

# **CHESNEY ELEMENTARY**

**2009 - 2010**

# Charles Brant Chesney Elementary Title One Updated Schoolwide Plan Narrative

Schoolwide Planning Component A: A comprehensive needs assessment of the entire school.

In developing the Schoolwide Title I Needs Assessment, the Title I committee reviewed the following data:

- I. Non-academic data including:**
  - Current Class Schedules
  - Student Attendance
  - Student Demographics
  - NEP/LEP Student/Teacher Assignments
  - EIP Student/Teacher Assignments
  - County Instructional Curriculum Calendars- all subject areas
  - CQI Instructional Calendars – Language Arts and Math
  - Media Center Circulation Records
  - Parent, Students, and Staff Survey Results
  - Bookkeeper reviewing Title 1 budget reports and supporting details.
  
- II. AYP for 2009 Performance**
  - Reading/English Language Arts 2009 CRCT Scores
  - Math 2009 CRCT Scores
  - Historical data for all subgroups in Reading, Language Arts and Math
  - Student Participation Data
  
- III. Local School Assessment Data**
  - MY STUDENTS Class and Student Profile: weak to strong skill rankings
  - MY STUDENTS Historical Profile
  - Local School Plan for Improvement (LSPI) Historical Data
  - Successmaker (SME) Student Performance Data: Strand Scores, Prescriptive Schedules, Class Performance Summaries
  - Benchmark assessments – Language Arts and Math, Grades 2-5
  - Reading Standards – grades 1-5
  - Writing assessments
  - AKS/Continuous Quality Improvement Model
  
- IV. Other Assessment Data**
  - ITBS Scores
  - Third Grade Writing Assessment Results- 2009
  - Fifth Grade Writing Assessment Results – 2009
  - CRCT Science Results 2009
  
- V. Parent Involvement**
  - Parent Involvement Action Plan
  - Parent Workshops- Reading, Math, ESOL, Special Education
  - School/Home Learning Compact
  - Local School Parent Involvement Policy
  - Preschool Transition Program - Kindercamp

In comparing our 2009 CRCT **mathematics** scores to our 2008 CRCT scores, data indicates we made significant gains in our scores. Results showed 91% of students in grades 3-5 performed in the Meets and Exceeds range compared to 79% in 2008. In addition, students in grades 1-2 met or exceeded the Annual Yearly Progress (AYP) goal. As we analyzed each grade level performance on the CRCT, 5<sup>th</sup> grade had an impressive 22% gain. Part of this gain is the result of being the only grade level participating in a regular Math special. Third and fourth grade students received support through scheduled mentoring/coaching, staff development, peer observations, and collaborations. Local end of year math benchmark assessment also revealed significant gains among 1-5 grade students. The majority of our subgroups performed well on the CRCT. Students in the English Language Learners subgroup showed significant gains in the 2009 CRCT compared to 2008 CRCT. Results revealed 89% of the ELL students met or exceeded the AYP goal. One particular subgroup, Students with Disabilities did not meet the math AYP goal. To increase academic performance of this targeted group, Chesney will implement teaching strategies from the summer Math Institute where teachers use math exemplars, math trade books and flexible small group interventions such as the inclusion model of instruction. In addition, students in 3<sup>rd</sup> and 4<sup>th</sup> grade will have a Math special. Math mentoring/coaching will involve all grade levels and continue math staff development for all teachers with emphasis on trainer and peer observations will be provided.

The **SuccessMaker** program is another way in which we measure student progress in the area of mathematics. We recognize that our students must be empowered with proficient math skills to succeed in the world of technology. Therefore, we realize to accomplish our goal of sustained increases in mathematics achievement, more than drill and practice will be needed. Students need to be able to apply the knowledge they learn and become problem solvers. Our involvement in the Pearson High Stakes Management program is designed to support academic learning of students in grades 1-5 by measuring progress toward the CRCT goals. Through the implementation of the SuccessMaker programs in Language Arts and Math, students work toward their targeted learning levels to increase their CRCT scores and overall learning in the classroom.

Research indicates a child's **reading** ability directly impacts the overall well-being and academic success. The test scores in the area of reading and language arts were above the passing rate indicating 94% of students in grades 3-5 met or exceeded AYP in 2009. Local end of year benchmark assessment provided evidence students in grades 1-5 had significant gain in the reading area. The majority of the subgroups increased their Reading score, especially our English Language Learners students who demonstrated a 90% gain on the 2009 CRCT. We attribute these gains to continuing the implementation of Readers' and Writer's Workshop. In addition, collaboration of peers within and between grade levels provided instructional support of making the strategies part of daily planning and instruction. Our Students with Disabilities subgroup made no gain and will continue to be the group of concentration. To increase academic performance of this targeted group, Chesney will continue implementing Readers' and Writers' Workshop staff development to all teachers. Also, peer observations and model classroom sharing of the Quality-Plus Teaching Strategies will continue to be used. Teachers will continue to focus on small group instruction through Guided Reading and implementation of the Continuous Quality Improvement Model. The implementation of this model allow teachers to identify grade level academic skills that students demonstrate a weakness and construct instructional lessons to enrich and remediate the learning needs of our students. A decline in our science scores is also where instructional emphasis will be place as teachers continue to integrate nonfiction reading material across all content areas to strengthen reading skills. This will be accomplished through staff development, collaborative planning, mentoring and observations by the Science teacher and grade level model Science classroom teachers. Teachers will integrate science vocabulary, inquiry-based learning and small group targeted instruction into daily instruction, as well as during Science special time. Finally, when we review our own data in the areas of reading, we find ourselves proficient in instructing students so they end up the year on grade level.

**Writing** provides students with a creative opportunity to be involved in their learning. Reading and writing are interconnected. In most cases successful and proficient readers become successful and proficient writers. Students maximize achievement by understanding and connecting the reading and writing process. Our 5<sup>th</sup> grade students CRCT writing scores from 2009 improved compared to the 2008 scores. Fifth grade students increased the total percent of students in the Meet and Exceed levels by 3%. As a result, the percent of students in the Does Not Meet level decreased as more students moved into Level 2 and 3. Our local school benchmark data suggests all grade levels made improvement in Writing. However, writing initiatives for next year will continue to focus on establishing small group writing time during Language Arts block. Writing staff development to emphasis writing in the content area will support instruction in Social Studies and Science. In addition, writing improvements will be supported through the use of the Renzulli research lab during Social Studies or other content area instruction time.

Our **Local School Plan for Improvement** goals for the 2009 ~ 2010 school year will be as follows:

1. Chesney Elementary School will increase academic performance in Reading and Literacy for all students, including targeted subgroups such as Student with Disabilities, to Meet and/or Exceed annual targets. This will be accomplished through differentiated staff development for teachers, professional collaboration and implementation of model literacy classroom techniques such as readers' and writer's workshop and small group direct instruction based on individual student needs and the inclusion model of instruction.
2. Chesney Elementary School will increase performance in Math for all students, including targeted subgroups such as Students with Disabilities, to Meets and/or Exceed annual targets. This will be accomplished through differentiated staff development for teachers, professional collaboration and implementation of Math Institute strategies such as the use of math exemplars, math trade books and flexible small group interventions such as the inclusion model of instruction.
3. Chesney Elementary School will increase academic performance in Science for all students and targeted subgroups to Meet and/or Exceed annual targets. This will be accomplished through teacher staff development, collaborative planning, mentoring and observations by the Science Specialist/Coach and grade level model Science classroom teachers. These methods will support the integration of Science vocabulary, Inquiry-based learning and small group targeted instruction into the regular daily instruction as well as during the Science Special.
4. Student achievement will be increased through effective parent involvement and communication between home and school.

School wide Planning Component B. *Schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement and use effective methods and instructional strategies that are based on scientific based research.*

As mentioned in the LSPI, Chesney Elementary School will increase the academic performance for all students, including targeted subgroups such as Students with Disabilities and English Language Learners, to Meets and/or Exceed annual targets. Therefore, a portion of our Title 1 budget is allocated to reduce class size by adding an additional classroom teacher in the following grade levels: 2 and 4. This part of our plan will provide support to our students in receiving individual and differentiated instruction in their areas of academic need.

## **MATHEMATICS AND SCIENCE**

*To ensure Chesney's high achievement on the CRCT assessment, we will continue to do the following:*

- ❖ Data will be analyzed in math and science to identify strengths and weaknesses through planning sessions during common planning time and through release planning sessions. In addition, release days for identified Chesney teachers will be provided to have collaborative discussions with other teachers in the Duluth Cluster on math strategies and curriculum.
- ❖ Students in grades 1-5 who scored in the Level 2 or 3 performance level on the CRCT will be included in Math Acceleration program conducted by the FOCUS teachers. Teachers will extend and enrichment the Math knowledge of these students by teaching and sharing higher level problem solving skills and/or strategies
- ❖ Chesney Elementary will establish Math and Science Model Classroom teachers at each grade level to oversee, guide, and support the improvement efforts in mathematics and science. In addition, Model Classroom teachers will review and recommend the purchase of additional materials and technology to directly support instruction in these critical areas as funds become available.
- ❖ Our school's Math and Science teachers not only works with all students in our building, but will support Model Classroom teachers by training them to use best practices in teaching Math and Science skills. Model Classroom teachers will focus on targeted skills on the CRCT this year. In addition, they will assist with the creation of Math/Science Night activities for our school and host these events this year. Parents will learn about the essential Academic Knowledge and Skills (AKS) identified as the weakest academic performance strands on the Math and Language Arts CRCT results, as well as select take home materials from the Family Center to help their child in these areas.
- ❖ Technology labs will allow students to work on individualized Math programs in SuccessMaker geared to individual Math instructional level.
- ❖ Staff development opportunities will be provided to teachers to further develop knowledge on how to use innovative strategies and/or technique to teach Math skills. Chesney will continue to select a group of teachers to sponsor for the Summer Math Institute. These teachers will be trained in Math best practices and strategies to incorporate the use of math manipulatives.
- ❖ Existing Math and Science materials will be inventory and organized for teacher check-out. Non-fiction literature in Math and Science will be organized into class reading sets for teacher check-out from the Media Center. Additional Math and Science instructional material, including book sets will be purchased for teacher use in the classroom.
- ❖ The *Every Day Counts* calendar, along with the use of Math manipulatives will help our students focus on the grade level AKS on a daily basis to improve computation skills.
- ❖ In addition, students scoring in Level 1 on the CRCT will participate in EIP classes during the school day. Administrative team will identify students for RBES small groups to meet monthly to review math skills and set learning goals toward academic progress.
- ❖ Chesney Elementary will integrate strategies for struggling math students and provide extended learning opportunities in both Before and Saturday school program formats.
- ❖ Our school will offer Staff Development/Professional Learning to provide teachers with innovative strategies designed to increase math and science achievement.

- ❖ Make and Take Parent Workshops will be offered to parents to support math and science learning at home. Parents and teachers will be encouraged to visit the Family Center to check-out materials to support these areas. As funds become available, the Family Center will add additional resources for parents to check-out.
- ❖ Translation services during school activities will be offered to inform parents on their child's progress in math and science.

## **READING**

*To ensure Chesney's high achievement on the CRCT assessment, we will continue to do the following:*

- ❖ Data will be analyzed in reading to identify strengths and weaknesses through planning sessions during common planning time and through release planning sessions. In addition, release days for identified Chesney teachers will be provided to have collaborative discussions with other teachers in the Duluth Cluster on reading strategies and curriculum.
- ❖ Chesney Elementary will implement the integration of ongoing reading and writing opportunities across all curricular areas to special areas as appropriate, using leveled texts. As funds become available, the purchase of non-fiction leveled texts targeted for grades Kindergarten-5 will be made to increase classroom libraries.
- ❖ Language Arts Model Classroom teachers at each grade level will oversee, guide, and support the improvement efforts in Reading. In addition, Model Classroom teachers will review and recommend the purchase of additional materials or technology to support direct instruction as funds become available.
- ❖ Teachers new to Chesney will be trained by the Reading Teachers on the Chesney way of implementing Readers and Writers Workshop in their classroom. New staff members will receive knowledge on strategies of implementing guided reading and balance literacy with students to increase reading achievement.
- ❖ Teachers will also continue to provide reading instruction focusing on different literacy strategies each week during CQI time.
- ❖ To encourage and help students develop an enjoyment in reading, students in grade 5 who demonstrate strong reading skills will take part in the Reader's Rally program. These students will also be selected to compete in the county level Readers Rally program.
- ❖ Reading Recovery and EIP instructors working with small groups of children will also help to monitor student progress through guided reading activities.
- ❖ Our ESOL students will be clustered into teams to increase the collaboration and monitoring of students as well as the following implementation plans:
  - ◆ ESOL goal-setting chats with administrator, ESOL team and regular education teachers
  - ◆ ESOL Teacher Inclusion Model
  - ◆ ESOL modification support sessions for classroom teachers, administration, and ESOL team.
- ❖ The continue use of the Media Center Book Room, complete with leveled reading materials, enables teachers to check out classroom sets of instructionally appropriate reading materials to use in their classrooms.
- ❖ The teaching of reading is not isolated to the Literacy Block at Chesney. Reading in all content areas and the utilization of non-fiction material to help promote comprehension development is also greatly emphasized.
- ❖ Chesney will continue to provide our parents with Literacy Night where teachers will share reading strategies with parents.
- ❖ Literacy development sessions for parents will focus on helping with homework, ways to improve reading, getting a library card, and what to do with successful readers.
- ❖ Chesney will continue implementation of the schoolwide reading program this year. In addition, the Media Center will provide summer check-out hours during June and July to encourage students to visit with their parents to check out grade level reading books.

- ❖ Technology labs will allow students to work on individualized programs in SuccessMaker geared to their instructional reading level.
- ❖ Chesney Elementary will integrate strategies for struggling and on grade level readers and provide extended learning opportunities in both Before and Saturday school program formats.
- ❖ Our school will continue to offer teachers Literacy Staff Development to learn innovative strategies designed to increase reading achievement.
- ❖ Make and Take Parent Workshops will be offered to parents to support reading instruction at home. Parents and teachers can also visit the Family Center to check-out materials to support reading achievement.
- ❖ Translation services during school activities will be offered to inform parents on their child's progress in Language Arts. As funds become available, the Family Center will add additional resources for parents to check-out.
- ❖ LSTC will continue to train teachers on the *Renzulli* program to differentiate reading instruction for all students.

## WRITING

*To ensure Chesney's high achievement on the CRCT assessment, we will continue to do the following:*

- ❖ In order to develop proficient writers, the writing classroom must provide students with daily writing opportunities to practice and experiment with writing in a safe and nurturing environment. Therefore, at Chesney, students will be assessed with a writing benchmark at the beginning, middle and end of the school year. The writing piece will be graded according to a writing stage rubric.
- ❖ To support and encourage daily writing, each student will receive a writing journal to use during Writers' Workshop time in the classroom.
- ❖ Chesney Elementary will provide release sessions for scoring and analyzing, as well as planning future lessons. As funds become available, our school will consider sending teachers to local or county staff development that focus on innovative strategies designed to increase writing achievement.
- ❖ Chesney Elementary will integrate strategies for struggling writers and provide extended learning opportunities in both Before and Saturday school program formats.
- ❖ Make and Take Parent Workshops will be offered to parents to support writing instruction at home. Parents and teachers can also visit the Family Center to check-out materials to support writing achievement.
- ❖ Translation services during school activities will be offered to inform parents on their child's progress in Writing. As funds become available the Family Center will add additional resources for check-out by parents.
- ❖ Chesney Elementary will offer a writing remediation course to students that do not pass the Writing Assessment the first time.
- ❖ Language Arts Model Classroom teachers at each grade level will oversee, guide, and support the improvement efforts in Writing. In addition, Model Classroom teachers will review and recommend the purchase of additional materials or technology to support direct instruction as funds become available.
- ❖ Teachers will be trained on how to instruct students on how to use summarizing strategies, nonverbal representations such as: graphic organizers and/or rubrics in writing organization and preparation.
- ❖ Students will have opportunities to incorporate the writing process across all curriculum areas, especially Science and Math.
- ❖ As funds become available, additional resources and instructional materials to model effective writing strategies will be purchased as needed.

## TECHNOLOGY

Living in the 21<sup>st</sup> century, technology has become a way of life. Not only has technology helped teachers work more efficiently, it has provided several benefits in the area of communication. Chesney's technology had great enhancements last year and communication has improved. With the support and encouragement from our parents, Chesney will continue to utilize and enhance technology from last year. We will:

- ❖ Continue to use equipment such as: digital cameras, DVD/CD, LCD projectors, scanner, and document cameras. These types of equipment will help:
  - students learn through different modes of communication and technology
  - teachers differentiate their teaching style by implementing technology in lesson planning and development
  - produce videos and digital images which can be created and incorporated into our various curriculums or student projects
- ❖ Implement the Front Desk Sign-In program where parents attending various school functions such as: Lunch, Parent Conferences, or school assemblies can log-in their reason, as well as location for visiting school through a computer program. This information is documented and shared with the main office.
- ❖ To increase communication between home and school, teachers will utilize the program, *OnMyCalendar* to create a class webpage to inform parents of class or school events.
- ❖ Continue to renew and purchase instructional website licenses that offer students learning opportunities to increase achievement in all content areas. Site licenses include: *Renzulli*, *Brain Pop*, and *Enchanted Learning*.
- ❖ Chesney will implement the Smart Board Student Response System and Smart Air Liner Slates which is some of the newest technologies available. This interactive white board system allows lessons and activities in a classroom setting to become more engaging and increases overall retention of the lesson content. Research done by Smart as well as by the **British Economic and Social Research Council** shows clearly those teachers that use interactive white boards see greater improvement from their students compared to classrooms that do not use interactive white boards.
- ❖ Chesney's Media Center enriches the learning opportunities of 5<sup>th</sup> grade students by allowing them to develop and share daily school news with the student body. To continue to provide this daily communication to the staff and student body additional equipment for the news room will need to be purchased. This equipment includes but is not limited to the following: flash drives, video equipment, scanner, etc. As funds become available, additional resources and/or technical equipment will be purchased to continue providing this learning opportunity to our students.
- ❖ Maintaining Chesney's research computer labs for students where teachers provide opportunities to differentiate learning requires the purchase of additional instructional supplies such as: toner, headphones with clips, mouse, cable wires, student desktop stations, etc., as needed.
- ❖ Part-time FOCUS teachers require essential equipment such as a laptop to create quality lessons which directly enriches and extends the learning opportunities of our gifted students on a daily basis. As funds become available, we will purchase laptops for our 2 part-time teachers in order for them to effectively support student learning, as well as fulfill the duties and responsibilities of a classroom teacher.

## BEHAVIOR AND ATTENDANCE

In order for students to learn, there must be a safe and secure environment which fosters student achievement.

- ❖ Chesney will continue its school wide character education program of Core Essential by Chick-fil-A which encourages students to practice responsibility and positive moral behaviors.
- ❖ Classroom teachers and administrators will also continue to review the Gwinnett County Code of Discipline with all students at the beginning of the year. All classroom teachers are required to follow the Chesney Discipline Plan which outlines preventive steps in dealing with disruptive students.
- ❖ Counselors are available to work with individual or small groups of students in regards to behavioral issues.

- ❖ Chesney continues to promote student leadership through the Student Council Program for students in grades 3-5. Each grade level Student Council representative is encouraged to take part in student-led school wide activities.
- ❖ Counselors provide Class Meeting training to classroom teachers and students on how to conduct meetings in a safe, open, and positive learning environment.
- ❖ Chesney will continue the K-Kids program which targets students in grades 4-5. This program encourages students to participate in various community service initiatives.
- ❖ Chesney will continue to provide several awareness programs to our students, teachers, and parents. One particular program includes: Fire Safety Week, which promotes fire safety techniques. Our students will also continue to participate in a drug awareness and prevention program during Red Ribbon Week.
- ❖ Counselors will organize Career Week, where parents and community leaders visit our students to share information related to various careers options.
- ❖ To support our parents, Chesney will continue to offer parent meetings through the Positive Parenting Group program started by the counselors. This program encourages open discussions focusing on parenting and/or discipline concerns and provides strategies to implement at home to address these concerns.
- ❖ Student learning can not occur without students being present at school. Chesney continues to focus on improving attendance among our students. In addition to the Gwinnett County Attendance Protocol, Chesney's counselors will continue implementation of the attendance incentive program. The program, Never Been Absent (NBA) promotes perfect attendance and encourages students to arrive on time to school. Each nine weeks students with perfect attendance and no tardies will be recognized by having their picture taken to be placed on the NBA bulletin board, along with receiving a treat.
- ❖ As funds become available, continue to provide Staff development/Professional learning opportunities to the counselors related to working with student and parent on school or family related issues.
- ❖ Quarterly awards programs will not only focus on academics, but also reward children with good citizenship with our Bringing Up Grades (BUG) program.

## **PARENT INVOLVEMENT**

- ❖ Math/Science Night and Lunch and Learn opportunities will be used to instruct parents on use of math and Science games and materials.
- ❖ SPARK – Kinder Camp Early Intervention Program (Pre-K) will be an opportunity to introduce Pre-K students and their parents to the routines, Math concepts, basic literacy concepts, and expectations of kindergarten.
- ❖ Content related instructional resources for families will be provided through the Family Center: Leapfrog Software, SuccessMaker at Home Kits, Family Involvement Resource Kit.
- ❖ Family Center promotes opportunities for family literacy through parenting classes, Principal Breakfasts, Guest Reader Day, and Kindergarten Saturday Read to Your Child Day.
- ❖ Chesney Family Center provides parent training sessions on ways to support writing at home including opportunities to involve students in extension activities such as poster contests and the Young Georgia Authors' Writing competition.

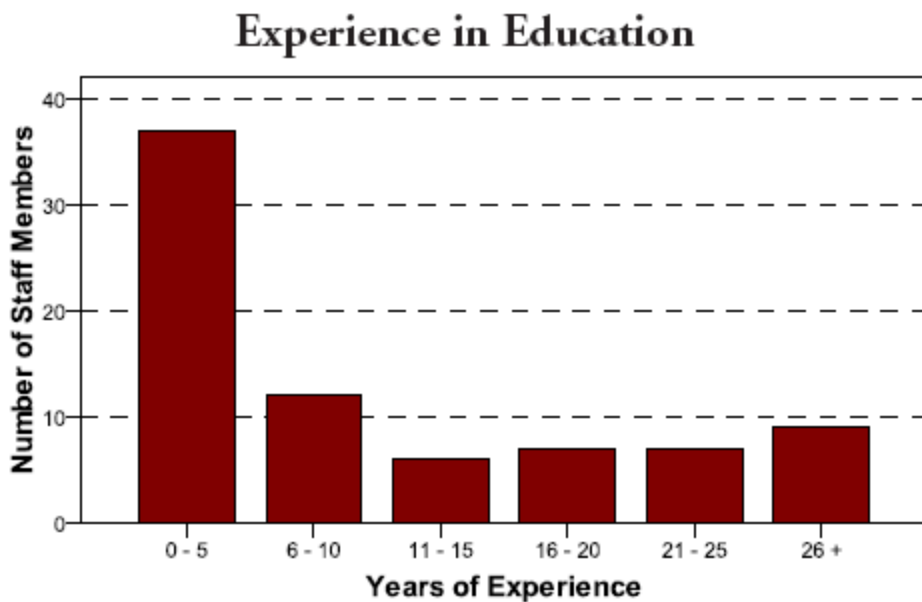
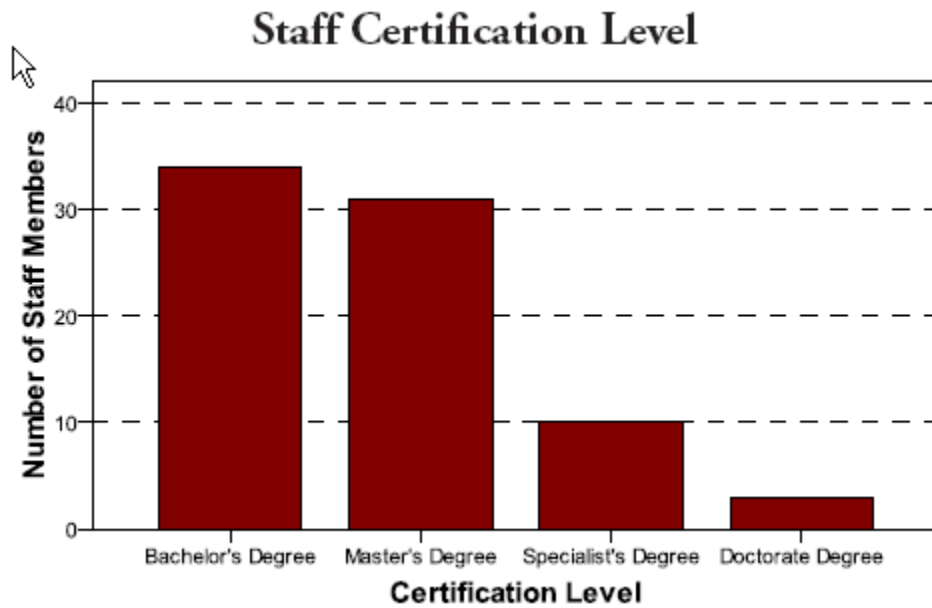
Schoolwide Planning Component C: Instruction by highly qualified teachers.

64% of the teaching staff holds a Bachelor's Degree

28% of the teaching staff holds a Master's Degree

5% of the teaching staff holds a Specialist Degree

3% of the teaching staff holds a Doctorate Degree



**Table A: 2007 ~ 2008 Years of Experience for our teachers**

**OTHER CHARACTERISTICS OF CHESNEY ELEMENTARY STAFF INCLUDE:**

(Additional Staff information will be included at a later date when the local school has obtained updated information).

Schoolwide Planning Component D: High quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.

## **MATHEMATICS AND SCIENCE**

- ❖ During preplanning week, CRCT results were shared with all the teachers. Strengths and weaknesses were discussed with each grade level. From this activity, the CQI curriculum calendars were created with continued focus on reading, mathematics, science skills as determined by CRCT test results. Teachers will continue to meet regularly to update and adjust the instructional calendar that highlights essential AKS; this will promote consistency and provide flexibility for accelerating students who are beyond a particular skill. Review and analysis of CRCT data will be used to help construct our Local School Plan for Improvement (LSPI).
- ❖ Half day planning session for teachers to review quarterly benchmark results will also be offered. During these sessions, teachers will plan and prioritize math AKS with the instructional calendar. Feedback will be used to help teachers construct individual Results Based Evaluation System (RBES) goals, as well as create and unit plans.
- ❖ Half day planning sessions will include professional learning from the Math Specialist or Math Model classroom teacher focusing on best Math teaching practices or strategies.

Professional Learning includes ~

- Math and Science Model Classroom Peer Observations
- Math and Science County Staff Development
- Duluth Cluster Vertical Teaming Discussions on Math
- Math Institute ~ Summer County Level Course
- Quality Plus Teaching Strategies and the Instructional Calendars

## **READING**

- ❖ During preplanning week, CRCT results were shared with all the teachers. Areas of strength and weaknesses were discussed with each grade level. From this activity, the CQI curriculum calendars were created with continued focus on reading skills as determined by CRCT test results. Teachers will continue to meet regularly to update and adjust the instructional calendar that highlights essential reading AKS; this will promote consistency and provide flexibility for accelerating students who are beyond a particular skill. Review and analysis of CRCT data will be used to help construct our Local School Plan for Improvement (LSPI).
- ❖ Half day planning session for teachers to review quarterly benchmark results will also be offered. During these sessions, teachers will plan and prioritize Language Arts AKS with the instructional calendar. Feedback will be used to help teachers construct individual RBES goals, as well as create unit plans.
- ❖ Though Quality Plus Teaching Strategies are emphasized in all curriculum areas, the previewing of essential vocabulary and skills is directly address by ESOL and EIP teachers “pushing-into” the classroom to help support direct instruction.
- ❖ The staff development assistant principal helps staff with professional learning activities that focus on running records, developing literacy centers, implementing reader’s workshop activities, use of word walls, and developing classroom libraries.

Professional Learning includes ~

- Readers and Writers Workshop – Differentiate Instructions for All Students
- Duluth Cluster Achievement Teaching Strategies – Teachers trained in strategies to meet the diverse learning needs of students
- Literacy Institute ~ Summer County Level Course
- Quality Plus Teaching Strategies and the Instructional Calendars

## **WRITING**

- ❖ Half day planning session for teachers to review benchmark results will also be offered. During these sessions, teachers will plan and prioritize Writing AKS with the instructional calendar. Feedback will be used to help teachers construct individual RBES goals, as well as create unit plans.

Professional Learning includes ~

- Summer Literacy/Writing Institute ~ Summer County Level Course
- Writing improvement will be supported through the use of Renzulli research lab during Social Studies/Science/Language Arts instruction.

## **TECHNOLOGY**

Professional Learning includes ~

- Renzulli Differentiated Learning Program
- OnMyCalendar Program Training

## **BEHAVIOR AND ATTENDANCE**

Professional Learning includes ~

- Conducting Class Meetings

## **ACADEMIC BEST PRACTICES**

Educational “best practices” have penetrated the traditional classroom. With new information being learned everyday on how the brain process information as well as how schools with high poverty and high minority rates can still be high performing schools, Chesney will continue its professional learning program which provides new teachers and veteran teachers with the latest teaching methods possible. To achieve this goal, we will:

- Provide our teachers with release days so that professional learning in the area of literacy, mathematics, ESOL strategies and technology can be delivered. These release days will include meetings with teachers in the Duluth Cluster (elementary, middle, and high school). Vertical teaming meetings for 5<sup>th</sup> grade teachers to meet with 6<sup>th</sup> grade teachers at the Middle school.
- Quality Plus Teaching Strategies training has been provided to every faculty member in our building. New teachers are trained at the beginning of the school on how to effectively teach and implement language arts skills through Reader’s and Writer’s Workshop. To further this training, new teachers are observed by the Reading Teachers while implementing strategies learned from staff development and receives feedback.
- It takes an average of 5 years for a teacher to become comfortable and proficient with their role of teaching. Since Chesney has a young staff of teachers, it is imperative to provide teacher support through mentoring between tenured and new teachers. We feel providing mentor/mentee activities throughout the school year will not only better prepare new teachers for today’s classroom, but will help them feel successful in their role as teacher. As a result, longevity in the teaching profession is increased.
- Science is not an area that has been targeted in the past in the elementary arena. With state standards and curriculum changing, science education is quickly becoming an important area of our curriculum to help further advance our society. Therefore, to help prepare teachers for the possible requirement of Science achievement on the CRCT, Chesney Elementary will:
  - Provide professional learning time where the Science teacher meets with teachers during their release planning days to enhance science skills and teaching practices.
  - Utilize Title I money to purchase additional nonfiction books in the area of Science to increase classroom libraries.
  - Provide a Science special where the Science teacher will meet with students in grades 3-5.

In an effort to attract highly qualified teachers, Chesney Elementary School:

- Participates in the system level job fair and recruitment opportunities provided by the Department of Human Resources
- Provides interviews and tours of Chesney Elementary as requested by prospective teachers.
- Provides an on-going New Teachers Induction Program for all new teachers.
- Sets aside a specific time each week for members of each grade level to meet as a group for planning purposes.
- Provides on-going professional learning in areas of need.
- Provides assistance from the administrative team, Assistant Principal for Title I, Special Area Teachers, and grade level lead classroom teachers.

Schoolwide Planning Component F: *Strategies to increase parental involvement.*

**PARENT INVOLVEMENT**

The importance of creating an atmosphere that welcomes parents as partners in the education of our students continues to be a primary goal for Chesney Elementary. Research continues to show when parents become involved in their children's education, these children earn better grades, have better attendance, and have more positive attitudes than others whose parents are not involved at school.

**Insert, in hardcopy format, the local school Parent Involvement Policy, Parent Involvement Action Plan, and School-Parent Compact for this section. Your PISC will be able to help you with this portion of your updated Schoolwide Plan. These documents are also part of the Principal's Packet (section 2).**

Schoolwide Planning Component G: Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, EvenStart, Early Reading First, or a state-run preschool program, to local elementary school programs.

**PreK to Elementary Transitional Plan:**

Transition from Pre-K to elementary school is important to the success of the students in our schools. Transitional programs provide students with the confidence and overall information to succeed at the next level of their education. Parent involvement meetings will focus on the academic needs for the upcoming school level as well as provide parents with necessary information about the daily operations of the new school. Student summer camps will focus on instructional and social emotional aspects of beginning school as well as provide activities that would relieve any anxieties the parent or student may be experiencing before entering their new school. A transition team is selected to review the parent meeting activities and to help plan out our summer camp activities. This team is made up of the principal, Kindergarten AP, Assistant Principal for Title I, Parent Instructional Support Coordinator, Parent Liaison, a Kindergarten Teacher, and a member of the feeder Child Development Center. Activities are included in the Parent Involvement Action Plan.

The following is a listing of suggested activities:

Goals of transition program:

- ❖ To help students gain familiarity with Chesney ES, Kindergarten Teachers, rules and routines
- ❖ To prepare students for the upcoming academic school year and increase their comfort level before the first day of school

We will:

- ❖ Provide local daycares and community businesses with communication regarding Kindergarten registration and SPARK transition program.
- ❖ Share information regarding the SPARK Program at our Literacy Night/PTA meeting in October.
- ❖ Communicate SPARK Program information at our Math & Science Night/PTA meeting in February.
- ❖ Communicate and coordinate with Daycare Centers/Preschools serving Chesney ES.
- ❖ Conduct tours for Daycare Centers requesting this field trip when possible.
- ❖ After Kindergarten Registration in May, parent of newly registered kindergarteners are invited to attend Kindergarten Kaleidoscope activity where the parent and child will take part in an instructional activity with other kindergarten students in the classroom
- ❖ Register at least 60 students to attend the CES Kindercamp Program.
- ❖ Provide significant instructional assistance in a mode of differentiated lessons.
- ❖ Strive to make a positive impact on our new Kindergartners and their families.
- ❖ Gain instructional information on our Kindercamp students through a Pre and Post assessment.

**Elementary to Middle School Transitional Plan:**

Transition from elementary school to middle school is important to the success of the students in our schools. Transitional programs provide students with the confidence and overall information to succeed at the next level of their education. The parent involvement meetings will focus on the academic needs for the upcoming school level as well as provide parents with necessary information about the daily operations of the new school. The student summer camps will focus on remediation and enrichment activities in all four core academic areas as well as provide activities that would relieve any anxieties the student may be experiencing before entering their new school. A transition team is selected to review the parent meeting activities. This team is made up of the principal, AP in charge of Fifth grade and Sixth grade, Assistant Principal for Title I from both schools, Parent Instructional Support Coordinators from both schools, Parent Liaison from both schools, and a Fifth and Sixth grade teacher. Activities are included in the Parent Involvement Action Plan.

The following is a listing of suggested activities:

- ❖ Counselor meets with 5<sup>th</sup> grade classes to share classroom guidance lessons focusing on 5 things students can do to be successful in Middle School
- ❖ Duluth Middle School sends counselor/administrator to Chesney in spring to develop a plan to have a field trip to the Middle school.
- ❖ 5<sup>th</sup> students and classroom teachers are invited to the middle school in the spring to tour the school and meet the principal, as well as the assistant principals and counselors.
- ❖ Parent meetings are scheduled at the middle school to share expectations in academics and behavior.
- ❖ Parent communication is sent home to inform parents of middle school transition meetings

Schoolwide Planning Component H: Measures to include teachers in the decisions regarding the use of academic assessments.

## **MATHEMATICS AND SCIENCE**

- ❖ Local school assessments such as: mathematics/ science benchmarks and Continuous Quality Instruction (CQI) weekly assessments will be utilized to help guide quarterly instructional planning and discussion. These assessments will be discussed with all regular and special education teachers as administrators conduct weekly data meetings.

## **READING**

- ❖ Local school assessments, like reading Rigby levels, reading standard, reading comprehension and fluency, will also be utilized to help guide quarterly instruction planning and focus on reading skills. These assessments will be discussed with teachers as administrators conduct weekly data meetings with the grade levels.

## **WRITING**

- ❖ Local school assessments such as the writing benchmarks will also be utilized to help guide quarterly instructional planning and focus on writing skills. These assessments will be discussed with teachers as administrators conduct RBES student group sessions.

Teacher involvement in assessment also includes:

- ❖ During preplanning week, CRCT results were shared with all the teachers. Areas of strength and weaknesses were discussed with each grade level. From this activity, the CQI curriculum calendars were created with continued focus on core academic areas as determined by CRCT test results. Teachers will continue to meet regularly to update and adjust the instructional calendar that highlights essential AKS; this will promote consistency and provide flexibility for remediation or accelerating students based on our needs. Review and analysis of CRCT data will be used to help construct our Local School Plan for Improvement (LSPI).
- ❖ Half day planning session for teachers to review quarterly benchmark results will also be offered. During these sessions, teachers will plan and prioritize core AKS with the instructional calendar. Feedback will be used to help teachers construct individual RBES goals, as well as create unit plans.
- ❖ Assessment results are analyzed by teachers in order to provide students with the most effective instruction in the areas of reading, language arts, math, and science.
- ❖ Test talks will be conducted for students in grades 1-5 to provide both positives for students and their achievements as well as provide suggestions for improvement on our spring CRCT assessment.
- ❖ Students are organized into flexible skills groups in order to provide the best instructional environment possible.
- ❖ Weekly grade level meetings provide the means for on-going discussion among teachers and administrators to ensure that appropriate and effective instruction is being implemented.
- ❖ Vertical teaming and coordination has been implemented by means of the School Improvement Team at Chesney Elementary School. Teachers from all grades and subject areas are represented on this team in order to provide consistency and focus from one grade to the next.

Schoolwide Planning Component I: Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance.

## **MATHEMATICS AND SCIENCE**

- ❖ The implementation of SuccessMaker program played a role in significant gains in mathematics. This year, in an effort to increase student achievement to a higher level, we will have all students begin sessions with SuccessMaker the first week of school. Before school, SuccessMaker labs will be open for all students in grades 2-5. Students with disabilities and FOCUS students will also have additional opportunities to gain extra SuccessMaker sessions.
- ❖ This year a before school enrichment Club will be offered for students in grades 3-5 who need extra focus on Math skills and could help them bridge the gap from Level 2 to Level 3 as measured on the CRCT. Math Teacher will provide lessons using various Math best teaching practices to teach mental math, reasoning, and problem solving strategies and/or skills.

## **READING**

- ❖ The use of SuccessMaker will be emphasized to help with student's reading level and to improve comprehension skills. Chesney Elementary will offer before school SuccessMaker lab time for all students in grades 2-5. Students with disabilities and FOCUS students will also have additional opportunities to gain extra SuccessMaker sessions.
- ❖ In the fall and winter, after school and before school tutoring sessions will be offered for students who may need additional help in grades 2-5.
- ❖ This year a before school enrichment sessions will be offered for students in grades 3-5 who need extra focus which could help them bridge the gap from level 2 to level 3 as measured on the CRCT.

## **WRITING**

- ❖ Chesney's writing initiative for next year will include establishing small group writing times during Language Arts block. In addition, writing staff development to emphasize writing in the content area will support instruction in Social Studies and Science. Writing improvements will be supported through the use of the Renzulli research lab during Social Studies instruction.

## **SUMMER SCHOOL**

Students who experience difficulty during the school year and receive either a D or U on their report card in any of the core academic areas will receive an Academic Contract in November. This contract outlines for the parent all grade level academic knowledge and skills (AKS) that still needs improvement as well as interventions that the school, parents, and student should focus on to improve in that area. The contract is updated in January/February and then a final contract is given in April. If the student has not progressed in their learning, the final contract will outline a recommendation that the student attend summer school. Since promotion is based on performance on state testing, student's attendance in summer school is only a recommendation.

Schoolwide Planning Component J: *Coordination and integration of Federal, State, and local services and programs, including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.*

In addition to the coordinating efforts listed throughout our school's improvement plan; the following programs are utilized at Chesney Elementary:

- ❖ Free and/or Reduced Lunch to Qualify Families
- ❖ Extending Learning Saturday CRCT Preparation Program
- ❖ Extending Learning Before School Enrichment Clubs
- ❖ Principal Honor Roll Luncheon
- ❖ CRCT Level 3 Recognition Luncheon with the Principal
- ❖ Literacy Night Student Recognition Night
- ❖ Bringing Up Grades (BUG) Program
- ❖ Never Been Absent (NBA) Club
- ❖ Gwinnett County Readers' Rally Competition
- ❖ Kindercamp Program – summer transition program for pre-K students
- ❖ Dental Health Care Van Program
- ❖ Jump Rope for Heart
- ❖ Red Ribbon Week and Drug Free Schools Programs
- ❖ IE<sup>2</sup> Flexibility Contract
- ❖ Gwinnett County Public School Staff Development Funds
- ❖ Gwinnett County Public School's Staffing Allotments
- ❖ Early Intervention Program
- ❖ English to Speakers of Other Languages
- ❖ Special Education Programs
- ❖ Support from the School Resource Officer
- ❖ School Social Worker
- ❖ Gifted Program
- ❖ Title I
- ❖ Title II ~ Eisenhower funds for Math and Science Professional Learning
- ❖ Be There National Campaign

The programs listed above provide Chesney Elementary with the necessary funds and personnel to give the students in our school an exceptional education. Lunch programs, Drug Safety programs, exercise programs and the school nurse ensure that the students stay healthy. Through IE<sup>2</sup> Flexibility contract and other Gwinnett County initiatives, Chesney Elementary is able to provide a multitude of academic support for the students. Funding from Title I and Title II supplement the academic programs that Chesney is able to offer such as Extended Learning Time opportunities. Finally, campaigns like the "Be There!" Campaign provide additional support and guidance to our parents.

Schoolwide Planning Component K: *Description of how individual student assessment results and interpretation will be provided to parents.*

Parents receive individual student test results for all required state assessments and Gwinnett County Public Schools locally required tests. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, in the student folders sent home each week, or mailed to the student's home. Individual student results of the Gwinnett County Public Schools Gateway Test administered to elementary students are mailed home to parents/guardians. Interpretations of test results are sent with the student scores. Whenever possible, letters explaining results are translated in the home language.

Schoolwide Planning Component L: *Provisions for the collection and disaggregation of data on the achievement and assessment results of students.*

Disaggregated results for state assessments are provided by the vendor on hard copy. Data used for student assessment and achievement are collected and disseminated through the Go.Gwinnett Portal to My Students, My School, and My District. Teachers and administrators in local schools view results for both aggregated school information as well as current classroom and individual student results of students. Teachers and administrators can also view historical data for their school or class, disaggregated into subgroups.

Schoolwide Planning Component M: *Provisions for seeking statistically sound results for each category for which assessment results are disaggregated.*

Gwinnett County Public Schools provides the following:

- ❖ Training for Chesney Elementary Test Coordinator and Assistant Principal for Title I on test data interpretation
- ❖ Training to administration and teachers on Elements for interim assessment analysis and My Students portal for standardized assessment results. This includes disaggregated data by subgroups and individualized student results.
- ❖ Historical data is available to look at trends for up to five years by school and by teacher.

In addition to the provisions that Gwinnett County Public Schools provides, the Georgia Department of Education presents our schools with CRCT testing results.

**Please include ways your school uses test data to support your subgroups**

At Chesney Elementary, data analysis from quarterly benchmark assessments, standardized testing, weekly assessments are reviewed and used to support Students with Disabilities and English Language Learners subgroups by:

- ❖ creating individual instruction in areas of weakness, as well as strengths
- ❖ developing Early Intervention Program (EIP) small groups
- ❖ identifying students for Extended Learning Saturday School Program
- ❖ identify RBES student groups for administrative team
- ❖ guided reading and math groups
- ❖ Accelerating learning
- ❖ Enriching learning through Before School Enrichment Clubs (Science, Reading, Math, Spanish)
- ❖ Inclusion teacher supporting instruction of struggling students
- ❖ Identifying appropriate reading level material for students
- ❖ Small group writing instruction
- ❖ Monitor and create individual learning programs in Successmaker

Schoolwide Planning Component N: Provisions for public reporting of disaggregated data.

The State Accountability Report is provided to every parent and to interested community members. The report also includes trends in data and highlights programs schools are implementing to increase student achievement. The State Accountability Report is also available to parents and the community on the Georgia Department of Education website. <

<http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1&FY=2009>>

The Gwinnett County Accountability Report, which also serves as the school's annual report, contains student and school composite and disaggregated test data. It also includes trends in data and highlights the programs and achievements at Chesney Elementary School. It is provided to every parent and interested community members and is available on both the Chesney Elementary School website and Gwinnett County Public School website.

< <http://www.gwinnett.k12.ga.us/gcps-mainweb01.nsf/pages/AccountabilityReportFeedback0~QuickLinks>>

Finally, data is provided to the public in published articles in the local newspaper.

Schoolwide Planning Component O: *Plan developed during a one year period, unless the LEA (county office), after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the Schoolwide Program.*

Chesney Elementary School met with the Title I Committee to develop the Local School Plan for Improvement as well as the updated Schoolwide Plan for the 2009 ~ 2010 school year. During our meetings, data was reviewed, instructional strategies were identified and the budget was created. Parents were invited to become part of the Title I Committee through personal invitations made by email and telephone calls. Meeting dates were shared by emails sent to Title 1 Committee and Local School members. Once the plan is finalized, it will be shared with the entire faculty as well as with all the parents in our school community.

**Insert, in hardcopy format, the meeting agendas, sign-in sheets, and meeting minutes from the LSPI planning and Schoolwide planning. Your PISC will be able to help you with this portion of your updated Schoolwide Plan**

{Meeting agendas, sign-in sheets, and meeting minutes can be found in the Parent Involvement files in the Title I office of the Gwinnett County Instructional Support Center. }

Schoolwide Planning Component P: *Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary)*

The Chesney Elementary School Title I Committee includes:

<b>Name</b>	<b>Position</b>
Carlotta Rozzi	Principal
Patricia Weaver	Assistant Principal for Title I
Emma Caldwell	Bookkeeper
Anji Bowers	Parent Instructional Support Coordinator
Brooke Sturgis	Teacher
Sarah Boyce	Teacher
Debbie Minter	Parapro/Parent
Jamie Soto	Teacher/Parent
Annie Black	Parent
Jyoti Singh	Parent
Ami Bombardieri	Parent
Melissa Knight	Parent
Gladys Romero	Parent
Patsi Montineri	Parent
Rocio Zuniga	Parent
Cherita Desdunes	Parent
Mary Warren	Parent
Mary Reavis	Parent
Jim Person	Community Partner
Ina Johnson	Parent
Kristin Lipson	Parent
Victor Atkins	Parent
Laura Vladick	Parent
Guadalupe Ramirez	Parent
Vicki Beck	School Volunteer
Arti Chudasama	School Council Member
Belinda Ford	Leadership Council Member

Schoolwide Planning Component Q: *Plan available to the LEA (county office), parents, and the public.*

A copy of Chesney Elementary School's Schoolwide Plan is available to the LEA at Gwinnett County Public Schools Instructional Support Center in the office of the Director for Federal and Special Programs. Complete copies of the Schoolwide Plan are available to parents and the public in our media center, principal's office, Assistant Principal for Title I office, and the Parent Center. Also, excerpts of pertinent sections of the plan have been distributed directly to parents at various meetings

Schoolwide Planning Component R: *Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.*

Appropriate portions of our Title I plan will be translated into Spanish and any additional primary languages on request as is feasible for parents to include:

1. The Parent Involvement Policy
2. The Action Plan
3. The Parent Compact

Schoolwide Planning Component S: *Plan is subject to the school improvement provisions of Section 1116.*

This schoolwide plan of Chesney Elementary is subject to the school improvement provisions of Section 1116. Section 1116, of the Title I, Part A of the Elementary and Secondary Education Act, states that schools must provide Supplemental Educational Services and School Choice if the school did not make adequate yearly progress two years in a row. However, at the end of the 2008 ~ 2009 school year, Chesney Elementary is seen as a school in good standing from accomplishing the goal of passing Adequate Yearly Progress (AYP) measures and has been identified as a Title I School of Distinction.