



# 2011 - 2012 Local School Plan For Improvement

## LSPI Objectives

### SWEETWATER MIDDLE

Georgann Eaton, *Principal*

Dr. Gale Hey, *Area Superintendent*

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

#### 2011-2012 Long Term Goals and Objectives

**Goal:** All students at Sweetwater Middle School will demonstrate their understanding of the significance of attendance as key to learning and developing good work habits that will carry over in life. Students will exceed the minimum level of attendance as required.

**Objective:** Students will increase attendance to meet or exceed the GCPS average in all subgroups, focusing on the White and Multiracial Subgroups through increased monitoring and communication of attendance needs.

# SWEETWATER MIDDLE

## LSPi Continued

Georgann Eaton, *Principal*

Dr. Gale Hey, *Area Superintendent*

### 2011-2012 Long Term Goals and Objectives

**Goal:** All Students at Sweetwater Middle School will be promoted to the high school within three years, beginning with their first sixth grade year, demonstrating the necessary academic vocabulary, technology competency, and content knowledge to be successful in advanced placement classes of choice.

**Objective:** Sweetwater Middle School meet and exceed standards in Math and Science for all students including Students with Disabilities, English Language Learners, Black & Hispanic subgroups. Academic Coaching and Professional Learning will support our teachers as they focus on collaborative planning. Lessons will include Quality Plus Teaching Strategies and flexible grouping as part of differentiation for learning. During the 2011/2012 SY Sweetwater Middle School will implement the use of the Big 20 math concept. Three days a week during Team Time (30 minute segmented block) teachers will utilize the materials provided to teach the Big 20 math concept to all students. Measurable progress will be made in the exceeds category for Math as indicated on the ITBS for 8th grade and the CRCT for 6th and 7th grade students.

**Objective:** Sweetwater Middle School will achieve measurable progress in Reading/English Language Arts and Social Studies for all students. Students with Disabilities, ELL students and all identified students requiring additional support will be provided individualized and group instruction to meet and exceed standards. Measurable progress will be attained in ITBS for 8th grade and CRCT for 6th and 7th grade.

**Objective:** Sweetwater Middle School will meet or exceed the system average in Writing performance for all students. Focused instruction will be included for Students with Disabilities and English Language Learners

# SWEETWATER MIDDLE

## LSPi Continued

Georgann Eaton, *Principal*

Dr. Gale Hey, *Area Superintendent*

### 2011-2012 Long Term Goals and Objectives

**Goal:** Positive Behavior choices will be evidenced -based in academic and behavioral practices for all students.

**Objective:** Measurable progress as indicated on the Student Engagement Instrument (SEI) will be made in the area of Student / Teacher Relationships. All staff will be provided support to include Positive Behavior Intervention Support lessons as part of their daily instruction. These best practices will be included in all interactions with students. In addition the Advisement and Mentoring Program will increase in the number of students served with resulting measurable results indicating increases on the school based surveys of student perceptions as well as the GCPs Student Perception Survey. Parent and family members will increase participation in school activities as students are recognized for positive behaviors by their teachers.

# SWEETWATER MIDDLE

## LSPI Continued

Georgann Eaton, *Principal*

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### Schools Goals - SWEETWATER MIDDLE

Goal Title	Goal	Start School Year	End School Year
Attendance	All students at Sweetwater Middle School will demonstrate their understanding of the significance of attendance as key to learning and developing good work habits that will carry over in life. Students will exceed the minimum level of attendance as required.	2010-11	2013-14
Behavior- PBIS- Postive Behavioral Interventions and Support	Positive Behavior choices will be evidenced -based in academic and behavioral practices for all students.	2010-11	2013-14
Promotion	All Students at Sweetwater Middle School will be promoted to the high school within three years, beginning wth their first sixth grade year, demonstrating the necessary academic vocabulary, technology competency, and content knowledge to be successful in advanced placement classes of choice.	2010-11	2013-14

### Annual Objective

#### Associated Goals

Goal: Promotion

#### Implementation Design

##### Academic Coaching for Collaborative Planning

Math Academic Coaching will be provided weekly to each grade level Math content team to increase the quality of lessons. Reflection activities will be included to support analysis of progress toward individual teaching objectives. The "Big 20" will be taught during TEAM time and recorded progress shared for reflection and progress monitoring.

# SWEETWATER MIDDLE

## LSPI Continued

Georgann Eaton, *Principal*

Dr. Gale Hey, *Area Superintendent*

**SD: Depth of Knowledge**

Certified Staff and Paraprofessionals will edit current teacher made assessments and additional common assessments to adjust as needed to ensure content standards and assessments are providing higher level problem solving challenges in performance standards, and assessments of instruction and student learning in a balanced assessment system.

**SD: Differentiated Instruction**

Certified and Paraprofessional Staff will include strategies for differentiated instruction in daily lesson implementation. Community learning will be provided in Content planning days and weekly during collaborative planning.

**SD: Universal Design**

Certified Staff will participate in activities provided in learning communities to understand the three primary principles of UD: Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement

# SWEETWATER MIDDLE

## LSPI Continued

Georgann Eaton, *Principal*

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### **Content Development**

3 Part Instruction for representative teachers from all areas of instruction will be included in a study group that will investigate: Indicators of Achievement; Organizing for engaging instruction; and Delivery of content strategies with attention to the diverse needs of the learners. The "Big 20" will be included in TEAM time planning 3 days a week. Progress Monitoring of the "Big 20" will be posted at for each Grade Level to review and reflect.

#### **SD: BERKMAR VERTICAL MATH TEAM**

The math team will meet at least eight times per year to increase collaboration across grade levels. During our collaborative sessions, the team will be involved in cluster data reviews, development of common assessments, and reflection on our classroom practices. The team will complete at least two days of peer observations at all levels (elementary, middle, and high school). Following the observations, the team will debrief using an identified protocol for peer observations. The team will participate in professional learning sessions such as Webb

#### **SD: DIFFERENTIATION AND THE BRAIN PROGRAM**

David Sousa Seminar on how brain research supports the principles and the use of strategies for differentiated instruction.

# SWEETWATER MIDDLE

## LSPI Continued

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### **SD: HIGHLY ENGAGED SCIENCE CLASSROOM (MIDDLE SCHOOL)**

A series of four in-school sessions (quarterly) for middle school science teachers that provides staff development in the area of student engagement; particularly as it relates to planning for engagement in science instruction. The series is based upon the work in Robert Marzano and Debra Pickering's book, *The Highly Engaged Classroom*. Each session will include both staff development and guided collaborative planning by content area.

#### Session 1: Engagement Theory & Attention vs. Engagement

Teachers will explore the research and theory related to student engagement in the classroom; learning the questions that students internalize as they decide how fully to attend to a lesson.

#### Session 2: Planning Daily Strategies to Engage Students in the Science Classroom

Teachers will explore daily strategies that can be employed to increase the level of student engagement, including: effective pacing, enthusiasm, relationships, and feedback.

#### Session 3: Planning Opportunistic Strategies to Engage Students in the Science Classroom

Teachers will explore opportunities within upcoming lessons where engagement strategies naturally fit the content. For example: movement, humor, games, friendly controversy, unusual information, etc.

#### Session 4: Planning Extended Strategies to Engage Students in the Science Classroom

Teachers will explore strategies to extend student engagement throughout the duration of a year-long course. Strategies include: goal setting, problem solving, and including real-world activities.

### **SD: MATH INSTITUTE - MIDDLE SCHOOL**

The Math Institute provides effective professional learning through modeling by "master" teachers, peer coaching, and debriefing discussions. Following the summer workshop, ongoing mentoring by the cluster leaders and implementing of best practices should be evident.

### **SD: MATH ONLINE TUTORIALS TO IMPROVE VERTICAL ALIGNMENT - MIDDLE SCHOOL**

This course is designed to provide teachers an opportunity to understand the vertical alignment in mathematics from 5th to 9th grades. Teachers could earn 1 PLU for going through the online tutorials that are provided free of charge to teachers through Online Campus. This self-paced course should conclude with vertical conversations at the local school to improve teaching and learning of Mathematics. Teachers will be required to go through the tutorials one grade level below the grade they are teaching and one grade level above the grade they are teaching.

# SWEETWATER MIDDLE

## LSPI Continued

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### SD: MATH STAFF DEVELOPMENT - MIDDLE SCHOOL

This course is designed to provide staff development sessions 5 times throughout the year. The sessions are imbedded with the Quality-Plus teaching strategies and aligned with the mathematics instructional calendars. The courses available are: • 6th Standard • 6th Accelerated • 7th Standard • 7th Accelerated • 8th Standard • 8th Accelerated All teachers are encouraged to attend. This includes, veteran, new, ELL, special education, and gifted. A follow-up session will be provided through Elluminate. Additional follow-up after each session should be provided at the local school.

### Rubrics for Guided Walkthroughs for Instructional Support

Staff will use rubrics for guided walk throughs to identify engagement vs. on task student learning behaviors. 100% of Certified Staff will complete peer observations during the school year. Selected staff will provide reflection of walk-through data with all participants.

### SD: Review of Literature Communities

Study Circles will investigate James H. Stronge's Research, Daniel H. Pinks review of motivation, Greg Saliccioli's review of attaining excellence, Differentiation with Technology

### Annual Objective

Sweetwater Middle School will achieve measurable progress in Reading/English Language Arts and Social Studies for all students. Students with Disabilities, ELL students and all identified students requiring additional support will be provided individualized and group instruction to meet and exceed standards. Measurable progress will be attained in ITBS for 8th grade and CRCT for 6th and 7th grade.

### Associated Goals

Goal: Promotion

### Implementation Design

#### Collaborative Planning and Learning Communities

Literacy and Content Leaders will work together to identify critical needs of staff; including DOK, Universal Design, Differentiated Instruction and QPTS.

# SWEETWATER MIDDLE

## LSPI Continued

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**SD: Depth of Knowledge**

Certified Staff and Paraprofessionals will edit current teacher made assessments and additional common assessments to adjust as needed to ensure content standards and assessments are providing higher level problem solving challenges in performance standards, and assessments of instruction and student learning in a balanced assessment system.

**SD: Differentiated Instruction**

Certified and Paraprofessional Staff will include strategies for differentiated instruction in daily lesson implementation. Community learning will be provided in Content planning days and weekly during collaborative planning.

**SD: DRAPES - Creative and effective riting in all content areas**

Instructional staff will learn to use the DRAPES (Dialogue, Rhetorical Questions, Analogy, Personal Response, Examples, and Statistics to enhance and extend student writing.

**SD: Universal Design**

Certified Staff will participate in activities provided in learning communities to understand the three primary principles of UD: Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement

**Literacy Across the Curriculum**

Literacy Coach and Vertical Team Representative will guide collaborative planning and support professional development to focus staff on instructional strategies to support improved literacy in academic vocabulary

**SD: BUILDING LITERACY IN SOCIAL STUDIES**

This course is designed to incorporate literacy skills into social studies content. Lessons and resources that support the Q-Plus strategies and AKS will be given.

**SD: LANGUAGE ARTS VISION [MS-HS]**

Year-long series of sessions (one Saturday per month) to build consistent, pervasive, and rigorous literacy practices that align with our district expectations for literacy teaching and learning in all content areas.

**SD: LANGUAGE ARTS VISION CONFERENCE SERIES [MS-HS]**

Two (Saturday) opportunities during the 11-12 school year to hear nationally recognized speakers address critical issues in literacy research.

# SWEETWATER MIDDLE

## LSPI Continued

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### Annual Objective

Sweetwater Middle School will meet or exceed the system average in Writing performance for all students. Focused instruction will be included for Students with Disabilities and English Language Learners

### Associated Goals

**Goal:** Promotion

### Implementation Design

#### "Hitting the Target" Identifying Topics & Major & Specific Details in Writing

Instructional staff across all contents areas will participate in writing workshops lead by the Literacy Coach to support students in quality and engaging lessons. All content areas will use the "Hitting the Target" strategy to explicitly teach all students how to add ideas to their writing. i Teachers will use the highlighters to have the students annotate their writing by highlighting the topic sentence or thesis statement in blue, the major details in red [pink], and the specific details and examples in green.

#### Assessment of Writing Using Rubrics

All staff will participate in writing workshops provided by the Literacy Coach in order to consistently include and assess writing across the content areas.

**SD:** DRAPES - Creative and effective riting in all content areas

Instructional staff will learn to use the DRAPES (Dialogue, Rhetorical Questions, Analogy, Personal Response, Examples, and Statistics to enhance and extend student writing.

**SD:** WRITING STRATEGIES FOR MIDDLE SCHOOL SOCIAL STUDIES

This class will give teachers ways to reinforce writing activities in the content of their social studies classes. Ideas for single paragraph prompts will be discussed. How to use graphic organizers to facilitate writing as well as using rubrics for scoring will be covered.

### Annual Objective

# SWEETWATER MIDDLE

## LSPI Continued

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Measurable progress as indicated on the Student Engagement Instrument (SEI) will be made in the area of Student / Teacher Relationships. All staff will be provided support to include Positive Behavior Intervention Support lessons as part of their daily instruction. These best practices will be included in all interactions with students. In addition the Advisement and Mentoring Program will increase in the number of students served with resulting measurable results indicating increases on the school based surveys of student perceptions as well as the GCPS Student Perception Survey. Parent and family members will increase participation in school activities as students are recognized for positive behaviors by their teachers.

### Associated Goals

**Goal:** Behavior- PBIS- Postive Behavioral Interventions and Support

### Implementation Design

#### **PBIS Lesson Planning, Implementation and Recognition Strategies**

The PBIS instructional team will provide weekly support to all staff for the implementation of provided lessons for PBIS. In addition the team will support instructional staff in recognizing and sharing these relationship building exercises with students and their families. TEAM time Advisement will include PBIS Lesson Plans. All Staff will support PBIS in both recognition and teaching activities.

**SD:** 50 Ways to Improve Student Behavior

Simple strategies to improve the management of the classroom using positive engagement to increase student ownership of their behavior choices.

# SWEETWATER MIDDLE

## LSPi Continued

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### **SD: ALIGNMENT OF FBA DATA COLLECTION AND WRITING EFFECTIVE BIPS**

This workshop is designed to assist participants in understanding the A-B-Cs of a Functional Behavioral Assessment from start to finish. Skills to be taught will include being able to describe the behavior in observable and measurable terms, targeting one or two behaviors for data collection, understanding the function of the behavior and identifying an appropriate alternative behavior through the competing behavior model.

An emphasis will also be placed on the increasing importance of sensory considerations. Participants will gain a deeper knowledge of the FBA process through small group work and hands-on activities with “real” student data.

This workshop is essential for effectively using the electronic version of the BIP which has replaced the previous format in IEPOnline. This workshop will also assist schools with decreasing their discipline referrals for In School Suspension, Out of School Suspension and Panel Hearings.

### **SD: BEGINNING WITH THE END IN MIND: EFFECTIVE TRANSITION PLAN WRITING**

Did you know that Gwinnett County is only the second district in GA to successfully “pass” transition plan writing according to the GA Department of Education? Come learn what the insiders know!

In this workshop, participants will examine the core components of a transition plan that is required for students with disabilities age 14 and older. An emphasis will be placed on effective use of transition assessment instruments, strategies for increasing student (and parental) involvement, measurable transition goals and objectives writing, tips for involving outside agencies and a connection to the resources associated with the GCPS College Fair for Students with Disabilities and the GCPS Transition Fair for Students with Disabilities.

Participants will complete this workshop with top notch transition plans as well as an instructional road map to guide the individualized learning of students with disabilities.

# SWEETWATER MIDDLE

## LSPI Continued

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### **SD: GCPS ESOL ENDORSEMENT PROGRAM**

This program develops reflective practitioners who have a solid foundation in both the theory and practice of teaching English to Speakers of Other Languages. Comprised of three graduate level courses that meet Professional Standards Commission guidelines for the add-on endorsement in ESOL, the endorsement program addresses culture, language, curriculum and assessment and methods. Field experiences are provided through fieldwork during a summer practicum. Participants must commit to and complete the entire training program within one sequence (school year) for the ESOL endorsement to be added to a current Georgia teaching certificate.

### **SD: GOALS, OBJECTIVES AND DATA COLLECTION**

In this workshop, participants will master the connection between effectively writing a student's Present Levels' (PLAAPF) to incorporating the correct components of a goal or objective to selecting the appropriate data collection method. Participants will also extend their skills to master the art of graphing a student's data using Excel and then working through discussion points intended to further the participant's knowledge and expertise at making data based decisions. The workshop will conclude with tips for organizing data and collaborating as a classroom team in either co-taught environments or settings in which multiple professionals support a student.

### **Annual Objective**

Students will increase attendance to meet or exceed the GCPS average in all subgroups, focusing on the White and Multiracial Subgroups through increased monitoring and communication of attendance needs.

### **Associated Goals**

**Goal:** Attendance

### **Implementation Design**

#### **Focusing students on achievement**

Goal Setting using Academic, Personal and Career Goals to set time lines for progress.

# SWEETWATER MIDDLE

## LSPI Continued

Georgann Eaton, *Principal*

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**SD: Focusing Students on Achievement**

Creating a culture of Achievement - Creating an environment for student success. This culture is where everyone (students, parents, teachers, community) is focused on student achievement on a daily basis