

2022-2023 Local School Plan for Improvement (LSPI)

School: Meadowcreek Elementary School Principal: Adrienne Tedesco

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**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. 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. Key Performance Indicators (KPIs) are the way we will measure success for each goal. 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.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Empathy 1B: Staff and student wellbeing	Meadowcreek ES will promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning. We have been intentionally focusing on the wellbeing of our school for 3 years. We will continue to build on the work we have begun with SEL and	At Meadowcreek ES we will... <ol style="list-style-type: none"> 1. Continue to expand our staff appreciation through recognition opportunities and celebrations. 2. Reduce/combine workload for staff. 3. Provide wellbeing activities on site 	<i>Student Wellbeing – Student Survey</i> Our student data indicates an opportunity for significant growth due to the large number of students who responded with neutral responses on the survey during the 2021-22 school year. GOAL: We will work to improve positive responses on the following statements on the student survey: <ul style="list-style-type: none"> • Most students are respectful of others at this school. <u>Baseline:</u> 20.7% positive response, 41% neutral response <u>Target:</u> 30% positive response • I enjoy coming to this school.

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	<p>our trauma-informed practices. We will also focus on professional growth opportunities for our staff and feedback that promotes positive change in instructional practice.</p>	<p>(yoga, massage, walk/run club, etc.) for staff.</p> <p>4. Utilize Courageous Classrooms, which is a trauma informed practice that teaches, models, and reinforces life-long social, emotional, and behavioral skills so that students are more available for academic learning. We will incorporate Courageous Classrooms lessons and support continued implementation of trauma informed practices in the 2022-23 school year.</p> <p>5. Incorporate Social Emotional</p>	<p><u>Baseline</u>: 37% positive response, 48% neutral response <u>Target</u>: 45% positive response</p> <p><i>Student Wellbeing – Chronic Absenteeism</i> GOAL:</p> <ul style="list-style-type: none"> Students who were enrolled at least 30 days missing 11 or more of enrolled days. <u>Baseline</u>: 203 students out of 909, or 22% of students missed 11 or more days during the 2021-22 school year. <u>Target</u>: 10% of students, or less, will miss 11 or more of enrolled days. <p><i>Staff Wellbeing – 4-7 years of experience</i> GOAL: We will work to improve positive responses on the following statements on the staff survey for teachers in the 4-7 years of experience demographic:</p> <ul style="list-style-type: none"> Peer observation/coaching and feedback is a tool we use to improve instruction. <u>Baseline</u>: 50% positive, 50% sometimes true <u>Target</u>: 75% positive response Feedback from classroom observations leads to meaningful change in instructional practice. <u>Baseline</u>: 60% positive, 40% sometimes true <u>Target</u>: 75% positive response
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		<p>Learning (SEL) pervasively throughout the school by including topics on the morning announcements for teachers to discuss further with students, implementation of the EL Education literacy pilot that includes character education, and other campaigns led by our counselors and SEL Team monthly.</p> <ol style="list-style-type: none">6. Provide scheduled opportunities for peer observation and feedback throughout the year.7. Regularly incorporate strengths-based feedback for	
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		<p>teachers to deepen professional growth and foster teacher leadership skills.</p> <p>8. Include classroom management support from Behavior Specialists that addresses trauma, behavior strategies, and building relationships with students for our new teachers.</p> <p>9. Add a Behavior Specialist was to the local staff to support teachers and the trauma sensitive program for the 22-23 school year.</p> <p>10. Add another counselor to support with student and family needs. Our</p>	
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		<p>counselors also focus on student attendance and work to ensure our students attend school every day.</p>	
LSPI 90 DAY UPDATE		AVAILABLE DATA MEASURES	
<p>During the first semester of the 2022-2023 school year, our teachers, counselors, administration and staff have worked diligently with students to incorporate Social Emotional Learning pervasively throughout the school. Students have a dedicated morning meeting time where social emotional lessons are taught and adjusted based on the individual needs of the students in each classroom. We are utilizing data from the Student Wellness Screener to provide support for students in targeted areas. Our PBIS Coach has created a screener to use with K-2 students as well. Teachers, counselors, and behavior specialists work with small groups of students who have a more significant need or concern. We have incorporated Purposeful Play segments to further support students in the application of the SEL lessons learned throughout the week. The morning announcements also incorporate a trait of the month such as respect and our EL Education pilot focuses on character development through meaningful conversations and purposeful activities aligned to the curriculum. Our Mentoring Program partners approximately 40 staff members with students in order to provide a trusted adult for many students in the school. We continue to recognize and celebrate our staff members and provide monthly opportunities to engage with one another to support staff wellbeing. We currently have 67 members on our Sunshine Committee. This committee has hosted many outside events for staff. We have reduced workload for our teachers by combining meetings and intentionally</p>		<p><i>Student Wellbeing – Student Survey</i> Data will be updated at the 180-day review.</p> <p><i>Student Wellbeing – Chronic Absenteeism</i> Data will be updated at the 180-day review.</p> <p><i>Staff Wellbeing – 4-7 years of experience</i> Data will be updated at the 180-day review.</p>	

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<p>prioritizing required tasks. We provided ½ day plannings and Saturday plannings for teachers to collaboratively prepare for instruction.</p>		
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.</p>	<p>At Meadowcreek ES we will...</p> <ol style="list-style-type: none"> 1. Implement a universal screener to identify areas of need and giftedness. 2. Implement new interventions and tools to monitor student progress provided by the district for 2022-23. 3. Operationalize the supportive community aspect of school improvement with a new SEL team. 4. Revise our data review processes to ensure more frequent monitoring of student progress and the <p><i>Positive Behavior Interventions and Supports (PBIS):</i> GOAL: We will maintain distinguished ranking for PBIS <u>Baseline:</u> Distinguished ranking for the 2021-22 school year. <u>Target:</u> Distinguished ranking for the 2022-23 school year.</p> <p><i>Universal Screeners: Academic and Non-academic</i> GOAL: We will utilize universal screeners to measure student academic progress and wellbeing to provide supports for the whole child. <u>Baseline:</u> 2022-23 will be the baseline year for participation in the Universal Screener. Participation rates will be released in September/October 2022. <u>Target:</u> 95% of students will complete the academic and Student Wellness screeners during the 2022-23 school year.</p> <p><i>Student Improvement – GA Milestones</i> GOAL: The percentage of students performing in the beginning range on the GA Milestones will decrease. <u>Baseline:</u> 46% of all students performed in the beginning range on the GA Milestones during the 2021-22 school year. <u>Target:</u> 35% of students, or fewer, will score in the beginning range on the GA Milestones assessment during the 2022-23 school year.</p>

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		<p>development of more flexible groups of students.</p> <ol style="list-style-type: none"> 5. Schedule interventions based on student need through the Student Support Team (SST) process to maximize the support provided to students. 6. Add three Intervention Specialist positions to local school staff to provide targeted support for students during the 2022-23 school year. 7. Add another counselor and a Behavior Specialist to support with behavioral 	<p><i>EL Learner Progress Towards Language Proficiency: CCRPI</i></p> <p>GOAL: We will improve our progress towards English language proficiency rate by 5% over the 2021-22 school year.</p> <p><u>Baseline:</u> Progress towards English language proficiency rate - 72% for 2021-22 school year</p> <p><u>Target:</u> Progress towards English language proficiency rate – 77% for the 2022-23 school year</p>
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		<p>interventions and SEL.</p> <p>8. Continue to implement PBIS with high levels of fidelity.</p>	
LSPI 90 DAY UPDATE		AVAILABLE DATA MEASURES	
<p>Through the administration of a Universal Screener, we have increased the number of our students identified as gifted and further identified the needs of students not meeting grade level expectations in order to provide purposeful interventions. Our MTSS Coordinator supports the work of our specially trained staff that provides targeted instruction to students identified through the use of the screener and creates schedules that maximizes small group instruction for the students. Specially trained staff utilize programs and resources provided by the district for intervention and monitoring of student progress. Staff members engage in regularly scheduled data reviews to discuss student progress and to make adjustments to support being provided. We have structured Tier 2 Talks led by our MTSS Coordinator to build the leadership capacity of teachers to guide the conversations to ensure alignment between student needs, appropriate interventions, and progress monitoring tools. We also continue to improve our documentation, communication, and alignment in our Student Support Team process. Our newly formed MTSS Team is a diverse representation of our staff who works together to review data and effectively communicate next steps for schoolwide implementation based on student needs. Teacher leader opportunities have been created to support the various Tiers of instruction needed in the MTSS process, including a behavior coach and intervention specialists. We continue to implement our PBIS program at high levels and have been awarded a distinguished distinction from the state. We are one of eight schools in GCPS to receive this distinction. We continue to</p>		<p><i>Positive Behavior Interventions and Supports (PBIS):</i> Data will be updated at the 180-day review.</p> <p><i>Universal Screeners: Academic and Non-academic</i> GOAL: We will utilize universal screeners to measure student academic progress and wellbeing to provide supports for the whole child. <u>BOY:</u> 97% participation rate for the 2022-23 school year. <u>Midyear:</u> 97% participation rate for the 2022-23 school year.</p> <p><i>Student Improvement – GA Milestones</i> Data will be updated at 180-day review.</p> <p><i>EL Learner Progress Towards Language Proficiency: CCRPI</i> Data will be updated at the 180-day review.</p>	

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recognize a teacher, support staff, and students of the month who exemplify our PBIS expectations.		
<p>Equity 2B: Opportunity and access</p>	<p>Expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g., Advanced Placement and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).</p>	<p>At Meadowcreek ES we will...</p> <ol style="list-style-type: none"> 1. Use the universal screener to identify students to participate in the gifted program. 2. Offer additional clubs for students (art club with a focus on digital arts, chorus club, garden club, intramurals, mentoring, etc.). 3. Participate in the school-wide implementation of the EL Education literacy pilot based on the Science of Reading. 4. Provide 1:1 technology for all students in grades K-5 and implement

Gifted and Talented representation
GOAL: We will increase the identification of gifted and talented students.
Baseline: 3% of the total population at MES participated in the Gifted and Talented program during the 2021-22 school year.
Target: 7% of the total population at MES will participate in the Gifted and Talented program during the 2022-23 school year.

Discipline:
 We have reduced the number of discipline incidents over the past 4 years.
GOAL: We will continue to reduce the number of discipline incidents in a school year.
Baseline: 2021-22 – 22 incidents, 2020-21 – 6 incidents, 2019-20 – 20 incidents, 2018-19 – 69 incidents
Target: We will reduce the number of discipline incidents (not including bus referrals) to 15 or less for the 2022-23 school year.

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		<p>technology purposefully, through innovative strategies, moving toward a transformed classroom.</p> <p>5. Continue to implement PBIS with high fidelity to maintain low levels of exclusionary discipline.</p> <p>6. Use KREP Data to monitor Kindergarten Readiness and support with Early Learning Interventions.</p>	
<p>LSPI 90 DAY UPDATE</p>		<p>AVAILABLE DATA MEASURES</p>	
<p>We have increased the gifted participation rate in our school and continue to qualify students through targeted identification and testing. We recently organized a scheduling committee to assist with the creation of a schedule for the 2023-24 school year that will allow for additional gifted opportunities and segments as well as additional support for our English Language Learners. Our students have the opportunity to participate in various clubs including chorus, robotics, peer leaders, Student Council, science, Reader’s Rally,</p>		<p><i>Gifted and Talented representation</i> GOAL: We will increase the identification of gifted and talented students. <u>Midyear:</u> 5% of the total population at MES are participating in the Gifted and Talented program during the 2022-23 school year.</p>	

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<p>Ladies to Bee, art, and Girls on the Run. We are implementing EL Education in literacy which is based on the Science of Reading. The curriculum has supported structured literacy and deep content knowledge as a foundation for reading development. Professional learning on the Science of Reading has been continually provided to build the capacity of our teaching staff. As mentioned previously, we continue to implement our PBIS program at high levels which has contributed to the reduction in discipline referrals across the school. We have also launched a 1:1 technology initiative that provides a chromebook to each student.</p>	<p><i>Discipline:</i> We have reduced the number of discipline incidents over the past 4 years. GOAL: We will continue to reduce the number of discipline incidents in a school year. <u>Midyear:</u> 2022-23 – 0 incidents</p>		
<p>Effectiveness 3B: Talent management</p>	<p>Transform human resources function into a strategic talent management organization that supports educators and staff to achieve district goals.</p>	<p>At Meadowcreek ES we will...</p> <ol style="list-style-type: none"> 1. Incorporate more teachers and other staff members into the hiring process through both recruiting and interviewing. 2. Serve as a host school for student teachers to train rising talent. 3. Add teacher leader positions to the staff including instructional coaches, behavior specialists, intervention teachers, and other innovative 	<p><i>Teacher Retention – At Least 3 Years at School:</i> GOAL: We will work to retain teachers beyond their 3rd year of teaching at Meadowcreek Elementary School. The percentage of teachers with at least 3 years at MES and who are eligible to transfer to another GCPS school who remain at MES for the 2023-24 school year will increase. <u>Baseline:</u> 97% of teachers, with at least 3 years experience at MES and eligible to transfer to another school, remained at MES or transferred out of district. <u>Target:</u> 99% of teachers, with at least 3 years experience at MES and eligible to transfer to another school, will remain at MES or transfer out of district.</p>

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		<p>roles to support staff and students.</p> <ol style="list-style-type: none">4. Capitalize on the district incentives for new employees in Title I Schools and various program areas.5. Incorporate better feedback processes for staff members to promote professional growth and job satisfaction6. Provide job-embedded coaching support and other professional learning practices for teachers.7. Continue to provide opportunities for additional endorsements	
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		<p>and certifications for teachers.</p> <ol style="list-style-type: none"> 8. Positively promote the education profession as a staff. 9. Attend job fairs that target hiring culturally diverse candidates. 	
LSPI 90 DAY UPDATE		AVAILABLE DATA MEASURES	
<p>We have actively recruited highly qualified candidates to support our students throughout the year. We have hosted student teachers from local universities and pre-service teachers from Meadowcreek HS in order to train and retain them at Meadowcreek ES. We have continued our partnership with the Foreign Language Department and Georgia State University to recruit qualified candidates for our Dual Language Immersion program. We have increased the number of teacher leader positions in our school to support colleagues and improve the quality of instruction. We have worked to increase the number of teachers certified to teach English Language Learners through ongoing professional learning and certification opportunities. We are providing strengths-based coaching and feedback to our teachers and improving their capacity for teaching the whole child. We have a robust new teacher induction program that provides on-going training on timely topics as well as coaching and mentoring for new teachers throughout the school year. In order to gain staff feedback, we have conducted numerous surveys to determine immediate needs and shifts necessary to improve teaching conditions and promote a positive culture and climate.</p>		<p><i>Teacher Retention – At Least 3 Years at School:</i> Data will be updated at the 180-day review.</p>	

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<p>Excellence 4C: World-class communications and engagement</p>	<p>Demonstrate world-class communication and engagement through modeling the value GPCS leadership places on transparent, two-way communication to build stakeholder trust and confidence.</p>	<p>At Meadowcreek ES we will...</p> <ol style="list-style-type: none"> 1. Create more video messages for staff and community. 2. Continue to utilize translators for events and provide translated documents or use tools that translate into multiple languages (Talking Points). 3. Continue to communicate with our community through newsletters, announcements, social media and the school website. 4. Partner with local high school students to improve social 	<p><i>Family Survey Participation: Family Survey</i> GOAL: We will increase the percentage of families participating in the annual Family survey. <u>Baseline:</u> 89 families participated in the 2021-22 Family survey <u>Target:</u> 300 families will participate in the 2022-23 Family survey</p> <p><i>Interpreters and Translations: Family Survey</i> GOAL: We will increase the percentage of families who respond positively to the following language Family survey items:</p> <ul style="list-style-type: none"> • Communication/materials I receive from the school are in a language I can understand. <u>Baseline:</u> 97% positive, 1% neutral, and 3% Negative <u>Target:</u> 100% positive responses
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		<p>media posts and community outreach.</p> <ol style="list-style-type: none">5. Increase community engagement through volunteer opportunities within the school.6. Continue to have a Parent Instructional Coordinator and a Parent Outreach Liason on local school staff for Parent Engagement.7. Host parent workshops to support school improvement through both academics and our supportive community initiatives.	
LSPI 90 DAY UPDATE			AVAILABLE DATA MEASURES

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At Meadowcreek ES, we focus on communication and engagement with our community. We provide translation for all correspondences and interpretation services at all of our events. We have incorporated the use of Talking Points, which is a family engagement application that translates into 100s of languages. Our website and social media accounts provide timely updates and pictures highlighting current events. We send out a bi-weekly newsletter to our community further communicating events, learning opportunities, and other important information. Our SEL Team created an SEL hub for parents which provides access to materials they can use at home to support students with social emotional learning. We have developed partnerships with local businesses and organizations including: Vulcan Materials Company, Greater Atlanta Christian School, Campus Church, Horace Mann, McClure Health Science High School and Meadowcreek High School. This year we have partnered with various local businesses such as Stevi B's and Bruster's for local school spirit nights that also benefit the school. Volunteer opportunities have been advertised and many parents have participated through their support of our Media Center, school-wide events, and various projects. We promote 2 way communication through our website and bi-weekly newsletter allowing parents to provide direct feedback to the school.

Family Survey Participation: Family Survey Data will be updated at the 180-day review.

Interpreters and Translations: Family Survey Data will be updated at the 180-day review.