

VISION

Preparing every student to thrive, adapt, and lead by fostering accountability, growth, passion for learning and teamwork.

MISSION

The mission of Meadowbrook Elementary is to be a school where every student feels safe and valued, and challenged - where learning is engaging, relationships are strong, and every member of our community is empowered to grow, contribute, and succeed.

BELIEFS

We believe that accountability, growth, passion, and teamwork work together to build a positive inclusive learning environment where both students and staff feel valued and empowered.

Student Achievement-ELA

Student Achievement-Math

Student Attendance



OBJECTIVE

- During the 2026-2027 SY, we will increase the percentage of students scoring at the Developing Learner and above achievement levels in 3rd to 5th grade level in ELA by 3% from 54.84% to 56.49% as measured by the Georgia Milestones EOG assessment. Additionally, 40% of K-2 students will meet or exceed grade-level Lexile expectations as measured by the i-Ready Reading End-of-Year (EOY) Assessment.

- During the 2026-2027 SY, we will increase the percentage of students scoring at the Developing Learner and above achievement levels in 3rd to 5th grade level in Math by 3% from 58.06% to 60.83% as measured by the Georgia Milestones EOG assessment. Additionally, 35% of K-2 students will meet or exceed grade-level expectations as measured by the i-Ready Math End-of-Year (EOY) Assessment.

- During the 2026-2027 SY, we will increase the percentage of students attending school daily in all grade levels by 5% from 68.93% to 72.37% or higher.



CRITICAL INITIATIVES

- Monitor opportunities for students to engage with learning targets throughout lessons using high-yield instructional strategies.
- Monitor the provision of opportunities for students to practice the use of learning targets throughout the lesson, engaging them in using content via high yield instructional practices.
- Improve measurable academic outcomes using data driven decision making.

- Provide professional learning in evidence-based teaching methods.
- Provide all learners with access to engaging learning opportunities in a comprehensive curriculum.
- Improve measurable academic outcomes using data driven decision making.

- Implement a system to monitor attendance weekly, identify at-risk students early, and provide targeted interventions and support.
- Strengthen family partnerships through communication and resources that promote consistent, on-time student attendance.
- Create a positive attendance culture by recognizing and rewarding students for improved and consistent attendance through incentives, celebrations, and classroom/schoolwide competitions.



INTENDED OUTCOMES

- 100% of teachers will participate in all assigned literacy PL.
- 100% of teachers will consistently engage in weekly data collection and analysis to inform instruction.
- 80% of 1st, 2nd & 3rd grade students identified as "at-risk" on BOY screener will increase WCPM by +4, +3 and +2 respectively on biweekly assessments.
- 80% of K students identified as "at risk" on BOY screener will increase Word Reading Fluency by +2 on biweekly assessments.
- 80% of the 3rd grade ELA classrooms observed will demonstrate 7 or more of the indicators reflected on the SL Block Screening Tool.
- 100% of teachers will participate in professional learning on data analysis weekly to discuss data driven decisions.

- 90% of Teachers will implement instructional expectations with at least 80% proficiency based on classroom observations.

- Increase overall attendance from 68.93% to 72-74% (+3-5%) by the end of the 2026-2027 school year

- 80% of students will score 70% or higher on common assessments.

- By the end of the 2026-2027 school year, 75-85% of students will demonstrate

- Increase ADA from 68.93% to 72-74% by the end of the school year



KEY MEASURES

- Increase the percentage of students scoring at Developing and above by 5% from BOY to EOY, with at least 80% of students meeting this level by EOY
 - 80% of identified students will move at least one performance level (Beginning → Developing or Developing → Proficient) by the end of the school
 - 80% of the 3rd grade ELA classrooms observed will demonstrate 7 or more of the indicators reflected on the SL Block Screening Tool.
 - 100% of collaborative groups will demonstrate proficiency according to the HIP rubric.
 - By the end of the 2026–2027 school year, 75–85% of students will demonstrate measurable growth on DRC BEACON assessments, with at least a 5% increase
 - At least 80% of students will meet or exceed their Typical Growth and Stretch growth in Iready by EOY.
 - By the end of each unit, 80–90% of students will show growth, with a 15–20 point increase from pre- to post-test.
 - By the end of the 2026–2027 school year, increase the percentage of students scoring at Developing Learner and above on the GMAS from 54.84% to 58–60%
- measurable growth on DRC BEACON assessments, with at least a 5% increase
 - At least 80% of students will meet or exceed their Typical Growth and Stretch growth in Iready by EOY.
 - By the end of each unit, 70–75% of students will show growth, with a 15–20 point increase from pre- to post-test.
 - By the end of the 2026–2027 school year, increase the percentage of students scoring at Developing Learner and above on the GMAS from 58.06% to 61–63%
- During the 2026-2027 SY we will Increase attendance by 1% each month in all grade levels.
 - During the 2026-2027 SY, we will decrease the number of tardies by 10 to 15% for all grade levels.
 - During the 2026-2027 SY, we will celebrate 100% of students with perfect attendance monthly.