



2011 - 2012 Local School Plan For Improvement

LSPI Objectives

CHESNEY ELEMENTARY SCHOOL

Margaret M Ackerman, *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: 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: Chesney will increase the percent of students performing in Level 3 range Reading/Language Arts while increasing the average score performance for all students and subgroups (targeting students in the English Language Learners and Students with Disabilities subgroups) through collaborative planning, targeted interventions, direct reading instruction in the classrooms and vocabulary development.

Objective: Chesney Elementary School will increase the academic performance in Math for all students (targeting Students with Disabilities and ELL) to increase the students performing in the Level 3 range in Math while increasing the average score performance for all students.

Objective: Chesney will increase the percent of students performing in the Level 3 range in science in all subgroups.

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

Chesney will increase the percent of students performing in Level 3 range Reading/Language Arts while increasing the average score performance for all students and subgroups (targeting students in the English Language Learners and Students with Disabilities subgroups) through collaborative planning, targeted interventions, direct reading instruction in the classrooms and vocabulary development.

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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Instructional Expectations through model classroom and collaboration

Chesney will collaboratively plan with the administrators and support staff to use targeted interventions, comprehension strategies and writing to increase the success of all students.

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: Knowing our Students via the model classroom approach

Collaboration of Chesney's faculty by grade level to review model classroom instructional strategies, lesson plans, assessment results and differentiation.

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.

Saturday School Math and Literacy Support

This intervention will target the subgroup of SWD students.

Annual Objective

Chesney Elementary School will increase the academic performance in Math for all students (targeting Students with Disabilities and ELL) to increase the students performing in the Level 3 range in Math while increasing the average score performance for all students.

Associated Goals

Goal: Chesney Elementary, Model School of Learning

Implementation Design

CHESNEY ELEMENTARY SCHOOL

LSPi Continued

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Before school math enrichment

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

Math Model Classroom Lesson teaching and observations

A teacher at each grade level will serve as the math model classroom teacher. Colleagues on his/her grade level will observe her instruction and model the 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 via the Parent center. Students will demonstrate their learning through math journals and data notebooks. The key to expanding the math model classroom instruction and lesson planning is in differentiation.

SD: Knowing our students well via the model classroom approach

Model classroom teachers will support the success of the math content. They will prepare lessons to share with their grade level that expound on differentiation and sound instructional strategies. Model classroom teachers will record themselves teaching model lessons and lead model classroom lesson. Peer observations will also be conducted to support full development of differentiation.

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.

Saturday School Literacy and Math Support

This intervention will specifically target the subgroup of students in the SWD group.

Annual Objective

Chesney will increase the percent of students performing in the Level 3 range in science in all subgroups.

Associated Goals

CHESNEY ELEMENTARY SCHOOL

LSPI Continued

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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 scienc/environmental club to extend their learning in science.

Integration of the scientific process and critical thinking

Teachers will attend science collaboration meetings to learn to implement effective strategies in integrating science, math and reading. Students will use projects and journals to demonstrate their understanding of the scientific method.

SD: Knowing our students well via the model classroom approach

Model Classroom teachers will lead their grade level collaboration in the scientific method. They will prepare lessons, record themselves and organize peer observations. The impact of this learning is to increase differentiation in the classroom

SD: MATH-SCIENCE STAFF DEVELOPMENT [ES]

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, 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.