

2022-2023 Local School Plan for Improvement (LSPI)

School: Meadowcreek High School Principal: Dr. Kevin Wood

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 1A: Cultural competence	Meadowcreek High School will increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and	<ol style="list-style-type: none"> 1. Mustang Pride Advisement – Lessons incorporate social emotional learning responsive to student culture 2. Cultural competency and SEL training and implementation for all staff 3. Mustang Pride teachers serve as mentors for students 	<ul style="list-style-type: none"> ● Cultural Proficiency – Staff Survey -- We are provided training to meet the needs of a diverse student population in our school. <ul style="list-style-type: none"> ○ Baseline 21-22 – 71% ○ Goal 22-23 – 74% ● Cultural Proficiency – Family survey – My student learns about the cultures of our community at school. <ul style="list-style-type: none"> ○ Baseline 21-22 – 76% ○ Goal 22-23 – 78% ● Sense of Belonging – Student survey – There’s at least one adult in this school that I can talk to if I have a problem. <ul style="list-style-type: none"> ○ Baseline 21-22 – 68% ○ Goal 22-23 – 71%

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	enhance engagement across the full spectrum of our diverse community.	<ol style="list-style-type: none">4. Celebrations of cultures such as international night, Taste of Meadowcreek, Hispanic Heritage Month, and Black History Month5. Counselors teach small group lessons focused on supportive community6. Focus on Gifted identification of underrepresented groups and diversity in Advanced Placement courses7. Use of instructional materials that is inclusive of our community8. Newsletter and digital displays in multiple languages to engage parents, community, and students9. Equity team focused on ensuring an equitable supportive community for all10. Translators/written & verbal communication in multiple languages	
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		11. Flags and other displays that represent our students' backgrounds	
LSPI 90-Day Update		Data Update on Available Measures	
<p><u>Implementation Design Progress:</u></p> <ul style="list-style-type: none"> ● Mustang Pride Advisement: Classes engaged in two grade-level appropriate Social and Emotional Learning (SEL) lessons a week using either Navigate360 or Nearpod. ● Leadership team conducted staff development opportunities to meet the needs of teachers: Spanish lessons, Building Staff Capacity, Navigate 360. ● Equity Team emails eClass and Google Classroom banners to staff each month to display cultural celebrations (i.e. LBGTQ+ History Month; Hispanic Heritage Month, Black History Month). ● Multi-Tiered System of Support (MTSS) SEL Screener Data Action Steps: "Say Students' Name Campaign"; Small Group Counseling; Navigate360 for In-school Suspension. ● Teachers have <i>Friday Check-in</i> as a bellringer as a just-in-time pulse check on how students are doing. ● The Media Center and 9th Grade Language Arts Collaborative Learning Team (CLT) have books that are inclusive to the cultures of our student population. ● Counseling team meets with the group of ten students who scored Tier 3 in all categories on the screener in a small group setting. ● Counselors support small groups with vaping concerns and anger management support. ● Culture and Climate Committee provides staff and students with a calendar that lists all cultural events (i.e. International Night-October 13, Taste of Meadowcreek-November 16, Hispanic Heritage Month Activities - September 15 - October 		<ul style="list-style-type: none"> ● Fall SEL Screener Data <ul style="list-style-type: none"> ○ Tier 1: 8% (207); Tier 2: 66% (1,646); Tier 3: 25% (624) ○ Ten students Tier 3 in all categories ○ <i>"There's at least one adult in this school that I can talk to if I have a problem"</i> (TARGET: 71%) <ul style="list-style-type: none"> ● 9th: 78% ● 10th : 81% ● 11th: 85% ● 12th: 83% ● Cultural Proficiency-Staff Data <ul style="list-style-type: none"> ○ Data will be available on 180 day update ● Cultural Proficiency-Family Data <ul style="list-style-type: none"> ○ Data will be available on 180 day update 	

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15, Lunar New Year, and Black History Month Activities planned to begin February 1)

- *Building Staff Capacity Workshops* (Fall - September) - Communicating with Families - Building staff capacity supports our teachers by providing best practices for communicating with families and building bridges between school and home to support families. When staff and parents work together effectively, students benefit. Students become more successful in school.
- Meadowcreek hosted county interpreters for our Fall Parent/Teacher Conference Night to support our Spanish speaking families.
- County interpreters were present for the rising 9th grade articulation to support our Spanish speaking families.
- Meadowcreek offers our families documents translated into Spanish. This includes Title I Parent documents, all parent workshop documents, parent newsletters, School Messenger emails, Parent Portal documents, registration documents, parent surveys, and the school marquee.
- Meadowcreek has flags that represent the diverse population of our students. We have a process in place to purchase new flags if a new student registers at our school and that student's country is not represented. These flags can be found in the student center and media center.
- To support our Spanish speaking students, school flyers and school announcements are in English and Spanish.

Implementation Design Next Steps:

- D. Kindred joined SEL Coordinator Cohort B to learn more about quality SEL staff development, developing a strong team,

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	<p>analyzing related data, and enhancing staff and student activities (January-April).</p> <ul style="list-style-type: none"> ● SY23-24 Advanced Placement and elective course offerings mirror student interests and cultures: AP African American Studies, AP European History, AP Music Theory, and AP Art History. ● PBIS lessons will be incorporated at least once a month during Advisement, but will increase to 2-3 times a month next school year. ● Continue <i>Friday Check-in</i> as a SEL-related bellringer. ● Duluth HS and Meadowcreek HS GSLT students will engage in a culture crosswalk where they will experience the other's school for a day. This will guide Student Spring Forward where students will provide feedback on the school's current LSPI. ● Meadowcreek will have parent workshops this spring in Spanish to support our families. ● We will continue to have documents translated in Spanish. 	
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Meadowcreek High School will 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>	<ol style="list-style-type: none"> 1. Parent Instructional Coordinator and Parent Outreach Specialist to facilitate supportive community and academic press 2. Parent Center to facilitate supportive community and academic press parent workshops 3. PBIS 4. MTSS Intervention Specialists to support students and teachers <ul style="list-style-type: none"> ● PBIS Status <ul style="list-style-type: none"> ○ Baseline 21-22 – Emerging ○ Goal 22-23 -- Emerging ● Student Improvement -- % Beginning on Milestones <ul style="list-style-type: none"> ○ Baseline 21-22 -- 54% <ul style="list-style-type: none"> ■ US History -- 58% ■ Biology -- 53% ■ Algebra 1 -- 65% ■ Junior LA -- 42% ○ Goal 22-23 – 49% <ul style="list-style-type: none"> ■ US History -- 53% ■ Biology -- 48% ■ Algebra 1 -- 60% ■ Junior LA -- 37%

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		<ol style="list-style-type: none"> 5. School-based Social Worker 6. Advisement and Intervention period for students to receive data driven instructional support and SEL lessons 7. Tutoring and Saturday Academy Intervention 8. Counselor classroom guidance, including one-on-one & small groups focused on supportive community 9. MTSS Behavioral Intervention Specialists to support teachers and students with responsive discipline practices 10. Identify targeted behaviors, clarify expectations, and teach expected behaviors to all students 11. Mentoring 12. MTSS Committee 13. Professional development focused on Tier 1 supports 	<ul style="list-style-type: none"> • English Learner (EL) Progress Towards Language Proficiency – CCRPI <ul style="list-style-type: none"> ○ Baseline 20-21 -- 57% ○ Goal 22-23 – 61%
<p>LSPI 90-Day Update</p>	<p>Data Update on Available Measures</p>		

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Implementation Design Progress:

- The MTSS Leadership Team was created last June that represents the faculty of the school: Counseling team, Testing Coordinator, Special Education Department Chair, ESOL Coordinator, teacher representative of the core four departments (Language Arts, Math, Science, and Social Studies), Administrators, Social Worker, Career Academy Coordinator, Parent Coordinator, Advisement/SEL Coordinator, PBIS Coordinator).
 - MTSS Committee met on the following dates during semester one: July 11, August 30, September 20, October 4, October 18, November 1, November 15, November 29, December 6.
 - Gifted Update
 - Current Gifted Eligible Learners: 224 Students
 - Students Referred for Gifted Testing and Evaluation SY 23: 153
 - Based on the Fall MAP Screener, 95 students were identified for Gifted evaluation.
 - Winter Administration referrals in progress
 - A MTSS Intervention Specialist was hired to support implementation and progress monitoring of schoolwide MTSS.
 - Afterschool and Saturday tutoring began November 2022 for the core four classes and ESOL.
 - Language Arts and Math Tier 2 and 3 students have been identified and assigned to complete Achieve3000 (LA) and IXL (math) two hours weekly during Advisement.
 - Jen Ray, County Literacy Instructional Specialist, provided CLT support for American Literature.
 - Three Restorative Intervention Coaches (RICs) were hired to support with grade-level as well as Tier 2 and 3 behavioral (restorative) supports.
- Student Improvement -- Milestones Goal 49%
 - December Milestones (Avg Standard Performance)
 - US History -- 53%
 - Biology -- 48%
 - Algebra 1 -- 60%
 - Junior LA -- 39%
 - Biology Milestones Benchmark - 40% average student score
 - Algebra I Milestones Benchmark - 43% average student score
 - American Literature Benchmark-39% average student score
 - MAP Screener Data (20th percentile and below):
 - 9th Grade Reading: Fall (25%)--Winter (33%)
 - 9th Grade Math: Fall (39%)--Winter (47%)
 - 10th Grade Reading: Fall (29%)--Winter (44%)
 - 10th Grade Math: Fall (39%)--Winter (45%)
 - MAP Screener Completion Percentage:
 - 9th Grade Reading: Fall (76.45%)--Winter (64.50%)
 - 9th Grade Math: Fall (88.28%)--Winter (77.16%)
 - 10th Grade Reading: Fall (77.30%)--Winter (73.51%)
 - 10th Grade Math: Fall (84.59%)--Winter (84.86%)

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- Analyzes discipline data and trends to plan and offer non academic tier 2 and tier 3 supports
- An Attendance Coordinator was hired to support tier 2 and 3 attendance.
- PBIS Coordinator facilitates monthly data dives during MTSS meetings to identify students in need of tier 2 and 3 supports
- PBIS SWAP Store (weekly rewards and celebrations).
- PBIS Semester Celebrations (staff and students).
- The Parent Coordinator spearheaded outreach efforts, specific to parents of English Learners, to build relationships and support our English Learner population.
- Spanish classes are offered to our teachers weekly afterschool.
- The Parent Instructional Coordinator has partnered with a local business to pay for transportation to and from school to support parents attending meetings during the school day.
 - Classes are taught to teach English to Spanish speaking parents twice a week.
- The Parent Instructional Coordinator has a local business to purchase food for Meadowcreek's food pantry.
- Parent Workshops facilitated by Parent Coordinator, Martha Alanis, to equip parents with tools to support their students with academics, substance abuse and attendance.
 - Workshops are held monthly
 - Offered in English and Spanish
 - Advertised via Newsletter, website and social media
- School-based social worker is collaborating with the Attendance Coordinator to assist students who fall within the chronic absenteeism category and come up with supportive community measures. HEP students/families are supported by social workers.

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- Three MHS students are state finalists for the Governor Honors Program and will have state interviews very soon in the areas of Theatre and Orchestra.
- All Algebra I teachers use MAP Screener data to identify students that are in the lower bandwidth. Those students receive small group instruction for 10-15 minutes twice a week with a focus on standards identified both on the MAP Screener and Algebra I EOC Benchmark data.

Implementation Design Next Steps:

- MTSS Committee will meet on the following dates: January 24, February 14, March 7, April 11, and May 16.
- The small group instruction committee's next steps include additional bite-sized professional development, create weekly goals for CLTs, and include small group planning in the CLT weekly planning document.
- American Literature is incorporating EOC test prep into Unit 5 (February).
- *Teachers on Demand* are providing targeted intervention support for Tier 3 Algebra I and Geometry students (based on fall MAP Screener) twice a week for 12-weeks starting January 24th covering essential AKS.
- PBIS SWAP Store reopened (weekly rewards and celebrations).
- Continue with the end of semester PBIS staff and student celebrations.
- Semester 1 core four grade repair program will start February 13 based on fall 2022 grade data.
- After our Mathematics Director visit, our action items in Algebra I involve recording Algebra I teachers and using reflective questions to allow students to self reflect on their pacing of the

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<p>lesson and their use of instructional time. Also, Algebra I teachers will stop using Desmos as the note-taker during mini-lessons and instead prompt students to use a composition notebook or paper in a notebook to take notes and engage with the mathematics.</p> <ul style="list-style-type: none"> ● District is providing support for Biology to help improve instruction, rigor, and collaboration. ● Science department chair is hosting a department book study in February to build on Culturally Responsive Teaching. ● Parent Workshops for FAFSA Local School Council 		
<p>Equity 2B: Opportunity and Access</p>	<p>Meadowcreek High School will 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> <ol style="list-style-type: none"> 1. PBIS 2. Professional development focused on rigorous student-centered instruction 3. Work with cluster schools to create pathways to AP and Dual Enrollment courses 4. Support for students to prepare for the SAT, ACT, and other college entry exams 5. Student education in the importance of rigorous courses, SAT, Dual Enrollment, and other opportunities 6. College and career fairs 	<ul style="list-style-type: none"> ● Advanced Coursework Completion, Historically Underserved Groups <ul style="list-style-type: none"> ○ Baseline 20-21 -- All Students -- 41.48% ○ Goal 22-23 – All Students – 43% ● Discipline Disproportionality – Number of all Student Groups Overrepresented in ISS and OSS <ul style="list-style-type: none"> ○ Baseline 21-22 – 3 Groups – African American, Multiracial, and Special Education ○ Goal 22-23 – 2 Groups ● SAT/ACT Participation <ul style="list-style-type: none"> ○ Baseline 20-21 – 37% ○ Goal 22-23 – 43% ● Gifted Update <ul style="list-style-type: none"> ○ Current Gifted Eligible Learners: 224 Students ○ Students Referred for Gifted Testing and Evaluation SY 23: 153 <ul style="list-style-type: none"> ▪ 95 students referred from MAP Screener: Fall Administration, Winter Administration referrals in progress

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		<ol style="list-style-type: none">7. Increase the number of students enrolled in pathways and successfully completing end of pathway assessments8. Use of multiple communication channels to communicate with students and parents on SAT/ACT, Course sign up, and the importance of advanced coursework9. Facilitate methods of exposing students to the various pathways10. Create onboarding ramps for students to be involved in fine arts11. Equitable representation of classroom library materials by various reading levels and content12. Restorative Discipline Practices13. Targeted interventions supporting students academically and behaviorally	
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		14. MTSS Behavioral Intervention Specialist	
LSPI 90-Day Update		Data Update on Available Measures	
<p><u>Implementation Design Progress:</u></p> <ul style="list-style-type: none"> ● Department Chairs and CLT Leads facilitated “train the trainers” PD on small group instruction. ● Mustang Pride Advisement: All grade-levels engaged in two grade appropriate SEL lessons a week using either Navigate360 or Nearpod. ● Language Arts and Math Tier 2 and 3 students have been identified and assigned two hours of Achieve3000 (LA) and IXL (math) weekly to be completed during Advisement. ● Student involvement in clubs, sports, and fine arts are promoted during open house, ninth grade articulation, and during lunches throughout the school year. ● Curriculum & Instruction Assistant Principal began ongoing communication and frequent visits with cluster middle schools to support transitions to high school. ● The 9th Grade Academy hosted a career exploration fair for students on Thursday, November 17. ● Ongoing Lunch College Visits and Workforce Wednesday. ● The 9th Grade Academy planned a hack-a-thon career connections activity for Tuesday and Thursday, February 7 and 9 during Advisement. ● Meadowcreek is paying for the book mobile to visit monthly. Students will have the opportunity to choose a book of interest from a diverse selection of books on their specific reading level. ● Meadowcreek purchased 500 SAT and ACT books to support students registering for these exams. ● 		<ul style="list-style-type: none"> ● SAT/ACT Participation (<i>Data available in March</i>) <ul style="list-style-type: none"> ○ Baseline 20-21 – 37% (TARGET 43%) ● Discipline Disproportionality Data (ISS and OSS) <ul style="list-style-type: none"> ○ Data will be available on 180 day update ● Gifted Update <ul style="list-style-type: none"> ○ Current Gifted Eligible Learners: 224 Students ○ Students Referred for Gifted Testing and Evaluation SY 23: 153 <ul style="list-style-type: none"> ▪ 95 students referred from MAP Screener: Fall Administration, Winter Administration referrals in progress 	

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- All ESOL classes met with representatives from Maxwell High School to learn about this opportunity afforded by the district.
- Implementation of restorative discipline practices including Meadowcreek Success Academy, reentry plans, peer mediation, counseling services, local drug awareness courses, Navigate 360 lessons assigned through In-school Suspension, parent conferences, student conferences, and meetings with Restorative Intervention Coaches.
- Restorative Intervention Coaches supported teachers to help build capacity in PBIS and in-class interventions.
- Parent Instructional Coordinator receives donations from community participants to create and maintain a food pantry for families that may need support-she also utilizes these partnerships to support families experiencing financial hardships.
- College and Career Fair 2/23/23 over 17 colleges represented
- HBCU (Historically Black Colleges and Universities) College Fair 2/11/23

Implementation Design Next Steps:

- Teachers on Demand are providing targeted intervention support for Tier 3 Algebra I and Geometry twice a week for 12-weeks starting January 24th covering essential AKS.
- Academy/pathway selection lessons will be presented during advisement February 7 and 9.
- Cluster Advanced Placement Parent Night is scheduled for Thursday, March 16th, from 5:00-5:45 PM.
- SAT practice books will be given to each of the 382 students opting to take the SAT instead of the Gateway.
- Identify teachers for Gifted and ELL endorsement for next school year.

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<ul style="list-style-type: none"> ● College Commitment Day Celebration was held in February. ● Revisit small group instruction bite-sized professional development with next steps and accountability measures. ● Modify CLT unit planning document to support weekly small group implementation ● Local CLFC to improve local school drug awareness program (equity in mind) ● Discipline committee will roll-out ISS implementation of PBIS and Restorative lessons. 		
<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>Meadowcreek High School will redefine the inputs, behaviors, and outcomes that determine the standards for student success as measured by the Results-Based Evaluation System (RBES).</p> <ol style="list-style-type: none"> 1. Aligned CLT planning with a focus on Tier 1 instruction 2. Instructional focus on small group instruction, project based learning, and social emotional learning 3. Weekly classroom walkthroughs with feedback 4. Extended learning time for students not progressing satisfactorily 5. Peer observation cycle/structure 6. Data talks analyzing common assessments and grade books 7. Examining students work samples 	<ul style="list-style-type: none"> ● Student Improvement -- % Proficient and Distinguished on Milestones <ul style="list-style-type: none"> ○ Baseline 21-22 -- 17% <ul style="list-style-type: none"> ▪ US History -- 14% ▪ Biology -- 23% ▪ Algebra 1 -- 9% ▪ Junior LA -- 20% ○ Goal 22-23 – 22% <ul style="list-style-type: none"> ▪ US History -- 19% ▪ Biology -- 28% ▪ Algebra 1 -- 14% ▪ Junior LA -- 25% ● Improvement Progress – ELL and Special Education Students % Proficient and Distinguished <ul style="list-style-type: none"> ○ Baseline 21-22 – ELL 4%; Sped 3% ○ Goal 22-23 – ELL 7%; Sped 6% ● School Support for Improvement Staff Survey -- Our teachers engage in classroom-based professional development activities that focus on improving instruction. <ul style="list-style-type: none"> ○ Baseline 21-22 – 59%

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		<ul style="list-style-type: none"> 8. Monitor students progressing through the standards 9. Focus on instructional support for ELL students 10. Instructional focus on Special Education students' mastery 11. Model classrooms 12. PBIS 13. Data-based interventions for students 	<ul style="list-style-type: none"> o Goal 22-23 – 63%
LSPI 90-Day Update		Data Update on Available Measures	
<p><i>Implementation Design Progress:</i></p> <ul style="list-style-type: none"> ● Grade recovery and intervention integrated after SEL lessons on Tuesdays and Thursdays during Advisement. ● Afterschool and Saturday tutoring began November 2022 for the core four classes and ESOL. ● CLTs meet twice a week to analyze data and collaborate on department interventions. ● Language Arts and Math departments have completed CLT observations throughout the semester to provide feedback and learn best practices on a specific learning strategy. ● EOC content areas have analyzed data throughout the semester as well as December milestones to measure progress. ● Leadership Team meets weekly to discuss operational and instructional schoolwide and County initiatives. ● New Teachers are provided monthly workshops to provide just in time information. ● Special Education Student Mastery 		<ul style="list-style-type: none"> ● English Learner Progress Towards Language Proficiency <ul style="list-style-type: none"> o Data available on 180 day update ● Student Improvement -- Milestones Goal 49% <ul style="list-style-type: none"> o December Milestones (Avg Standard Performance) <ul style="list-style-type: none"> ■ US History -- 53% ■ Biology -- 48% ■ Algebra 1 -- 60% ■ Junior LA -- 39% ● Biology Milestones Benchmark - 40% average student score ● Algebra I Milestones Benchmark - 43% average student score ● American Literature Benchmark-39% average student score ● Student Improvement -- % Proficient and Distinguished on Milestones (Spring) 	

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| <ul style="list-style-type: none">○ Teachers attending ESOL training classes to become certified○ Regularly attend CLT's and collaborative planning opportunities○ County PD (K.Jackson) to support teachers with rigor, co-teaching strategies, collaborative planning, IEP writing with accurate data collection so that students receive adequate supports and accommodations● <i>Teachers on Demand</i> are providing targeted intervention support for Tier 3 Algebra I and Geometry twice a week for 12-weeks starting January 24th covering essential AKS.● Semester 1 core four grade repair program will start February 2023 beginning with 12th grade students. Second round will be 9th grade.● Monthly professional development for Sheltered and ESOL teachers related to instructional conversations and ELL instructional strategies.● Implementation of Imagine Learning in ELL classes to support students in need of intervention and acceleration.● Saturday intervention sessions tailored to ELLs to build capacity in the domains of Speaking, Reading, Listening, and Writing.● Twenty teachers participated in our local ESOL PD leading to ESOL certification through completion of the GACE.● ESOL Course Progression designed to include support students through sheltered classes, cluster classes● EOC content area team leads (Algebra I, Biology, US History, and American Literature) are receiving weekly bite-sized PD on building strong CLT structures, aligning weekly planning on essential AKS, and focusing on enhancing meeting agendas (January-March). | <ul style="list-style-type: none">○ Data available on 180 day update |
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<ul style="list-style-type: none"> ● EOC content area participated in data talk sessions during the month of January to analyze December Milestones exams., and math acceleration according to their most recent ACCESS scores. ● CLTs meet weekly to analyze Common Formative Assessments and individual student work samples. ● With support from the county social studies department, local school AP, and department chair, the social studies department is working to improve our weekly CLT meetings. ● New teachers in Science received regular instructional feedback and coaching from the science department chair and AP. <p><u>Implementation Design Next Steps:</u></p> <ul style="list-style-type: none"> ● Leadership Team meets twice a week to discuss operational (Mondays) and instructional (Thursdays) schoolwide and County initiatives. ● Leadership Team ad hoc committee plans professional development dive into Quality Plus Teaching Strategies. ● Special Education teacher peer observations ● Identifying Special Education teachers (EOC courses) to receive and complete ESOL training and certification. ● Administrative team and department chairs will ensure each department is conducting CLT peer observations. Roll-out plan will be discussed during Department Chair meeting. 		
<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>Meadowcreek High School will prepare each and every student for postsecondary and workforce</p>	<p>1. Instructional focus on small group instruction, project-based learning, and social emotional learning</p> <ul style="list-style-type: none"> ● CTE Pathway Completion <ul style="list-style-type: none"> ○ Baseline -- 20-21 -- 40% ○ Goal -- 22-23 -- 43% ● Students Eligible for the HOPE Scholarship <ul style="list-style-type: none"> ○ Baseline -- 20-21 -- 29.14% ○ Goal -- 22-23% -- 34%

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	<p>readiness, so that they have multiple pathways to success based on their demonstrated knowledge, skills, abilities, and interests.</p>	<ol style="list-style-type: none"> 2. Collaborative learning opportunities for students that mirror college and career environments 3. Provide students with information on the importance of CTE Pathways with college and career opportunities 4. Provide students with opportunities for Industry Certification 5. Provide students with information on AP opportunities with an emphasis on AP Capstone 6. Extended learning time for students not progressing satisfactorily 7. Student choice in learning and/or demonstrating learning 8. Development of model Four-year plans 9. College and Career Specialist 10. College and career nights 11. Career academies 	<ul style="list-style-type: none"> ● Graduation Rate <ul style="list-style-type: none"> ○ Baseline -- 21-22 -- 81.84% ○ Goal – 22-23 -- 83%
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		<p>12. Dedicated spaces (labs, makers, fab) for content mastery & exposure</p> <p>13. Advisement and Intervention class providing students with opportunities to improve grades in real time</p>	
LSPI 90-Day Update		Data Update on Available Measures	
<p><u>Implementation Design Progress:</u></p> <ul style="list-style-type: none"> ● Tier 1-3 support during Advisement on Thursdays. ● Advisement lessons shared with students in regard to AP course offerings for the SY23-24. ● Students are invited to attend After School and Saturday School Tutoring. Teachers are available to support in all core and ESOL classes. ● Integrated small group learning opportunities in CLT unit planning documents. ● Career Academy leadership attended the <i>National Career Academy Coalition</i> conference November 14-16 to learn and collaborate on how to enhance career academy experience for stakeholders. ● <i>Dress for Success</i> for students in the work-based program. ● Intern and externship opportunities for students in the work-based learning program to provide industry experience and post-secondary opportunities. ● The Design Center is going through an update with more efficient industry technology and functional furniture. 		<ul style="list-style-type: none"> ● CTE Pathway Completion <ul style="list-style-type: none"> ○ Data will be available on 180 day update ● 9th Grade Cohort Data (on-track) <ul style="list-style-type: none"> ○ Data will be available on 180 day update ● Graduation Rate <ul style="list-style-type: none"> ○ Data will be available on 180 day update 	

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- Colleges and branches of the military visit during lunchtime.
- Athletic scholarships and scholarship opportunities have increased -new coaches are focused on our student athletes being prepared for college on and off the field.
- Community School has partnered with local organizations to provide our community an HBCU college fair and band scholarship auditions.
- Monthly senior parent meetings with counselors to review/discuss graduation requirements, senior activities, college application deadlines, and FAFSA/Scholarship information.

Implementation Design Next Steps:

- Tier 1-3 support during Advisement on Tuesdays and Thursdays.
- Academy/pathway selection lessons will be presented during advisement February 7 and 9.
- Cluster Gifted/Advanced Placement Parent Night is scheduled for Thursday, March 16, from 5:00-5:45 PM.
- Lunchtime Advanced Placement interest sign-up at Counselor's Corner.
- SY23-24 AP course offerings to include/add: AP African American Studies, AP Art History, AP European History, AP Music Theory
- College and Career Fair, Over 20+ College and Career will be available on Thursday March 23.
- College and Career Academy Specialist supports monthly Senior meetings with FAFSA and scholarship information.
- Instant Decision Day for GGC during the day.
- CTE teachers are actively preparing students for the EOPA in April/May.

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