



2012 - 2013 Local School Plan For Improvement

LSPI Objectives

OAKLAND MEADOW SCHOOL

Sara C Clifford, *Principal*

Calvin Watts, *Assistant Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

2012-2013 Long Term Goals and Objectives

Goal: Maintain high levels of student achievement across 12 low incidence programs through implementing individualized assessments, differentiated instruction, and integrating program specific strategies/curriculum that are aligned to the AKS/CCC. Student progress will be monitored using both formative and summative assessments, and tracked via portfolio and/or electronic data collection.

Low Incidence Programs include: Medically Fragile Severe-Profound Intellectual Disabilities, North Metro Behavior Disorders GNETS Program, STRIVE (Vocational Training Program), Adaptive PE, Audiology, Deaf Hard of Hearing, Hospital Homebound, Homebased, Orthopedically Impaired, Speech Language Impaired, Teleclass, and Visually Impaired

OAKLAND MEADOW SCHOOL

LSPI Continued

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2012-2013 Long Term Goals and Objectives

Objective: Maintain high levels of participation (90% or above) of staff participation in the local school "Cafeteria Plan" staff development program. These training sessions will utilize expertise of staff within the faculty as well as outside experts. Training and mentoring opportunities will support the LSPI, RBES, and unique department/program specific instructional needs of our faculty. Both certified and classified faculty will be afforded the opportunity to choose from a variety of learning opportunities designed to enhance instruction and improve student performance.

Objective: Maintain high levels of achievement in Reading and Language Arts to achieve an average gain of 1 reading level on the Fountas & Pinnell Assessment or 2 reading levels on the Rigby Assessment for students enrolled in North Metro Program.

Objective: 100% of students receiving instructional support through a low incidence program will demonstrate growth as a result of individualized assessments, differentiated instruction, and integration of program specific strategies/curriculum that align to the AKS/CCC. Student progress will be monitored using both formative and summative assessments, and tracked via portfolio and/or electronic data collection.

Objective: 100% of students enrolled in grade levels where GAA is required will obtain a "Meets" or "Exceeds" score in the areas of Language Arts, Science, Social Studies, and 85% in Math. A "generalized" score will be obtained by 80% (or more) of students taking the GAA.

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LSPI Continued

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Schools Goals - OAKLAND MEADOW SCHOOL

Goal Title	Goal	Start School Year	End School Year
Teaching and Learning	Maintain high levels of student achievement across 12 low incidence programs through implementing individualized assessments, differentiated instruction, and integrating program specific strategies/curriculum that are aligned to the AKS/CCC. Student progress will be monitored using both formative and summative assessments, and tracked via portfolio and/or electronic data collection. Low Incidence Programs include: Medically Fragile Severe-Profound Intellectual Disabilities, North Metro Behavior Disorders GNETS Program, STRIVE (Vocational Training Program), Adaptive PE, Audiology, Deaf Hard of Hearing, Hospital Homebound, Homebased, Orthopedically Impaired, Speech Language Impaired, Teleclass, and Visually Impaired	2012-13	2016-17

Annual Objective

Maintain high levels of participation (90% or above) of staff participation in the local school "Cafeteria Plan" staff development program. These training sessions will utilize expertise of staff within the faculty as well as outside experts. Training and mentoring opportunities will support the LSPI, RBES, and unique department/program specific instructional needs of our faculty. Both certified and classified faculty will be afforded the opportunity to choose from a variety of learning opportunities designed to enhance instruction and improve student performance.

Associated Goals

Goal: Teaching and Learning

Implementation Design

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LSPI Continued

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Professional Learning Opportunities

Teachers and staff will engage in professional learning opportunities presented by experts in a variety of fields (DHH, VI, Medical, ext) to include direct instruction, coaching support.

Annual Objective

Associated Goals

Goal: Teaching and Learning

Implementation Design

Individual and Group Literacy Activities

Students will receive literacy instruction across content area within their classroom as well as within the new literacy lab.

SD: Central Cluster Writing Vertical Team

The Central Cluster Writing Vertical Team will enhance writing instruction and ultimately increase writing achievement through a collaborative K-12 learning community. Seamless, engaging vertical writing experiences for all students will be achieved through on-going writing staff development with Language Arts representatives from each Central Cluster elementary, middle and high school. The Central Cluster Writing Vertical Team will establish common K-12 writing practices, conduct observations of colleagues followed by debriefing sessions, engage in book/article discussions of best practices in writing and redeliver writing staff development at the local school level. This staff development strategy includes on-the-job strategy implementation and timely instructional feedback with teachers resulting in a documented increase in student achievement.

SD: Fountas & Pinnel

Face-to-Face staff development will be provided to train North Metro staff with both the Fountas & Pinnel Assessment Kits and supplemental reading materials. Training will include developing skills with linking F&P to Rigby Reading resources.

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SD: SUMMER LITERACY INSTITUTE

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

SD: VISION CONFERENCE SERIES

Two three-hour sessions (separate from each other), each with an invited national consultant to discuss key issues related to literacy and its effective teaching in our classrooms.

Annual Objective

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Associated Goals

Goal: Teaching and Learning

Implementation Design

Program specific instructional tools/activities/resources developed by low incidence departments

Each department will utilize results from previous year RBES projects and data to develop new initiatives to support increasing access to grade level content and to promote student achievement/progress on IEP objectives.

SD: Cafeteria Plan Local School PLU Program

A local school professional development program will continue that offers a wide range of staff development opportunities to meet the diverse needs of Oakland Meadow staff. Instruction will include face-to-face training; book studies; guest speakers; webinars (local and national); and small group direct instruction

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Associated Goals

Goal: Teaching and Learning

Implementation Design

Collaborative Planning

Weekly collaborative planning will be provided as well as scheduled a minimum of 2 half-day collaboration planning days to support both Collection Period 1 and 2 of the GAA.

SD: Elluminate and Face-to-Face Meetings

Teachers who will be participating in GAA administration will view all GCPS training webinars. Mentor support meetings will be scheduled to provide guidelines and tips specific to promoting the development of GAA portfolios that will score within the "Meet", "Exceeds" level as well as obtain a "Generalization" score.