



2015 - 2016

Local School Plan for Improvement

Oakland Meadow School

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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.

• Long Term Goal

Oakland Meadow School will increase student engagement and achievement across 8 low incidence programs through implementing individualized assessments, differentiated instruction, and integrating program specific strategies/curriculum that are aligned to the AKS/CCGPS. 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 GNETS Program, Adapted Physical Education, Hospital Homebound, Speech Language Impaired, Teleclass, and Visually Impaired.

o Annual Goal

Eighty percent of the students attending the North Metro Program at Oakland Meadow School will increase 2 or more reading levels as measured by the Fountas and Pinnell Assessment. (students enrolled no later than November 2015 through April 2016.

o Annual Goal

All Oakland Meadow School 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/CCGPS. Student progress will be monitored using both formative and summative assessments, and tracked via portfolio and/or electronic data collection.