

CHESNEY ELEMENTARY

2011 - 2012

Charles Brant Chesney Elementary Title One Updated Schoolwide Plan Narrative

Chesney Elementary School has developed, revised/updated and will implement a FY 2011-2012 Title I Schoolwide Plan which will clearly demonstrate “conceptual pooling” by the coordination of all funding sources. The school’s Title I Program through its SWP Plan and SWP budget will be identified as a “single cost objective” evidenced through supporting documentation. **Reference:** Non-Regulatory Guidance, Title I Fiscal Issues, Revised February 2008, Sections E-2 and E-18, Pages 50, 51, and 64.

Schoolwide Planning Component 1: *A comprehensive needs assessment of the entire school.*

Chesney Elementary opened its doors in August of 2004 to relieve overcrowding at Berkeley Lake and B. B. Harris elementary schools. The building was constructed to house up to 770 students with 46 classrooms, 2 computer labs and a media center. When it was decided that a new elementary school would be built in the Duluth Cluster a grassroots movement to name the school for Charles Brant Chesney began. Brant Chesney, a Gwinnett and Forsyth County fireman who was killed while fighting a fire on Lake Lanier, was dedicated to educating children and was responsible for teaching hundreds of Gwinnett students about fire safety. Chesney Elementary School mission has always been that students become successful learners and productive citizens by maintaining high expectations for personal responsibility and academic excellence. This mission resonates through the building as it maintains its title as a Distinguished Title I School in Gwinnett County Public Schools.

In developing the Schoolwide Title I Needs Assessment, we reviewed data from different sources to compile the needs of our school. Chesney Elementary analyzed nonacademic data to look at methods that needed to be in place to meet the needs of our student population.

Discipline Data August 2011

Rule	Current Rule Violation Count	Year to Date Rule Violation Count
Rule 1: School Disruption	0	0
Rule 2: Damage/Steal School Property	0	0
Rule 3: Damage/Steal Private Property	0	0
Rule 4: Threat/Intimidate/Physical Contact with Staff	0	0
Rule 5: Threat/Intimidate/Physical Contact with another student	1	1
Rule 6: Weapon Possession	0	0
Rule 7: Drug Possession	0	0
Rule 8: Failure to follow directions or commands	0	0
Rule 9: Sexual Misconduct	0	0
Rule 10: Tardies/AWOLS	0	0
Rule 11 Conduct Subversive to good order	0	0
Rule 12: Chronic Behavior Problem Student	0	0
Rule 13: Bus Violations	0	0
Total Rule Violations(major and minor)	1	1
Total Referrals	1	1
Total Students	1	1

Discipline Data September 2011

Rule	Current Rule Violation Count	Year to Date Rule Violation Count
Rule 1: School Disruption	1	1
Rule 2: Damage/Steal School Property	0	0
Rule 3: Damage/Steal Private Property	0	0
Rule 4: Threat/Intimidate/Physical Contact with Staff	0	0
Rule 5: Threat/Intimidate/Physical Contact with another student	1	2
Rule 6: Weapon Possession	0	0
Rule 7: Drug Possession	0	0
Rule 8: Failure to follow directions or commands	2	3
Rule 9: Sexual Misconduct	0	0
Rule 10: Tardies/AWOLS	0	0
Rule 11 Conduct Subversive to good order	0	0
Rule 12: Chronic Behavior Problem Student	0	0
Rule 13: Bus Violations	7	8
Total Rule Violations(major and minor)	11	14
Total Referrals	10	13
Total Students	10	13

Discipline Data

In order to ensure the success of each and every student, Charles Brant Chesney's staff, students, and community members will work collaboratively to establish a positive, nurturing, and safe learning environment. The Administrative team looks at the monthly discipline data reports and analyzes areas of need and student referrals. We discuss as a team at our weekly Building Leadership Team meetings different strategies for our students that receive referrals and discuss prevention techniques in problem areas according to our data. We have had an influx of referrals for bus violations so we are working with our bus drivers on strategies to improve the behaviors on the bus. We are also reteaching bus procedures to our students with the aid of our counselors to ensure that the violations decrease in that area.

Monthly Attendance Data

Subgroups	Number of Students	1-5 days	6-10 days	11-15 days	16- or more days
All Students	500	210	9	0	0
3 rd Grade	188	84	3	0	0
4 th Grade	164	66	3	0	0
5 th Grade	148	60	3	0	0
Asian/Pacific Islander	73	24	0	0	0
Black	137	58	2	0	0
Hispanic	255	112	5	0	0
White	35	16	2	0	0
Students with Disabilities	40	16	1	0	0
LEP Students	232	99	3	0	0
Free/Reduced Lunch	404	172	7	0	0

Data Reflects attendance as of 10/19/2011

Attendance Data

We closely monitor attendance and mobility throughout the school year. We make sure that we call any parent that has a student absent on any particular school day to ensure that our students come to school daily in order to receive instruction in the classrooms. If a student misses an excessive amount of days then that student is referred to the school's social worker. At this time, a SARC meeting is called that involves an assistant principal, counselor, and the parent of the student to discuss attendance expectations and its effect on the achievement of the child.

Chesney has an attendance program that is an initiative to promote daily on-time attendance for grades K-5. Each teacher will be provided with a ballot sheet per month in which they would have the opportunity to complete and enter a monthly drawing. In order to be eligible, all students in a classroom are required to be present and on-time. The completed daily ballot will be placed in the SPARKY Attendance Program box located adjacent to the Attendance board and across from the Sparky computer lab. At the first of the month, a random drawing will be conducted and the winning class will be announced on the morning news. The class chosen randomly will receive a snack party. At the end of the semester, the class who has the most perfect attendance will be rewarded with a pizza party.

Student Demographics

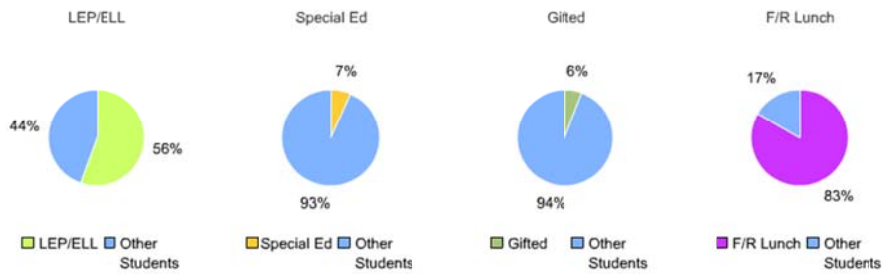
Enrollment Count

Grade Code	Grade	Student Count	Teacher Count
KK	KINDERGARTEN	186	19
01	FIRST GRADE	189	25
02	SECOND GRADE	173	21
03	THIRD GRADE	186	22
04	FOURTH GRADE	166	25
05	FIFTH GRADE	146	20

Ethnicity Groups

<u>Ethnicity</u>	<u>Student Count</u>	<u>Percentage (%)</u>
Black	273	26.1
Asian/Pacific Islander	165	15.8
Hispanic	544	52.0
Native American/Alaskan Native	0	0.0
Multiracial	0	0.0
White	64	6.1
Total	1,046	100

Program Enrollment



Student Demographics / Class Schedules

At Charles Brant Chesney we look at our student demographics and classification to match with our teachers that can assist in the basic needs of the students when making class schedules. Some of our students are clustered based on ESOL, LEP, and Gifted and matched with teachers that are certified in those areas to better meet the needs of our population.

Adequate Yearly Progress (AYP) Data

CRCT Results 2010-2011 Grade 3

SCHOOL	CRCT Results 2010-2011 Grade 3																								
	Reading					Language Arts					Mathematics					Science					Social Studies				
	N Counts		% Performance Level			N Counts		% Performance Level			N Counts		% Performance Level			N Counts		% Performance Level			N Counts		% Performance Level		
	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds
CES	124	837	7	61	31	126	836	5	65	30	129	848	12	40	48	131	840	1	47	43	128	835	9	55	55

CRCT Results 2010-2011 Grade 4

SCHOOL	CRCT Results 2010-2011 Grade 4																								
	Reading					Language Arts					Mathematics					Science					Social Studies				
	N Counts		% Performance Level			N Counts		% Performance Level			N Counts		% Performance Level			N Counts		% Performance Level			N Counts		% Performance Level		
	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds
CES	122	844	5	45	50	120	848	2	49	49	121	852	6	37	57	125	857	6	33	62	123	839	10	50	41

CRCT Results 2010-2011 Grade 5

SCHOOL	CRCT Results 2010-2011 Grade 5																								
	Reading					Language Arts					Mathematics					Science					Social Studies				
	N Counts		% Performance Level			N Counts		% Performance Level			N Counts		% Performance Level			N Counts		% Performance Level			N Counts		% Performance Level		
	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds	N Counts	Mean Scale Score	Does Not Meet	Meets	Exceeds
CES	139	833	10	60	30	140	846	6	47	47	141	858	6	30	64	146	847	13	33	54	143	828	17	56	27

CRCT DATA ANALYSIS

Chesney's CRCT Data shows that as a school we have surpassed the standards to make Adequate Yearly Progress (AYP). Adequate Yearly Progress, or AYP, is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests. AYP is determined by the performance in grades 3-5 in an elementary school in the areas of Reading, Language Arts, and Mathematics. The state looks at the attendance rate, the performance of all subgroups and the academic gains of the school to determine if the school has made adequate yearly progress.

The CRCT test scores in the area of Reading/Language Arts were above the passing rate indicating 92% of students in grades 3-5 met or exceeded AYP in 2011. Research indicates a child's **reading** ability directly impacts their overall well-being and academic success. We attribute these gains to continuing the implementation of Readers' and Writer's Workshops. In addition, collaboration of peers within and between grade levels provides instructional support to make these strategies a part of daily planning and instruction. As indicated in this needs assessment there is a need for additional personnel to reduce class size. Teachers will

observe Model Classroom teachers in the areas of Reading and Language Arts to gain strategies that are useful to enhance instruction in their own classrooms. We will also fund Saturday school that will target our lower performing subgroups as well as continue to support our core academic subjects. 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 allows 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.

On the 2011 CRCT in Math the scores showed 88% of our 3rd graders met and exceeded the state standards. This gain in the Math scores is partly the result of grades 3-5 participating in a regular scheduled Math special with the Math Specialist. In addition to the scheduled Math special for 3rd – 5th grade students, all students in grades 1-5 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.

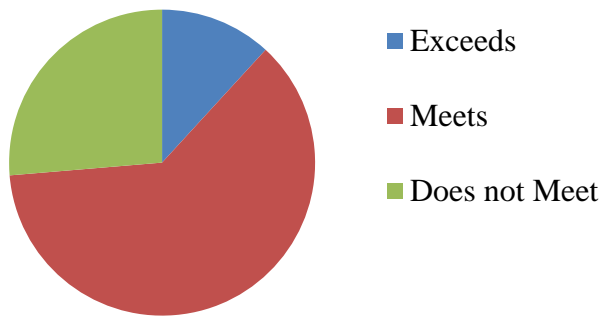
The Science 2011 CRCT scores increased for students in grades 3-5. There will be a continued instructional emphasis in this content area. Teachers will continue to integrate nonfiction reading material across all content areas to strengthen reading skills. This will be accomplished through staff development, 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, Writing, and Mathematics we find ourselves proficient in instructing students in order for them to meet the academic standards for their grade level.

CRCT DATA	2010-2011
Students in AYP Grade Levels	56
FAY (Full Academic Year)Students	38
Minimum Size	No (not an AYP indicator)

CRCT data for Students with Disabilities



AYP



As we reviewed our data for CRCT we looked closely at our Students with Disabilities (SWD) subgroup because their performance level was at a 65.8%; which indicates that there is a great need to increase the academic performance of this targeted group. Chesney Elementary School's subgroup Students with Disabilities (SWD) was not a subgroup in 2010-2011 but we had a significant amount of students that did not meet. Therefore, Chesney Elementary School will increase the percent of students performing in the Level 2 range for our subgroup Students with Disabilities. In order to improve our academic gains with this subgroup we are offering Extended Learning Programs on Saturday to focus on the needs of our students as well as continue to support our core academic subjects.

CRCT STRAND DATA GRADES 3-5

READING

GL	TEACHER	READING				Domain / % Correct		
		MEAN	Does Not Meet	Meets	Exceeds	Comprehension	Reading for Info.	Vocabulary
	STATE	840	9	51	40			
	GCPS	845	6	48	46			
3	SCHOOL	837	7	61	31	72	61	82
3	A-3	829	16	63	21	65	56	80
3	B-3	849	0	59	41	80	66	85
3	C-3	841	5	55	40	75	65	83
3	D-3	828	16	65	20	65	55	78
3	E-3	832	5	71	24	67	57	77
3	F-3	844	5	55	41	75	64	88
	STATE	836	12	50	38			
	GCPS	845	7	45	48			
4	SCHOOL	844	5	45	50	83	81	80
4	A-4	842	11	37	53	82	81	82
4	B-4	843	10	43	48	79	82	78
4	C-4	855	0	33	67	88	86	86
4	D-4	851	0	33	67	89	84	85
4	E-4	826	10	65	25	70	72	71
4	F-4	848	0	60	40	88	84	79
	STATE	834	10	56	35			
	GCPS	839	6	53	41			
5	SCHOOL	833	10	60	30	70	64	83
5	A-5	824	18	55	27	65	57	80
5	B-5	824	14	67	19	63	58	79
5	C-5	848	0	57	43	80	73	92
5	D-5	826	8	79	13	66	62	80
5	E-5	830	13	58	29	71	62	80
5	F-5	843	8	44	48	77	73	86

In analyzing the Reading Scores as a school we performed in the “meets” category; meeting the state’s standards. Chesney Elementary School did not outscore the county in the “exceeds” category in Reading in grades 3 and grades 5. As an instructional team, we looked at this data to develop a comprehensive instructional plan to reach and teach those students and assist teachers in the best instructional practices in the areas of Reading.

CRCT STRAND DATA GRADES 3-5

ENGLISH LANGUAGE ARTS

GL	TEACHER	ELA			Domain/% Correct		
		MEAN	Does Not Meet	Meets	Exceeds	Grammar/Sentence Structure	Research/Writing Process
	STATE	837	11	54	35		
	GCPS	845	6	50	44		
3	SCHOOL	836	5	65	30	76	69
3	A-3	827	10	57	33	72	62
3	B-3	841	0	64	36	80	73
3	C-3	844	5	65	30	78	74
3	D-3	831	15	65	20	74	66
3	E-3	826	0	86	14	70	65
3	F-3	845	0	55	45	81	74
	STATE	836	12	54	34		
	GCPS	845	6	49	45		
4	SCHOOL	848	2	49	49	86	81
4	A-4	841	5	63	32	84	79
4	B-4	855	0	42	58	89	83
4	C-4	854	0	38	62	87	85
4	D-4	856	0	33	67	90	85
4	E-4	835	5	65	30	79	73
4	F-4	844	0	55	45	85	83
	STATE	839	7	57	36		
	GCPS	845	3	53	43		
5	SCHOOL	846	6	47	47	79	82
5	A-5	836	9	55	36	72	78
5	B-5	834	9	59	32	72	76
5	C-5	864	0	17	83	89	89
5	D-5	842	4	71	25	78	82
5	E-5	844	4	46	50	80	81
5	F-5	853	8	36	56	81	84

In analyzing the Language Arts Scores as a school we performed in the “meets” category; meeting the state’s standards. Chesney Elementary School did not outscore the county in the “exceeds” category in Language Arts in grades 3 or 4. As an instructional team, we looked at this data and compared it to the county benchmark assessments in grades 4 to disaggregate the data to find the source of weakness to develop a comprehensive approach to exceed students in this grade level.

CRCT DATA STRAND GRADES 3-5

MATH

GL	TEACHER	MATH				Domain/ % Correct				
		MEAN	Does Not Meet	Meets	Exceeds	Number & Operations	Measurement	Geometry	Algebra	Data & Probability
	STATE	839	19	40	41					
	GCPS	849	13	37	49					
3	SCHOOL	848	12	40	48	74	73	81	82	83
3	A-3	838	19	43	38	69	65	76	77	82
3	B-3	856	13	52	35	75	74	81	84	78
3	C-3	861	5	25	70	81	79	81	87	84
3	D-3	837	19	38	43	67	75	82	77	83
3	E-3	845	14	36	50	75	69	75	83	83
3	F-3	852	5	41	55	77	74	87	84	86
	STATE	833	19	45	36					
	GCPS	847	10	45	36					
4	SCHOOL	852	6	37	57	79	88	79	88	84
4	A-4	847	11	22	67	76	83	81	88	83
4	B-4	858	5	26	68	80	90	83	90	89
4	C-4	870	0	33	67	85	89	81	92	93
4	D-4	859	0	33	67	85	94	78	92	88
4	E-4	827	18	55	27	68	80	73	80	67
4	F-4	851	0	50	50	79	91	79	88	83
	STATE	840	13	45	42					
	GCPS	852	7	40	54					
	SCHOOL	858	6	30	64	78	74	82	90	83
5	A-5	851	17	29	54	75	69	83	82	78
5	B-5	846	0	48	52	77	68	74	91	81
5	C-5	886	0	9	91	87	85	91	97	96
5	D-5	844	13	33	54	74	67	78	85	75
5	E-5	851	0	40	60	74	73	83	93	87
5	F-5	872	8	21	71	83	79	84	92	80

In analyzing the Math Scores as a school we performed in the “meets” category; meeting the state’s standards. Chesney Elementary School did not outscore the county in the “exceeds” category in Math in grade 3. However, in grade 5 we outscored the county’s average. We summarized that scores in the grades 4 and 5 could be largely attributed to the accelerated Math curriculum in grades 4 and 5 that differentiate and enrich students to excel in the areas of Mathematics. As an instructional team, we looked at this data to develop a comprehensive instructional plan to reach and teach those students and assist teachers in the best instructional practices in the areas of Math.

Writing Analysis

Our 5th grade students writing scores from 2011 improved compared to the 2010 scores. Fifth grade students increased the total percent of students performing in the Exceed range from 3% to 16%. In addition, 5th grade students performing in the meets range was 75%. 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 and implementing writing throughout all content areas. Writing staff development to emphasize 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.

As an instructional team we review the writing assessments to provide important data needed to guide instructional practices in the classroom. Our 4th and 5th grade students will complete a mock writing assessment and the results will be graded by the University of Georgia to provide pertinent information to guide instruction in our classrooms. The Reading curriculum and the Writing curriculum are interconnected therefore in most cases successful and proficient readers become successful and proficient writers. Students maximize achievement by understanding and connecting the reading and writing process.

Historical Data Analysis

We look at the historical data for all subgroups in Reading, English Language, Math, Science, and Social Studies to guide the instructional focus for our students for the upcoming school year.

[3rd ENG/LANGUAGE ARTS-GPS](#)

DOES NOT MEET STANDARD		MEETS STANDARD		EXCEEDS STANDARD		
% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count	
2010-11	5.2%	6	63.5%	73	31.3%	36
2009-10	5.5%	6	45.9%	50	48.6%	53
2008-09	5.7%	7	56.6%	69	37.7%	46
2007-08	15.2%	19	73.6%	92	11.2%	14
2006-07	11.0%	12	67.9%	74	21.1%	23

[4th ENG/LANGUAGE ARTS-GPS](#)

DOES NOT MEET STANDARD		MEETS STANDARD		EXCEEDS STANDARD		
% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count	
2010-11	0.9%	1	49.5%	53	49.5%	53
2009-10	2.6%	3	57.9%	66	39.5%	45
2008-09	5.0%	6	69.7%	83	25.2%	30
2007-08	10.5%	12	65.8%	75	23.7%	27
2006-07	17.8%	18	56.4%	57	25.7%	26

[5th ENG/LANGUAGE ARTS-GPS](#)

DOES NOT MEET STANDARD		MEETS STANDARD		EXCEEDS STANDARD	
% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count
2010-11	2.4%	3	48.8%	60	48.8%
2009-10	1.6%	2	48.0%	61	50.4%
2008-09	2.7%	3	45.0%	50	52.3%
2007-08	11.1%	10	61.1%	55	27.8%
2006-07	17.4%	16	67.4%	62	15.2%

As we analyzed our historical data in the area of English Language Arts in our AYP grades it appears that the percent of students in the “does not meet” decreases every year. We attribute this decrease to instructional changes in the mode of instruction with our teachers. We have implemented the Reader’s and Writer’s Workshops in which students gain the benefits of reading by self-selection, self-pacing, and time spent reading and sharing books. The teacher demonstrates how to explore literature and supports student-led discussion groups. Students gain the knowledge to understand literature on multiple levels and respond to it thoughtfully. Research shows that this workshop model allows teachers to differentiate and meet the needs of all their students. Reader’s and Writer’s Workshops helps foster a love of reading and gives students chances to practice reading strategies independently and with guidance.

3rd MATHEMATICS-GPS

DOES NOT MEET STANDARD		MEETS THE STANDARD		EXCEEDS STANDARD	
% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count
2010-11	12.8%	15	39.3%	46	47.9%
2009-10	5.5%	6	37.6%	41	56.9%
2008-09	9.8%	12	36.9%	45	53.3%
2007-08	26.4%	33	47.2%	59	26.4%
2006-07	N/A	0	N/A	0	N/A

DOES NOT MEET STANDARD		MEETS THE STANDARD		EXCEEDS STANDARD	
% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count
2010-11	3.7%	4	36.1%	39	60.2%
2009-10	7.0%	8	44.7%	51	48.2%
2008-09	11.8%	14	46.2%	55	42.0%
2007-08	23.7%	27	57.0%	65	19.3%
2006-07	N/A	0	N/A	0	

DOES NOT MEET STANDARD		MEETS THE STANDARD		EXCEEDS STANDARD	
% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count
2010-11	3.3%	4	30.1%	37	66.7%
2009-10	4.7%	6	29.7%	38	65.6%
2008-09	5.4%	6	26.1%	29	68.5%
2007-08	15.6%	14	45.6%	41	38.9%
2006-07	N/A	0	N/A	0	N/A

As we analyzed the historical data for our school in the area of Math, we initially had a significant number of students that were categorized in the “does not meets” category. As time progressed with the implementation of Guided Math and Model Classrooms the numbers in the “does not meet” category decreased while the numbers in the “exceeds” category increased.

3rd READING-GPS

	DOES NOT MEET STANDARD		MEETS STANDARD		EXCEEDS STANDARD	
	% in Performance Levels	Student Count	% in Performance Levels	Student Count	Student Count	Student Count
2010-11	8.0%	9	60.2%	68	31.9%	68
2009-10	7.3%	8	59.6%	65	33.0%	65
2008-09	9.8%	12	67.2%	82	23.0%	82
2007-08	13.6%	17	67.2%	84	19.2%	84
2006-07	11.9%	13	51.4%	56	36.7%	56

4th READING-GPS

	DOES NOT MEET STANDARD		MEETS STANDARD		EXCEEDS STANDARD	
	% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count
2010-11	4.6%	5	43.1%	47	52.3%	57
2009-10	6.1%	7	64.9%	74	28.9%	33
2008-09	7.6%	9	63.0%	75	29.4%	35
2007-08	13.2%	15	56.1%	64	30.7%	35
2006-07	21.8%	22	51.5%	52	26.7%	27

5th READING-GPS

	DOES NOT MEET STANDARD		MEETS STANDARD		EXCEEDS STANDARD	
	% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count
2010-11	8.1%	10	61.0%	75	30.9%	38
2009-10	7.1%	9	68.5%	87	24.4%	31
2008-09	8.1%	9	67.6%	75	24.3%	27
2007-08	12.2%	11	65.6%	59	22.2%	20
2006-07	19.6%	18	65.2%	60	15.2%	14

As we analyzed our historical data in the area of English Language Arts in our AYP grades it appears that the percent of students in the “does not meet” decreases every year. We attribute this decrease to instructional changes in the mode of instruction with our teachers. We have implemented the Reader’s and Writer’s Workshops in which students gain the benefits of reading by self-selection, self-pacing, and time spent reading and sharing books. The teacher demonstrates how to explore literature and supports student-led discussion groups. Students gain the knowledge to understand literature on multiple levels and respond to it thoughtfully. Research shows that this workshop model allows teachers to differentiate and meet the needs of all their students. Reader’s and Writer’s Workshops help to foster a love of reading and gives students chances to practice reading strategies independently and with guidance.

3rd SCIENCE-GPS

DOES NOT MEET STANDARD		MEETS STANDARD		EXCEEDS STANDARD	
% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count
2010-11	10.1%	12	47.1%	56	42.9%
2009-10	12.8%	14	42.2%	46	45.0%
2008-09	9.0%	11	50.0%	61	41.0%
2007-08	28.8%	36	54.4%	68	16.8%
2006-07	27.5%	30	50.5%	55	22.0%

4th SCIENCE-GPS

DOES NOT MEET STANDARD		MEETS STANDARD		EXCEEDS STANDARD	
% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count
2010-11	4.5%	5	29.7%	33	65.8%
2009-10	6.1%	7	32.5%	37	61.4%
2008-09	5.9%	7	47.1%	56	47.1%
2007-08	22.8%	26	41.2%	47	36.0%
2006-07	32.7%	33	51.5%	52	15.8%

5th SCIENCE-GPS

DOES NOT MEET STANDARD		MEETS STANDARD		EXCEEDS STANDARD	
% in Performance Levels	Student Count	% in Performance Levels	Student Count	% in Performance Levels	Student Count
2010-11	10.2%	13	32.3%	41	57.5%
2009-10	13.3%	17	40.6%	52	46.1%
2008-09	14.4%	16	52.3%	58	33.3%
2007-08	34.4%	31	48.9%	44	16.7%
2006-07	43.5%	40	43.5%	40	13.0%

As we analyzed our historical data in the area of Science in our AYP grades it appears that the percent of students in the “does not meet” decreased drastically every year. In the 5th grade in year 2006-2007 43% of our students were not meeting the standards in Science. We attribute this decrease due to instructional changes in the mode of instruction with our teachers. We have implemented Science as a special for our AYP grade levels.

Local School Assessment Data

Learning Expectations

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.

Our **Local School Plan for Improvement** goals for the 2011 ~ 2012 school year will be as follows:

1. 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. 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. 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. 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. 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. 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.

Success Maker Program

The **Success Maker** 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 Success Maker program in Language Arts and Math, students work toward their targeted learning and performance levels to increase their CRCT scores, as well as overall learning in the classroom.

AKS/CQI Model

Our AKS/CQI Instructional time begins every day from 9:00-9:45. We select our support teachers to assist us in developing the AKS/CQI model at our school. We use the Pre-tests benchmark results to classify our students based on the AKS that are deficient for that particular grade level. The students are taught that skill that week and assessed on Friday. If the student(s) do not master that particular skill (AKS) then they are retaught and reassessed the following week. All of the data for the Team Time (AKS/CQI) model are uploaded in a shared template that is used for grade level collaboration and discussion. As a grade level, they look at the Instructional Calendars to make sure that they are aligned with the AKS that should be taught that particular week.

Benchmark and Interim Assessments

Data from the county Benchmarks and Interim Assessments are examined during weekly data meetings. We disaggregate the data for each grade level and then we look at the results for each teacher. Teachers are able to view data analysis reports, proficiency reports, at risk reports as well as mastery reports for each content area to guide their instructional plan. As a team we look at the questions and analyze the depth of knowledge to ensure validity for each question and we create a plan to teach the low AKS and enrich the ones that the students have mastered. The Interim data helps the students to create a plan for their AKS/CQI time and focus on their instruction in order to support remediation and create enrichment opportunities.

School wide Component 2: To ensure Chesney's high achievement on the CRCT assessment, we will continue to do the following:

As mentioned in the LSPI, Chesney Elementary School will increase the percent of students performing in the Level 2 and Level 3 range in Math while increasing the average score performance for all students and subgroups, 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 one additional classroom teacher in grade levels: 2 and 4. This part of our plan will provide support to our students by providing individual and differentiated instruction in their areas of academic need. Since our regular allocation is \$266,805 and due to the level of accountability required, we will fund additional hours for our bookkeeper during the school year. Extra hours will be funded at the rate of time and half for the bookkeeper's regular hourly rate.

MATHEMATICS AND SCIENCE

- ❖ 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 the Math and Science specialist teachers will be provided to have collaborative, vertical team discussions with teachers in the Duluth Cluster on math/science 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 focusing on developing higher level critical thinking 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 Success Maker geared to a student's 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. Title 1 funds will be allocated to pay stipends for teachers selected to attend 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 with Title 1 funds to purchase these instructional materials for teacher to 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, as well as on grade level math students by providing extended learning opportunities in both Before and Saturday school programs.
- ❖ Our school will offer Staff Development/Professional Learning to provide teachers with innovative strategies designed to increase math and science achievement.
- ❖ Make and Take informational 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 the Reading specialists will be provided to have collaborative, vertical team discussions with 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. Title 1 funds will be allocated to provide stipends to instructors for planning and delivery of this professional learning workshop. New staff members will receive knowledge on strategies of implementing guided reading and balance literacy with students to increase reading achievement.
- ❖ Teachers who are not highly qualified will be paired with a teacher mentor to receive additional support until they receive the highly qualified status. Chesney Elementary School has a Mentor-Mentee

induction program that supports teachers in the areas of Balanced Literacy, Model Classrooms, Chesney specific programs, Technology Based Lessons, and open forums with their mentors.

- ❖ 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 consistent 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 school-wide 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 Success Maker geared to their instructional reading level. Teachers will have access to mimeo boards to aid in the use of technology to increase instructional practices in the classroom.
- ❖ Chesney Elementary will integrate strategies for struggling and on grade level readers and provide extended learning opportunities in Saturday Extended Learning school programs.
- ❖ Our school will continue to offer teachers Literacy Staff Development to learn innovative strategies designed to increase reading achievement.
- ❖ Translation services during school activities will be offered to inform parents on their child's progress in Language Arts.
- ❖ Teachers in grades 1-5 will continue to use the *Renzulli* program to differentiate and enrich learning. The LSTC will continue to train teachers on the *Renzulli* program to differentiate reading instruction for all students.
- ❖ Continue to develop teacher leaders in the classroom by allocating funds for the registration fee to send a teacher candidate to the "Teachers as Leaders" professional learning/staff development.

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. 4th and 5th grade

students will have the opportunity to complete a writing assessment and have it scored through the University of Georgia's writing department to give data for teachers to guide their writing instruction.

- ❖ 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 the Saturday school programs.
- ❖ Translation services during school activities will be offered to inform parents on their child's progress in Writing.
- ❖ 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 21st 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
- ❖ To increase communication between home and school, teachers will utilize the program, *OnMyCalendar* to create a teacher/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 teachers will be able to utilize mimeo boards in their classrooms to make lessons more active and increase higher order thinking skills for students through the use of technology.
- ❖ Chesney will implement the Smart Board Student Response System, portable large size Smart Boards, and Smart Air Liner Slates which are 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.

- ❖ 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.

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 will 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 to use an attendance monitoring system, Students Present and Receiving Knowledge Yearlong (SPARKY) for grades K-5. In addition, counselors will continue implementation of the attendance incentive program, Never Been Absent (NBA). Both attendance programs will promote perfect attendance and encourage 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 SPARKY and NBA bulletin board, along with receiving an individual or class 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 award 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 opportunities will be used to instruct parents on use of math and Science games and materials.
- ❖ 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, Success Maker at Home Kits, Family Involvement Resource Kit.

- ❖ Family Center promotes opportunities for family literacy through parenting classes, Breakfast with the Principal, Successful Conferencing, Academic Success and Promotion (Assessment), and Maximizing Study Time to improve your child’s study habits.
- ❖ Lunch & Learn: Special Needs Parents and ESOL Lunch & Learn
- ❖ Curriculum Night will be used
- ❖ Family Literacy Night
- ❖ Chesney Family Center provides parent training on ways to support writing, reading, and math skills at home.

Schoolwide Planning Component 3: Instruction by highly qualified teachers.

34% of the teaching staff holds a Bachelor’s Degree
 32% of the teaching staff holds a Master’s Degree
 10% of the teaching staff holds a Specialist Degree
 4% of the teaching staff holds a Doctorate Degree

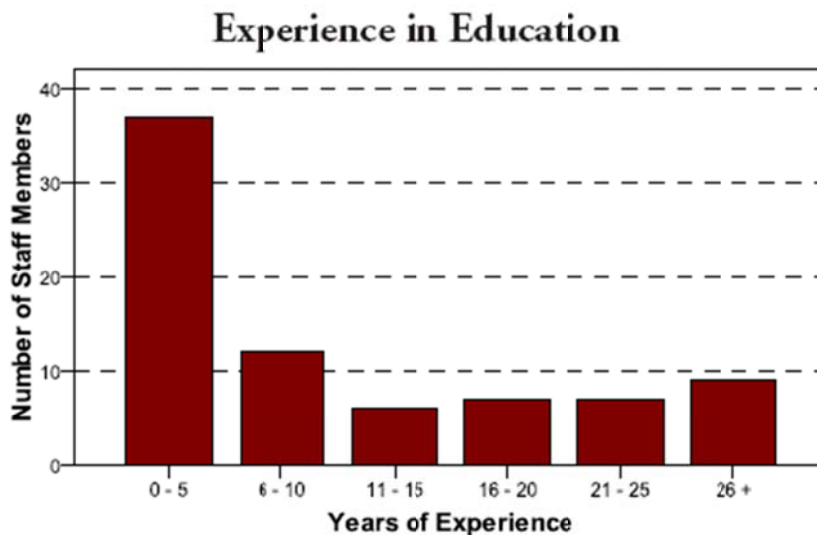
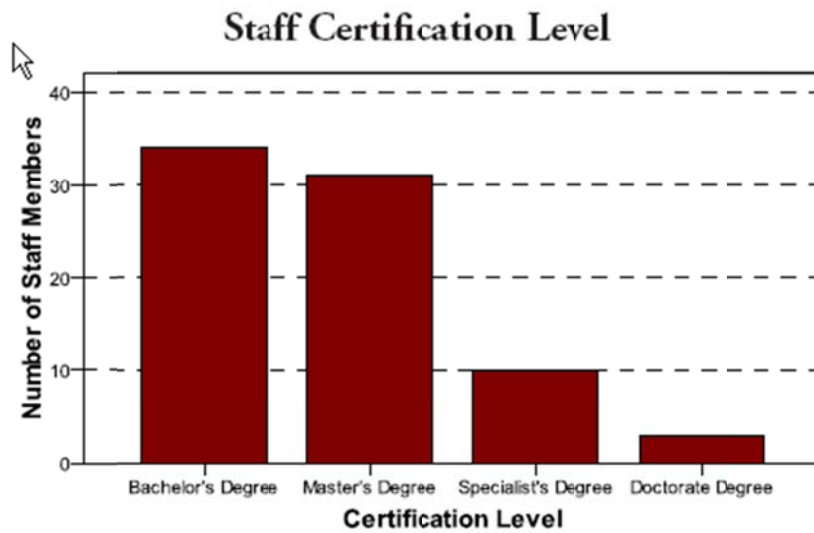


Table A: 2010-2011 Years of Experience for our teachers

Schoolwide Planning Component 3a: *Strategies to attract high-quality highly qualified teachers to high-needs schools.*

Chesney Elementary is committed to fulfilling the No Child Left Behind (NCLB) mandate by ensuring that all students receive from highly qualified teachers. The NCLB Act defines a highly qualified teacher as one who has a bachelor's degree or higher and is certified to teach in the subject area he/she is assigned to teach. Chesney Elementary currently has 61 teachers, each with a bachelor's degree or higher and who are also certified to teach in the subject area they are assigned to teach. Approximately 50% of the teaching staff has six or more years of teaching experience.

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 make sure that all of our teachers are implementing Quality Plus Teaching Strategies in their classrooms. All novice teachers are trained on Quality Plus teaching strategies when they enter the new teacher induction program at Chesney. 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 beginning 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 classroom teacher. As a result, longevity in the teaching profession is increased.

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

- Participates in the system level job fair and recruitment opportunities provided by Gwinnett County Public Schools 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 4: *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).
- ❖ Full and 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.

- ❖ Full and 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.
- ❖ 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.

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
- eClass Training

Provide our teachers with release days so that professional learning in the area of mathematics and 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 5th grade teachers to meet with 6th grade teachers at the Middle school.

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).
- ❖ Full and 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.

Provide our teachers with release days so that professional learning in the area of literacy and 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 5th grade teachers to meet with 6th grade teachers at the Middle school.

Professional Learning includes ~

- Chesney 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
- English Language Arts Model Classroom Observations
- Literacy Institute ~ Summer County Level Course
- Quality Plus Teaching Strategies and the Instructional Calendars
- eClass Training

WRITING

- ❖ Full and Half day planning session for teachers to review writing samples will also be offered.
- ❖ Teachers will observe other teachers during Writing Workshop to admire and acquire strategies.

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
- The use of Mimeoos in the Classroom

BEHAVIOR AND ATTENDANCE

Professional Learning includes ~

- Conducting Class Meetings
- Attendance Monitoring programs (S.P.A.R.K.Y)

School wide Planning Component 5: *Strategies to increase parental involvement*

PARENT INVOLVEMENT

Research suggests that parental involvement has a positive impact on all levels of academic achievement. Therefore, parent involvement has emerged as one of the most important topics in education because it directly impacts student achievement. Chesney Elementary School recognizes the importance of parental involvement and will facilitate on-going opportunities to increase the involvement of our families. The administrative team, faculty, and staff of all met and jointly developed the Title I Parent Involvement Policy in conjunction with parents. This policy describes the school's expectations for parent involvement. It will be distributed to parents of all students. We strongly encourage all of our parents to be involved in the school by having a lot of parent evening workshops to strengthen attendance and different activities to invite parents into the classrooms as well.

School wide Planning Component 6: *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 transition program.
- ❖ Share information regarding a Program at our Literacy Night/PTA meeting in October.
- ❖ Communicate 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 5th 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.
- ❖ 5th 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

School wide Planning Component 7: 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 team times instructional focus schedules were created for the first few weeks 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.

School wide Planning Component 8: 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
- ❖ 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
- ❖ IE² 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

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 IE² 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.

Our funding priorities will include the following:

- ❖ Monies toward funding for scoring for Mock Writing tests for 4th and 5th grades.
- ❖ Extended Learning Sessions for our target subgroups to improve academic achievement.
- ❖ Supplies for our Extended Learning Programs.
- ❖ Instructional Site Licenses renewals to use with students in order to supplement the curriculum across content areas and grade levels.
- ❖ Mimeo Boards to support student engagement across content areas.
- ❖ Grade Level Planning days to provide teachers opportunities to collaboratively plan, review assessment data, and plan lessons for the needs of their students.
- ❖ Math Institute for six teachers in grades K-5 in order to gain innovative ideas and strategies to teach Math.
- ❖ Software to support lesson planning and collaboration with the teachers.
- ❖ Kindercamp Planning Sessions for our rising kindergartners.

Schoolwide Planning Component 9: *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.*

Chesney Elementary School ensures that we have items in place for students who are experiencing difficulties in any content area of instruction. Grade levels will meet to evaluate the effectiveness of instruction. They will discuss grade level concerns about students and discuss strengths and weaknesses on the grade level. Teachers meet with the Title I Assistant Principal weekly to discuss data in regards to benchmark assessments as well as other classroom data to guide their instruction in the classrooms. Teachers maintain a data notebook as well as the students. This initiative helps students to monitor their own progress and make goals for improvement. At the data meetings teachers also analyze benchmark assessments and other classroom data to guide their instruction. This data will drive Continuous Quality Improvement Model (CQI). This program groups students by ability based on assessments of specific standards. These groups are flexible based on how students perform on any particular standard.

The Building Leadership Team (BLT) will meet weekly to discuss progress towards school goals. Regular staff development will be required of all staff members to provide an opportunity for growth in teaching techniques and subject mastery in all critical areas.

The implementation of the Success Maker 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 Success Maker the first week of school. Before school, Success Maker labs will be open for all students in grades 2-5. The principal reviews Monthly Success Maker reports to ensure adequate progress for all Chesney students. Students with disabilities and FOCUS students will also have additional opportunities to gain extra Success Maker sessions.

Chesney Elementary School offers a Breakfast Club for students in grades 3-5 who need extra focus on Math skills and to help bridge the gap from Level 2 to Level 3 as measured on the CRCT. The Math Specialist will provide lessons using various Math best teaching practices to teach mental math, reasoning, and problem solving strategies and/or skills.

Chesney's writing initiative 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.

Student led Parent-Teacher conferences will be held twice per year to discuss student progress. Academic contracts for students performing below standards in core academic areas will be created during these conferences as needed. The Parent Instructional Support Coordinator will provide opportunities such as "Lunch and Learn Parent Sessions" to further assist parents at home with their children.

The Response to Intervention (RTI) process begins in the classroom with teachers providing interventions for all students. Teachers bring student concerns to Talk about Kids (TAK) meetings once a month, with the SST/RTI Support Teacher, where strategies and interventions are brainstormed. Students may enter Tier 2 interventions at that time, receiving more focused interventions and extra time with direct instruction, and the teacher begins to collect data to monitor progress. If students continue to lag in progress they are brought up to the Student Support Team (SST) entering Tier 3 with more focused and frequent direct instruction and continued data collection for progress monitoring. If students fail to make progress, the SST may recommend further testing. Parents are kept informed throughout all the process through teacher conferences, phone conferences, and SST meetings. Interpreters are available as needed to ensure parents are well informed and able to contribute.

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.

School wide Planning Component 10: *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 11: *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 Georgia Department of Education 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 12: *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.

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 Success maker

Schoolwide Planning Component 13: *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 14: *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 2010~2011 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.

Explanation of TI PI Committee Recruitment efforts:

Chesney Elementary 2011-2012

Explanation of Recruitment for Title I Parent Involvement Committee:

Included in the 2011-2012 Action Plan is information about the Title I Committee. Included are the meeting dates and an invitation to join at anytime throughout the school year.

4-21-2011; Flyer distribution: 2011-2012 P.I. Committee invitations were distributed to the Kindergarten – 3rd grade classes in their Friday Folders.

4-25-2011 (through 5-30-2011); Invitations to join the 2011-2012 Title I Committee were available at the Reception Desk and in the Family Center. Advertisements were also hung on the Parent bulletin board, Registration Room board and outside the Family Center.

4-29-2011; Car Rider Lane: Invitations were distributed to parents in the Car Rider lane by the Title I Committee members (Parent Leaders Group). Parents were encouraged to return the completed form to their child's teacher.

5-13-2011; Weekly Parent Newsletter: "Chief Notes" included a statement inviting interested parents to contact the Family Center for more information and about how they can join this committee.

5-20-2011; Title I Committee Meeting: Flyers/ invitations were included in the meeting packets at the last 2010-2011 meeting of the school year.

6-15-201; Kindercamp Orientation Meeting: The PISC invited the parents in attendance to join the committee. She distributed invitations for them to complete and return if interested.

8-1-2011 (on-going throughout 2011-2012 school year); Invitations to join the Title I Committee (Parent Leaders Group) are available at the Reception Desk, Family Center and in new family Registration packets. Advertisements are displayed on the Parent bulletin board, Registration Room bulletin board and outside the Family Center as well.

8-4-2011; Meet Your Teacher Day: Parents had the opportunity to speak to a Family Center representative. Parents were given an invitation to join the P.I. Committee. Interested parents could return their forms to the PISC or to their child's classroom teacher when the school year started. The completed invitations are housed in the Chesney Family Center with the PISC.

Additionally, if a parent is actively involved, Anji Bowers (PISC) shares volunteer opportunities, including an invitation to join the Parent Involvement Committee. E-mail invitations are sent to parents encouraging them to attend the meetings.

8-12-2011; Title I Committee Meeting: Flyers/ invitations were included in the meeting packets. Parents in attendance were asked to share the information and bring a friend to the next meeting (9-9-2011).

8-17-2011; Staff Orientation: Staff members were informed of the importance of the PI Committee and how they are involved with writing, revising and approving Title I documents. They were encouraged to recruit parents to join the committee and share their information with the PISC throughout the school year.

Schoolwide Planning Component 15: *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 School Wide Plan was developed as a collaborative effort of the individuals responsible for its implementation including the principal, parents, teachers, and school personnel representing a cross-section of the entire school community. The Title I Committee met during May, June, July and August to develop a shared vision for increasing student achievement. Parents, school administrators, and staff representing various disciplines within the school began this process with a review of the school's mission and vision. A comprehensive review of current and longitudinal data was shared and analyzed. Results of surveys provided information on non-academic areas as well. Feedback and input was generated by all stakeholders. Through a review of the data, the committee developed a comprehensive plan to meet the specific academic needs of all student subgroups. This School Wide Plan is considered a critical component of an ongoing process focused on improving student achievement. This process will ensure annual review of progress toward goals and the subsequent revision of plans to meet the needs of Chesney's students. The Chesney Elementary School's staff, instructional leadership team and administrative team as well as the parent community will work together to carry out this plan. The Title I Committee consists of the following people:

Title Committee	
NAME	EMAIL
Jie Bai	solomonwisdom0512@gmail.com
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Yvette Dorzena	yvannedorzena@yahoo.com

Schoolwide Planning Component 16: *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. If you have any questions concerning the Schoolwide Plan you may contact: Katina Terry 678-542-2300 or Anjela Bowers 678-542-2300.

Schoolwide Planning Component 17: *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 18: *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 Educations Services and School Choice if the school did not make adequate yearly progress two years in a row. However, at the end of the 2010~2011 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.