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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) to increase student achievement results, with targeted goals based on the four strategic priorities within the district’s Blueprint for the Future: ***Empathy, Equity, Effectiveness, and Excellence.*** All schools across the district will focus on goals **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access.** Additionally, schools are required to select one goal from each of the other strategic priorities. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are 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, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

2023 - 2024 Local School Plan for Improvement (LSPI)

**School: SWEETWATER MIDDLE Principal: Chekquita Johnson**

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| District Strategic Priorities/Goals | Rationale | Action Steps (Implementation Design) |  |
| Empathy 1.B - Staff and Student Well Being | Based on student and staff surveys, Sweetwater | **Student Well-Being**1. Students will engage in SEL lessons to promote self-awareness, peer-interactions, |  |

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|  | desires a supportive and safe environment for all staff and students. Our focus is to create a rich culture of belonging, voice equity, and embracing diverse cultures. | problem-solving, building positive relationships, and conflict resolution.1. Sweetwater Student Advisory Committee with homeroom representatives will meet with the principal twice a semester to provide input and voice from the student perspective. Also give feedback about making the school a supportive, safe, and academically focused school that all students will be proud to attend.
2. Advisement team will train staff and create weekly lessons to address the needs of students based on feedback and survey data
3. To motivate and engage students, the last Friday of the month is Patriots Exchange. This will allow opportunities for students to build community, team, and collaboration with peers and teachers throughout grade levels.
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|  |  **Staff Well- Being** |
|  | 1. Wellness room to support teachers with daily escapes for relaxation and meditation.
2. Teachers will receive restorative training from the county and local school representatives.
3. Incentivize, award, recognize staff with spirit days, Monday morning check-ins, personal notes, and jean passes.
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|  |  | 1. Sweetwater Advisory Committee will work with the principal on school-wide initiatives, promote buy-in, and create new opportunities to support teachers.
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| Equity 2.A - Multi-tiered System of Supports | Based on our benchmark data and needs assessment, Sweetwater will implement an instructional framework to increase our MTSS efforts to | 1. Patriots Time/ELT - dedicated 30 minutes of additional intervention support across all academics to include LLI/Wilson Reading Programs.
2. Kid Talks- bi-weekly meetings with administrators, MTSS Team, and Teachers to identify and monitor targeted interventions and supports for students.
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|  | meet the | 1. Small group instruction - individualized instruction and support to help students obtain AKS Mastery.
2. Goal-Setting for academic, behavior, and emotional success, differentiated across grades 6-8.
3. Counselor small groups to support and monitor students based on data from the

EES and Wellness Screener.1. Weekly CLT Meetings to allow teachers an opportunity to collaborate, monitor AKS alignment, review student work, and share quality-plus strategies.
2. Quarterly data talks with teachers to review district, screeners, and other benchmarks.
3. Teacher planning days to collaborate, create small group lessons, and develop high quality local school assessments.
4. Individualized instruction with after- school tutoring and Read 180.
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| needs of |  |
| students |  |
| academically |  |
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| Equity 2.B - Opportunity and Access | To expand student exposure, engagement, and cultural relevance with | 1. STEAM- improve the implementation of STEAM practices to earn accreditation, project-based learning, and increase parent engagement.
2. DLI - maintain student enrollment in our DLI program for all 3 years and increase
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|  | varied, high quality, high impact rigorous learning opportunities. | parent engagement.1. GEAR Up- ensure that students are on track to meet credit requirements to enter HS as a 10th grader and increase parent engagement.
2. Provide an opportunity for credit recovery through Academic Assistance Program(AAP).
3. Increase the number of students who are tested and identified for Gifted.
4. Leverage PBIS to implement a progressive discipline model to include mentoring, interventions, support groups, modeling, reflections, MIR processes, Counselor support and parent workshops.
5. Increase the number of ESOL Certified Teachers.
6. Staff Development for ESOL and SPED Teachers on interventions and strategies to support students within the classrooms.
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|  |  | 1. Professional Development to align with our LSPI Goals
2. Peer Observations and Coaching Cycles with Admin or district support personnel
3. Direct response to tiered interventions as outlined in the Multi-Tiered System of Supports.
4. Data Talks- opportunities for CLT Teams to review i-Ready, District Assessments, Local School Assessments, and Milestones Benchmark to identify students with low performing academic needs and monitor targeted goals.
5. Collaborative Learning Teams(CLTs) - planning among academic teams to align instructional and student practices with AKS to promote mastery at the proficient and distinguished levels.
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| Effectiveness 3.A- Results-Based Evaluation System | Sweetwater will readdress the need for actively monitoring data sets, behaviors, and standards for measuring teacher effectiveness toward student growth and school-wide improvements. |  |

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| Excellence 4.C - World-Class Communication and Engagement | Sweetwater desires to become a world-class school that teachers, staff, students, parents, and community provide a framework of skills, characteristics, and academic knowledge to flourish in today’s society | 1. Increase the number and variety of Parent Workshops offered throughout the year.
2. Cultural and Community Outreach opportunities to increase parent engagement.
3. English and Civic classes for parents and students to attend.
4. Effective communication with parents as it relates to school-wide events, academics, progress reports, restorative interventions, behaviors, and monthly Newsletters in varied languages.
5. Offer more opportunities for students to participate in clubs and leadership roles before, during, and after-school.
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