.

### Associated Goals

**Goal:** No goal associated with this objective

### Implementation Design

#### Professional Learning Communities

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.

#### 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 ...