

**Meadowcreek Elementary School
Title One Schoolwide Plan
2011-2012**

Meadowcreek Elementary School has developed, revised/updated and will implement a FY2011-2012 Title I Schoolwide Plan which will clearly demonstrate “conceptual pooling” by the coordination of all funding sources. The school’s Title I Program through its SWP Plan and SWP Budget will be identified as a “single cost objective” evidenced through supporting documentation. Reference: Non-Regulatory Guidance. Title I Fiscal Issues, Revised February 2008, Sections E-2 and E-28, Pages 50, 51, and 64.

Schoolwide Planning Component 1: A Comprehensive Needs Assessment for the entire school.

❖ **Non-academic data including:**

- Stability and Mobility Rates
- Student Attendance- Excused and unexcused absences from attendance protocol
- Student Ethnicity
- Socio Economic Data- Free and reduced Lunch Rate
- Discipline Data
- Current Class Schedules
- Parent, Student, and Staff Surveys from Parent, Staff, Student, and Community Focus Groups
- Media Center Activity and Support Schedules

❖ **AYP for the 2010 Performance Year Attendance:**

- Participation
- Reading/Language Arts 2010 CRCT Scores
- Math 2010 CRCT Scores
- Historical four year trends for all subgroups in Reading, Language Arts, and Math
- Review of students exceeding the standards
- Review of students scoring just below or just above performance level cut off scores
- Trends in teacher class scores

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❖ **Local School Assessment Data:**

- SUCCESSMAKER Data: Strand Scores, Prescriptive Schedules, Class Performance summaries
- RIGBY Interim Assessments
- Reading Standards
- Writing Standards
- Big 20 Data
- Accelerated Reading Program Results
- LSPI Historical Data
- Teacher RBES results

❖ **Other Assessment Data:**

- 2010 CRCT Test Scores for grades 3-5
- Gateway Scores: CRCT for 4th grade, and 5th grade Writing Assessment
- CogAT Results
- ITBS Results
- Third Grade Writing Assessments
- Historical CRCT Results for all grades
- ELL: ACCESS, MODEL™ and W-APT™
- G-KIDS Assessment for kindergarteners

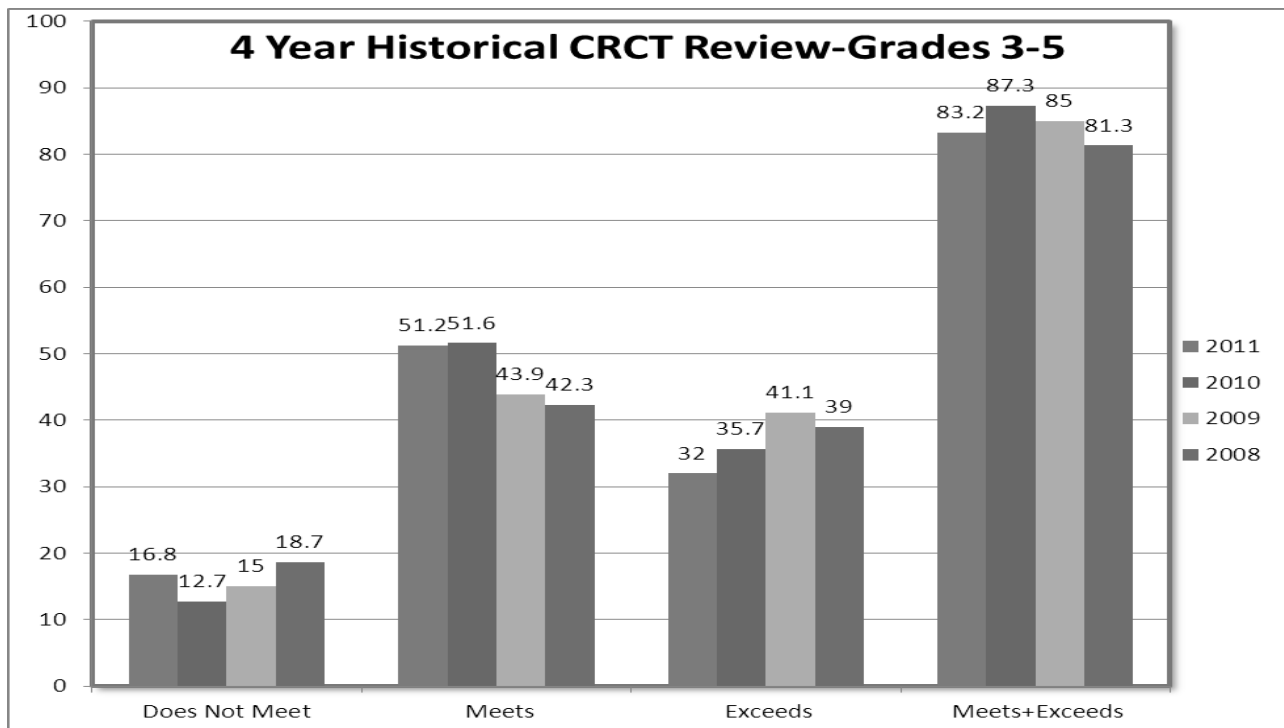
❖ **On-line Resources for Data:**

- Local School Plan for Improvement (LSPI)
- My Students and My School
- Elements
- School Reports
- Local School Accountability Report

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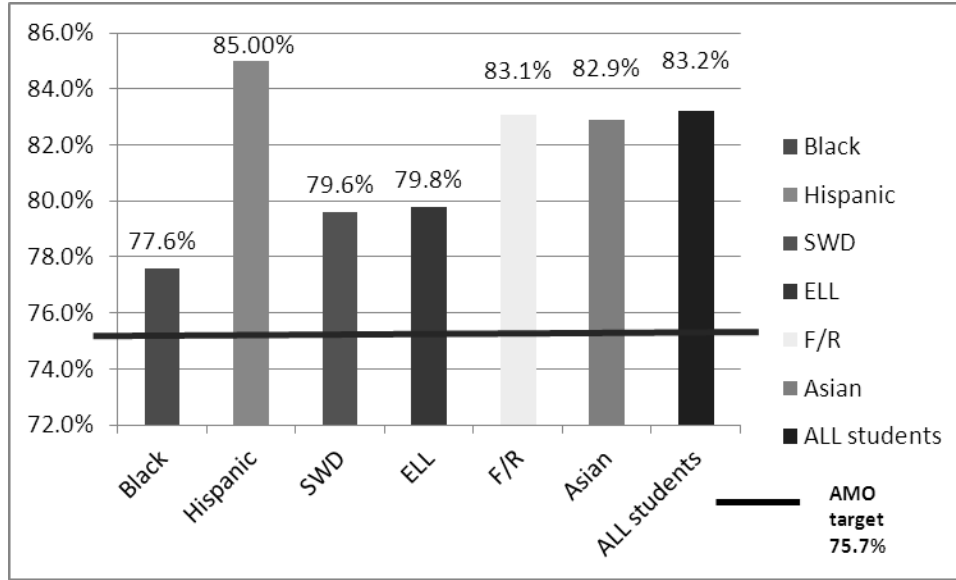
Mathematics

The results of the 2010 CRCT administration reveals 83.2% of Meadowcreek’s FAY students met or exceeded the state standards in the area mathematics. When Math 3rd-5th grade CRCT scores from 2010 are compared to the same from 2009, data indicates all subgroups showed a reduction in the percentage of students scoring at Level One, but substantial improvement was seen in Students with Disabilities (SWD) and those of Asian descent. Additionally, the percentage of students scoring at Level Three increased for those in the All Students, Hispanic, SWD, Limited English Proficiency (LEP), and Free and Reduced lunch (F/R) subgroups. Even with these improvements, Meadowcreek faculty continues to focus on improving the math skills of students in all subgroups. Historically, Meadowcreek has inconsistent gains in the area of Mathematics among all FAY students. A historical four year review reveals a four point decline from 87.3 in 2009-10 to 83.2 in 2011.



Further disaggregation denotes lower performance in the area of mathematics among 3rd grade students. Although we did not have a SWD subgroup for 10-11, scores will be analyzed because SWD will continue to be a major focus for math scores. Also, math is a weakness for ESOL if we factor out monitored kids from the calculation. With the increased of the Annual Measureable Objective (AMO) in math to 75.7%, the teachers, administration, students, and parents understand there is still work to be done. Black students scored lower than SWD in the area of Math. The 2010-11 CRCT data showed 77.6% percent of black students scored at the Meets or Exceeds level in comparison to the SWD subgroup which scored at 79.6%. We will address this achievement gap by analyzing all available data and through conferencing with classroom teachers.

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CRCT Comparison Grades 3-5

Math					
	MES	GCPS	GA	MES Mean Score	District Mean Score
3 rd	76%	86%	85%	833	833
4 th	87%	91%	81%	832	832
5 th	85%	94%	87%	830	852

Meadowcreek will continue to monitor progress in the area of mathematics for all students. Math instruction at Meadowcreek is rooted in research-based practices and is designed to meet the needs of students as determined by a preponderance of evidence from formal and informal assessment. Teachers understand that math is a language unto itself and therefore are working towards incorporating language arts into the math curriculum to help children make connections and demonstrate understanding.

The Staff Development Plan at Meadowcreek includes math as a major component. Meadowcreek has led the way in the cluster and county in Guided Math instruction to address the individual learning needs of all children in the classroom. We have also hosted Math Institute for the Meadowcreek Cluster for the past year. This has created a culture of continuous improvement in math skills of teachers and the implementation of Quality-Plus Teaching Strategies across grade levels.

Interim scores from the 2010 year were examined and compared to CRCT scores from both 2009 and 2010. Teachers have worked to understand how interim scores, classroom grades, and passing rates on the CRCT are related. As teachers have gained improved understanding of these relationships, they have become more adept at using all interim assessments as instructional planning tools. Additionally, teachers examined the results of the 2010 interim tests and compared it to the AKS Instructional calendars, GCAAS Blueprints, and the GCPS Core

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Curriculum Calendars (CCC). These comparisons allowed teachers to identify in which 9-week period AKS and GPS are to be taught and assessed. It also gave them greater insight of which AKS are considered to be year-long, ‘big idea’ concepts. Furthermore, teachers will be able to develop a sound instructional plan as a result of disaggregating interim data. We will continue to examine interim scores in the same way this year.

Data from My Students, SASI, Elements, and School reports will be combined to identify specific students who were close to passing or failing the CRCT last year or show other signs of remediation need. Teachers will use this data during planning and instruction to ensure that these students are given the additional support they need to succeed. This type of data will also be collected for students who were close to scoring in the exceeds range on the CRCT on last year’s test. Similarly, teachers will use this data to support these children to reach their potential.

Interim scores from the 10-11 school year were examined and compared to CRCT scores from 2009 and 2010. This gave teachers insight of which AKS are weaknesses and strengths for particular students or groups of students. Interim assessments will be examined this year to inform instruction as well. Although there are fewer interims, the elements data will continue to be useful to teachers and school leaders. We hope to use the interims to help predict 2011-2012 CRCT scores.

Meadowcreek will continue to incorporate the Success Maker program for all of our students. The Success Maker program is a technologically based program that provides another means to assess our students’ progress in the area of mathematics. The incorporation of math and technology further demonstrates the importance of providing increased opportunities for learning.

Our special education teachers will continue to support instruction in the classroom by addressing specific students’ weaknesses in the area of mathematics as identified in the student’s Individualized Education Program (IEP). Furthermore, our inclusion, resource, and self-contained teachers will consult and collaborate with classroom teachers as well as participate in professional development opportunities. The Early Intervention Program (EIP) and ESOL teachers will also support grade levels through inclusion and pull out models. The EIP teachers are primarily supporting students who scored a level one (799 or below) and students who may have scored slightly above 800 (bubble students) in the area of mathematics on the CRCT. The frequency and duration of support is contingent upon the individual student’s needs.

Our Parent Instructional Support Coordinator (PISC) is also supporting the Meadowcreek initiative to improve academic performance in the area of mathematics. Our Parent Center will continue to encourage parental involvement by identifying the parents of students who did not meet minimum standards (799 or below) on the 2010-11 CRCT. These parents will specifically be targeted and invited to Parent Workshops. Although all of our parents are encouraged to visit and utilize the resources in the Parent Center, these parents will obtain invitations to come to the Parent Center throughout the school year.

In addition to the 10-11 needs in math, Meadowcreek will improve the Staff Development model to allow for more math topics in the curriculum. As a result of the 2010-11 test scores, half of the

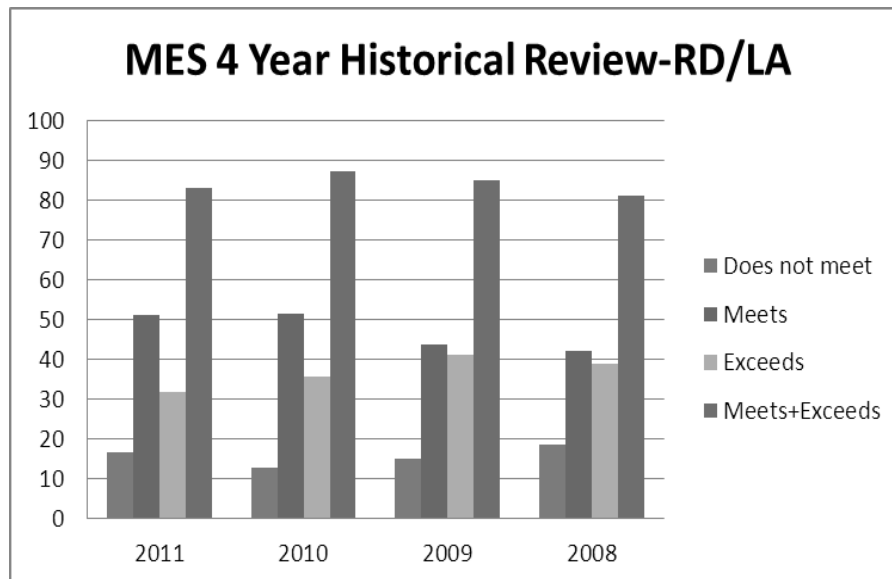
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Staff Development course offerings will be math related topics. This is an overall increase from the previous year as 25% of the course offerings were related to math. Added classes include math resources, math journals, math using the Activboards, math with literature, touch math, math games, and exemplars. We will continue to offer Guided Math courses as well. Based on teacher proficiency in teaching math, the staff development courses will be offered at a Beginning, Intermediate, and Advanced Level. Teachers will be required to complete a self-assessment rubric to determine their level of proficiency before taking any math related staff development course.

Reading

Research tells us that a child’s reading ability directly impacts his overall well-being and academic success.

The 2010-11 CRCT data showed a slight decrease (1.7%) in the percentage of students scoring at a level two or three in Language Arts for all students. The results of the 2010 CRCT administration reveals 91.4% of Meadowcreek’s FAY students met or exceeded the state standards in the area Reading/Language Arts. When Math 3rd-5th grade CRCT scores from 2010 are compared to the same from 2009, data indicates all subgroups showed a slight increase in the number of students scoring at Level One.

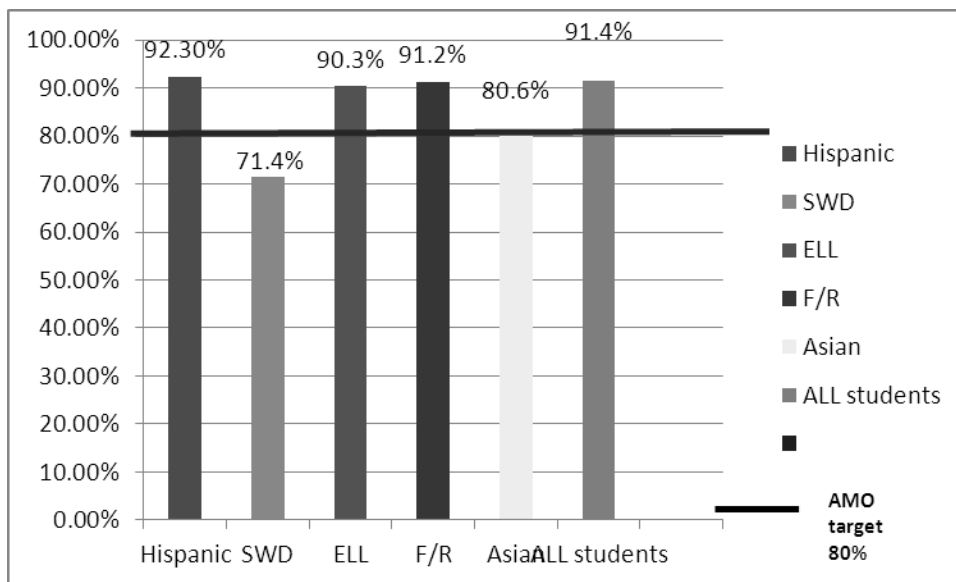


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Reading					
	MES	GCPS	GA	MES Mean Score	District Mean Score
3 rd	92%	94%	91%	835	845
4 th	89%	93%	88%	845	832
5 th	90%	94%	91%	824	839

CRCT Comparison Grades 3-5

LA					
	MES	GCPS	GA	MES Mean Score	District Mean Score
3 rd	86%	94%	89%	833	845
4 th	95%	94%	88%	838	845
5 th	95%	96%	93%	832	845



Our staff development plan continues to address balanced literacy instruction, including best practices in Guided Reading and Readers’ and Writers’ Workshops. This year, staff development in literacy is tailored to the topics that address comprehension and vocabulary and use more of a vertical approach than in the past. Literacy will be incorporated into our Technology staff development course offerings. We are using teacher-experts from within Meadowcreek to present the staff development classes. Additionally, teachers will have the opportunity to observe and be observed through our *Admire and Acquire* program. All teachers will be required to participate in this program. Teacher participation consists of observing a minimum of two teachers who demonstrate proficiency in specific subject areas.

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Interim data will be examined in reading and language arts in the same way as math. Interim scores, classroom grades and CRCT data will be compared to determine the relationship between the different measures. Armed with this knowledge, teachers can make improved planning and instructional decisions.

Combined data will also be used in reading and language arts to identify specific students in need of additional support to both score in the Meets and Exceeds Levels.

For this reason, Meadowcreek will continue to offer language arts topics in the curriculum. Teachers with proven success in these areas have been asked to lead the staff development classes.

In an effort to increase the use of guided reading groups, we reorganized and supplemented a new bookroom for teachers in grades kindergarten through fifth. The bookroom has an updated checkout system that uses Destiny to easily track materials. The bookroom will supplement reading materials for grades K-5. We will continue to increase teacher use of the bookroom.

All other aspects of our reading program will continue.

Writing

We believe that instruction in written expression should be explicit and integrated across the curriculum in every content area. We also believe that students require daily opportunities to practice and experiment with writing in various genres. When students write for a purpose they can demonstrate understanding at a deeper level. Students are able to maximize achievement when they connect and synthesize what they have learned in the writing process. Writing can also provide students with a creative outlet to extend what they have learned.

First grade has tailored its literacy staff development to address possible areas of weakness in instruction as indicated by strand reports on the CRCT. This type of score analysis will help the grade level target instruction for this year. Second grade teachers have been given this information as well because their current groups of students are the students being analyzed.

Meadowcreek continues to excel in writing as measured by the state writing assessment in fifth grade. Teachers and administration continue to strive to have more students in the SWD and ELL subgroups pass the writing assessment.

Many staff members participated in a book study using *Boy Writers: Reclaiming Their Voices* in order to promote writing for our young male population.

This past year, all students passed the state writing exam in 5th grade.

Parent Involvement

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Meadowcreek has a long history of involving parents in the educational lives of their students. Research indicates, and the Meadowcreek family firmly believes, that the support of parents is crucial to the academic success of their children. As the academic and social demands increase in the 21st Century, our school remains committed to improving the school-home connection so that all students can be successful.

Meadowcreek's demographic and socio-economic data indicates that a large percentage of our families have not had the benefit of education beyond high school or in some cases formal education in the United States. For that reason, we know the importance of providing the resources these parents will need to provide these experiences to their children. We do that through parent workshops and informational sessions about important social and educational issues that their children may face. Parents and children are also invited to attend Math and Science Night and Literacy Night where learning happens through fun and engaging activities.

As indicated in the needs assessment there is a need for additional support personnel. We will fund a clerk to support bilingual translation and communication between parents and teachers. Additional bilingual clerical support will be used to communicate with parents, manage documentation, payroll, purchasing, and processing associated with activities and purchases paid for and made with Title One funds.

The 6 Required Components for Parental Capacity will be addressed through the many Parent Involvement activities and workshops this year.

Behavior and Attendance

In order for students to learn, there must be a safe and secure environment which fosters student achievement. At Meadowcreek Elementary School, we are committed to creating an environment where the children feel safe. Classroom teachers and administrators review the Gwinnett County Code of Discipline with students at the beginning of the school year. All new parents and children are oriented in the discipline code when they register. Teachers also review discipline and attendance policies and procedures with parents during Curriculum Night. All teachers follow a "discipline with dignity" model and help to foster class compliance by allowing students to have a role in generating the classroom discipline plan. Students are rewarded for exemplary effort and citizenship through the Marvelous and Mighty Mustangs awards that are given quarterly. Counselors are available to work with individuals or small groups of students regarding behavioral issues. Teachers have attended an orientation about the emergency plans which are aligned with the GCPS Safe School/Crisis Management Manual.

This year, Meadowcreek is focusing on the student's role in his success. We will continue the use of the Meadowcreek Creed which allows for daily reflection on the importance of hard work and taking responsibility for one's actions. The safety patrol program will also continue this year to foster leadership and community involvement in our fifth grade students. Also, special teachers elect classes with excellent behavior to have lunch with an administrator. Additionally, the peer tutoring program will be continued this year. Last year's "student of the month" award has also been continued. The MALE mentoring program will have its third cohort this year. The

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second cohort of the Lady to B.E.E. (Boldly Excelling in Education) mentoring program for 4th and 5th grade girls will also continue this school year.

Students must be present at school to learn the grade-level AKS and GPS. Attendance is an area that has shown improvement at Meadowcreek, but we will continue to emphasize its importance. To decrease the number of students that are absent for more than 15 days, in order to comply with the NCLB Act and make Adequate Yearly Progress (AYP), teachers, counselors, and administrators will work with parents to ensure students attend school. Teachers call the homes of absent students. Counselors and administrators will follow-up with students who have several absences. Class-wide and individual incentive programs for attendance will continue this year. We are adding a graphing component to post in the hallways for parents, students, and teachers to visually track the student attendance at Meadowcreek.

Meadowcreek Plan 3-5

Intervention Plan

1. Verbal warning
2. Student/teacher Conference
3. Time out in classroom (15)
4. Time out in another classroom (30)
5. Parent Phone Call
6. Visit with AP

The discipline plan above was successful with grades 3-5 and will continue for those grade levels.

Mentoring Program:

M.A.L.E. (Men After Leadership and Excellence) and *Lady to B.E.E.* (Boldly Excelling in Education) mentoring programs help fourth and fifth grade students learn leadership skills, increase self-esteem, and fosters good citizenship. *M.A.L.E.* will continue this year. *Lady to B.E.E.* will continue for the fourth and fifth grade girls.

The ultimate goal of the Men After Leadership and Excellence Mentoring Program is to plant a seed of integrity in the hearts and minds of the young men who are participating. The *M.A.L.E.* Mentoring Program strives to support fourth and fifth graders so that they acquire the knowledge, skills and values needed to ensure a successful transition into middle school. The increasing number of gangs, the ever present peer pressures, the increasing needs of belonging, and the demands of male role models make the *M.A.L.E.* Mentoring Program an vital part of the growth and development process. Creating confident, honest and positive leaders within the school will contribute to the success of the schools, community and nation. Specifically, the Mentoring Program is designed to achieve the following goals:

- Provide ongoing support throughout the school year for the *M.A.L.E.* members.
- Introduce and model character traits that are expected of a young contributing citizen.
- Strengthen the overall culture in the school by instilling qualities of an effective leader in the young boys.

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- Provide support and training to parents to ensure that the expectations are supported and aligned at home
- Have the M.A.L.E mentoring program extended to the feeder middle school. The outgoing fifth graders will continue to be a part of the program throughout middle school.

Below are the 2010-2011 CRCT Data for the M.A.L.E. participants.

Last	First	Teacher	Grade	CRCT Math	Reading	LA	Science	SS
	Names		5	833	842	842	808	830
	taken out		5	801	807	835	817	811
			5	851	831	832	817	796
			5	790	807	811	783	796
			5	833	842	830	824	820
			5	796	800	813	783	783
			5	882	850	874	872	830
			5	850	810	842	821	794
			4	862	850	850	842	829
			4	831	830	834	835	829
			4	856	854	845	850	805
			4	773	784	822	796	808
			5	850	835	842	856	815
			5	788	790	782	758	760
			5	840	819	808	800	809
			5	827	796	804	800	781
			5	815	813	811	771	781

Below are the 2010-2011 CRCT Data for the Lady to B.E.E. participants.

Last	First	Teacher	Grade	CRCT Math	Reading	LA	Science	SS
	Names		4	791	843	837	805	803
	taken out		4	850	834	845	816	814
			4	801	808	812	783	796
			5	864	822	850	777	776
			4	780	789	800	800	792
			5	818	804	832	789	798
			5	809	813	802	783	790
			4	800	811	837	828	800
			5	796	825	835	817	822
			5	840	835	874	786	778
			5	815	850	824	783	811
			4	773	823	822	832	801
			5	815	828	839	817	794
			4	801	820	814	816	812
			5	824	816	820	850	809
			5	855	835	846	808	820
			4	801	797	794	774	794

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4	862	854	825	842	817
4	770	797	798	755	775
4	835	843	850	825	846
5	782	822	830	777	790
4	842	800	810	805	810
4	828	816	837	825	819
5	809	802	808	786	768

Local School Plan for Improvement

Goals for the 2011-2012 school year:

1. Meadowcreek Elementary will increase academic performance in mathematics for SWD/Special Education, ELL/LEP and all subgroups to meet and/or exceed annual targets through collaborative planning, targeted interventions, problem solving strategies, vocabulary development, guided math instruction in every classroom, RTI meetings, after-school tutoring, math night, targeted small group instruction, and use of Interim Assessments to plan instruction for each individual student within subgroups.
2. Meadowcreek Elementary will increase academic performance in reading and language arts for SWD/Special Education, Multiracial and all subgroups to meet and/or exceed annual targets through collaborative planning, targeted interventions, vocabulary development, Guided Reading instruction in every classroom, RTI meetings, after-school tutoring, literacy night, targeted small group instruction, and use of Interim Assessments to plan instruction for each individual student within subgroups.
3. Meadowcreek Elementary will increase academic performance in science for SWD/Special Education, ELL/LEP, and all subgroups to meet and/or exceed annual targets through collaborative planning, targeted interventions, vocabulary development, Guided Reading instruction in content areas, Science Teacher in 3rd, 4th, and 5th grades, CQI - Science Pilot in 2nd grade, Science Special, after-school tutoring, math/science night, targeted small group instruction, and use of Interim Assessments to plan instruction for each individual student within subgroups.

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Schoolwide Planning Component 2: *Schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement and use effective methods and instructional strategies that are based on scientific research*

Mathematics and Science

To ensure Meadowcreek's high achievement on the CRCT assessment, we will continue to do the following:

- After the completion of a comprehensive needs assessment, it has been determined that Title I funds will be used to fund additional teachers in the four core academic areas. This will allow us to reduce class size and provide greater individualized interventions to students ({1} - 1st grade teacher, {1} 3rd grade teacher, {2} 4th grade teachers, and {2} 5th grade teachers.
- As indicated in the needs assessment there is a need for additional support personnel. We will fund a clerk to support bilingual translation and communication between parents and teachers.
- Data will be analyzed and used for instructional planning during monthly data chats, staff development days, and grade level planning days, half-day planning sessions with the grade level and administrators, and during monthly Math and Science and Staff Development Design Team meetings.
- The development of the Meadowcreek Elementary school data room where teachers will have the opportunity to receive hands on training and collaboratively analyze their students' data. Data norms were established among grade levels to ensure grade levels receive relevant data directly related to their students' academic needs. Funding for the printing of posters, signs and additional supplies will support our initiative to improve student achievement as teachers will have the opportunity to become actively involved in the process of analyzing data.
- All students will participate in extended math and science instruction provided by math and science specialists during the humanities rotation.
- A classroom teacher will be used as a math specialist who will work with teachers and students to improve math achievement. This teacher will also support efforts to implement and improve Guided Math instruction in every classroom throughout the school. A teacher to replace this teacher in the classroom will be paid for through Title 1 funds.
- Teachers will participate in staff development that focuses on the use of new technology to support math and science instruction. The availability of technology related to math instruction will be increased as funds become available.
- Previous funds allocated for technology allowed for the placement of a Mimeo or Activboard in every classroom.
 - Students will have access to this technology in their classrooms, in the media center where teachers can sign up to use the equipment on a daily basis, in their specials classes, science and social studies classrooms, and in the computer labs.
 - Children have weekly computer lab time scheduled throughout the year as well as access to computers and technology in their classroom and the Media Center.

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- Teachers can check out digital display devices, laptop carts, class performance systems (“clickers”) and any other portable technology from the Media Center
- Math and Science materials at all levels will be purchased for parents to check out of the Parent Center for use at home as funds become available.
- Specialized printers and poster makers are used to create graphic organizers, non-verbal representations and other materials that may be used when using Quality Plus Teaching Strategies.
- Technology supplies such as toner, ink, staple cartridges, and other consumables related to electronic and mechanical materials production will be purchased.
- Educational software and website subscriptions (e.g. Education City) will be renewed to improve student achievement in math and science and to provide data for instructional and school-wide planning.
- Improvement of the current Accelerated Reading Program.
- Purchase additional reading resources to assist parents and students with helping increase student achievement at school and home.
- The purchase of regular education classroom teachers to reduce class size and improve student achievement.
- The school “Math Closet” will have increased instructional and literacy materials related to science and math instruction as funds become available. Instructional materials that have been scientifically researched will be chosen based on school-wide needs as indicated by current data.
- Additional bilingual clerical support will be used to communicate with parents, manage documentation, payroll, purchasing, and processing associated with activities and purchases paid for and made with Title One funds.
- Other programs and teacher resources such as the Big 20 Math test, the “Every Day Counts” Calendar, Mountain Math, TouchMath, and other research-based teacher resources and books will help students improve computation and math reasoning skills.
- Professional journals and periodicals will be purchased for teacher use.
- Teachers will be invited to join the Leadership Academy to build on their leadership and instructional skills throughout curriculum activities.
- Students who score at a Level 1 on the Math CRCT or those students who are identified using the EIP rubric, will participate in EIP classes during the school day.
- Teachers’ schedules will be carefully examined and designed to ensure bell-to-bell instruction with appropriate instructional time allotted to all curriculum areas.
- Teachers are provided opportunities to both observe and model Guide Math instruction.
- Faculty led staff development in math will occur on a monthly basis.
- Informal Walk-throughs as well as formal instructional observation will be conducted by school administration.
- Meadowcreek will offer Extended Learning Programs (After-school, before school, Saturday sessions) to students who require extra support to meet basic academic standards or to extend skills in math to a higher level.
- Meadowcreek will decrease summer school class sizes by funding additional teachers for summer programs as funds become available.

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- Teachers will participate in continued staff development in Guided Math and Math Institute, after school, on professional development days, and during the school day by providing half-day substitutes to cover classes.
- Parents of students who are 3 and 4 years old will be offered at least one workshop throughout the year designed to improve number sense for their children.
- Parents will be invited to formal school-wide conferences in October and February. At these conferences parents will benefit from the support of interpreters that will be provided by the school.
- Students will be trained and supplied resources for collecting, displaying, examining and sharing data related to their progress. They will be developing personal and academic goals, as well as leading their own conferences during February Early Release Days.
- Students will be provided with agendas to support at-home learning as well as communication between the school and parents.
- Parents will also be provided with interpreters during SST/RTI, IEP, PEPSI, and informal conferences as needed throughout the year.
- The Accelerated Math Model will be explored for use with our high achieving 5th grade students. If appropriate, this model will be implemented with students that would benefit from it.
- Children who will be entering Kindergarten in the fall of 2011 will be provided an opportunity to participate in a free KinderCamp program in the summer. This program is designed to provide exposure to pre-requisite academic and behavioral skills that can foster a successful kindergarten year. This program also provides parents the opportunity to preview what school at Meadowcreek will be like for their children and themselves.
- Specific Social Studies and Science Specialists points (2)-3rd grade, (2)- 4th grade, and (1)5th grade. were allotted per grade level to teach all students the Social Studies and Science content materials using Quality Plus Teaching Strategies. These four teachers will participate in the county led Science professional development throughout the year and will share information vital to the transitional success of the students from grade to grade. Additional teachers to replace these teachers will be paid for through Title 1 funds.
- Students will be provided with additional opportunities to participate in fieldtrips designed to supplement Science and Social Studies instruction.
- We will continue to purchase additional Mathematics and Science materials to provide professional growth and development of the staff.
- We will send two staff members to the RTI conference to help support student interventions.

Reading, Language Arts and Writing

To ensure Meadowcreek's high achievement on the CRCT assessment, we will continue to do the following:

- Data will be analyzed and used for instructional planning during bi-monthly data chats, staff development days, grade level planning days, half-day planning sessions with grade levels and administrators, and during monthly Media and Literacy and Staff Development Design Team meetings.

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- The Media and Literacy Design Team will provide representative leaders from each grade level the opportunity to provide input and support improvement efforts through the planning of a parent Literacy Night, planning for the purchase of instructional materials and technology as funds become available, and developing facilitating staff development efforts in the area of literacy.
- Additional Reading Specialists will be taken from classroom teacher points at every grade level to increase opportunities for small group, Guided Reading instruction. Teachers will push-in or pull-out students depending on the grade levels' needs. These literacy specialists will also provide instructional and staff development support for teachers both in the classroom and during staff development. Teachers to replace these specialists in the classroom will be funded with Title One funds.
- Teachers will participate in staff development that focuses on the use of new technology to support literacy instruction.
- All teachers will be trained on the effective use of Mimeo technology.
 - Students will have access to this technology in their classrooms, in the media center where teachers can sign up to use the equipment on a daily basis, in their specials classes, science and social studies classrooms, and in the computer labs.
 - Children have weekly computer lab time scheduled throughout the year as well as access to computers and technology in their classroom and the Media Center.
 - Teachers can check out digital display devices, laptop carts, class performance systems ("clickers") and any other portable technology from the Media Center.
 - Specialized printers and poster makers are used to create graphic organizers, non-verbal representations and other materials that may be used when using Quality Plus Teaching Strategies
- Educational software related to acquiring phonological awareness, improving vocabulary, and increasing reading fluency and enjoyment may be purchased to support the learning needs of a diverse student body.
- Teachers will participate in on-going literacy professional development focusing on vocabulary development, using Quality-Plus Teaching Strategies, improving Guided Reading instruction, and writing. The staff development will be organized and led by MES teachers during half-day planning, staff development days, and monthly before-school staff development. The instruction may include book studies, reviewing data, sharing successful strategies, as well as reviewing student work samples.
- Literacy instruction will be incorporated into our technology classes again.
- Increased literacy resources for independent reading (Media Center and classroom libraries) and Guided Reading (non-fiction and fiction book sets at varying instructional levels in leveled book rooms) will be purchased for school-wide use.
- Literacy games and activities will be purchased for check-out from book rooms and /or from reading specialists.
- Storage and other organizational materials will be purchased to keep book rooms organized and accessible as funds become available.
- Nonfiction literacy resources such as Weekly Reader or other periodicals will be purchased for classrooms and/or the Media Center.
- Professional journals and periodicals will be purchased for teacher use.

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- Literacy materials at all levels will be purchased for parents to check out of the Parent Center for use at home.
- Programs and teacher resources such as Mountain Language, Explode the Code and other research-based teacher resources and books will help students improve reading and Language skills.
- Students who score at a Level 1 on the Reading CRCT or those students who are identified using the EIP rubric, will participate in EIP classes during the school day.
- Teachers' schedules will be carefully examined and designed to ensure bell-to-bell instruction with appropriate instructional time allotted to all curriculum areas.
- Teachers are provided opportunities to both observe and model balance literacy, writing, and Guided Reading instruction
- Faculty led staff development in balanced literacy occurs on a monthly basis.
- Informal Walk-throughs as well as formal instructional observation will be conducted by school administration.
- Meadowcreek will offer one Extended Learning Programs (ASP) to students who require extra support to meet basic academic standards or to extend skills in reading and language arts to a higher level.
- Meadowcreek will decrease summer school class sizes by funding additional teachers for summer programs as funds become available.
- Parents will be invited to formal school-wide conferences in October and February. At these conferences parents will benefit from the support of interpreters that will be provided by the school.
- Students will be trained and supplied resources for collecting, displaying, examining and sharing data related to their progress. They will develop personal and academic goals, and lead their own conferences during the October and February Early Release Days.
- Parents will also be provided with translators during SST/RTI, IEP, PEPSI, and informal conferences as needed throughout the year.
- We will continue to purchase additional reading materials to provide professional growth and development of the staff.

Technology

- Technology will be incorporated to enhance the literacy component of staff development.
- ActivBoard and Mimeo Training will be provided for all teachers. As we continue to push for school wide technology that focuses on Math and Science, teachers will be provided the training necessary to meet the needs of all students.
- We will solicit support for technology training from district level experts, relevant external vendors, and online sources (e.g. Webinars, Elluminate sessions).
- Included in the initial purchase, we will continue to use Mimeo and ActivBoard software for enhanced lesson planning.
- Technology will also aid in the process improvement of our Textbook inventory system. Through the use of technology we have cut man hours by ten days.

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Academic Best Practices

The Meadowcreek faculty believes that we are “The Best Kept Secret in Gwinnett”. We also know that it takes hard work to maintain that status. Meadowcreek ES provides ongoing professional development and support to develop successful teachers that use Quality Plus Teaching Strategies in every lesson, everyday. To continue to improve teaching and learning, we will:

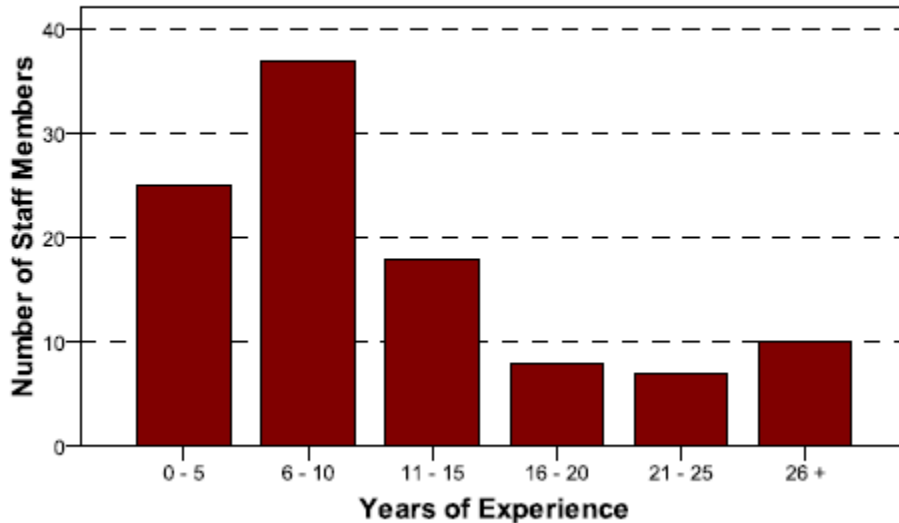
- Provide Half-Day planning days in September for teachers to work as a grade level with the principal and administration to examine data and develop personal RBES goals based on EOY testing data.
- Lead bi-monthly data chats with teachers to examine local school data and curriculum calendars for instructional planning.
- Every staff member has participated in Quality-Plus Teaching Strategies (QPTS) training. This training is reinforced by administrators modeling the use of these strategies in all meetings and staff development, and by teachers explicitly identifying where they use the strategies when they work together to share lessons.
- The Meadowcreek Leadership team understands that every teacher will need different support systems. To that end, teachers are given access to additional support by math and literacy specialists in the school on an as-needed basis. This support is rooted in our efforts to build teacher-leaders in our school and to make use of the talents and expertise of our highly qualified staff.
- The input and expertise of the faculty at MES is essential to our success. All instructional staff participates in Design Teams on a monthly basis. In these teams, teachers’ interests and efforts can be focused on the continuous improvement of specific areas of the school and its curriculum.
- Teachers participate in monthly before-school staff development that is led by teacher-experts.
- Every member of the leadership team conducts an average of ten guided walk-throughs each week. These are designed to identify excellent use of the QPTS and to identify teachers who may need additional support in a non-threatening way.

Schoolwide Planning Component 3: Instruction by highly qualified teachers

From data collected during the 2009-2010 school year:

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Experience in Education



Currently:

- 24 teachers hold an ESOL Endorsement
- 11 teachers hold Gifted Endorsements
- 4 teachers hold Reading Endorsements
- 1 teacher holds a Math Endorsement
- 2 teachers hold Special Education Pre-School Endorsements
- Our Media Program, led by Kim Thames, was recognized as an Exemplary Media Program by the State of Georgia

Additionally:

- 2 teachers are working toward Specialist degrees
- 1 teacher is in a Doctoral Program
- 2 administrators are in Doctoral Program

Currently, not all of our teachers are considered highly qualified according to Title II, Part A Improving Teacher Quality of the *No Child Left Behind Act (NCLB)*. However, Meadowcreek Elementary has confirmed with the following teachers that they are scheduled to take the necessary assessments to become highly qualified.

1. Ciera Jackson
2. Jennifer Barrato

Letters will be sent home to parents of any students taught by non-highly qualified teacher for more than 20 consecutive days.

Schoolwide Planning Component 3a: *Strategies to attract high-quality highly qualified teachers to high needs schools*

In an effort to attract and keep highly qualified teachers, Meadowcreek Elementary will:

- Consult with other professionals including school district level personnel to obtain a pool of qualified applicants.

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- Conduct interviews and personal tours for prospective teachers and staff with one or two members of the administrative team and member of the current staff that holds a related position whenever possible.
- Continue to provide new teacher and staff support through the Teachers Guiding Teachers mentoring program.
- Our “Teachers Guiding Teachers” mentoring program is led and organized by experienced staff and is tailored each year to the experience and individual needs of our incoming faculty. It begins in the summer and supports our new teachers throughout the year through mentors and monthly staff development.
- Provide common planning for all general education classroom teachers.
- Provide release planning for all teachers when possible and necessary.
- Provide on-going support and professional learning in specific areas of need.
- Provide assistance from the administrative team, coaches, and lead classroom teachers at every grade level.
- Meadowcreek Elementary school is considered a low-income school. Teachers have the opportunity to qualify for the Federal Teacher Loan Forgiveness program in which they may have some of their student loans forgiven.

In addition, we sent one of our teachers, Kathryn Funk, to Mentor Training through Gwinnett County to learn more ways to support and retain new teachers at Meadowcreek.

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Schoolwide Planning Component 4: *High quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.*

Get on Board with Math and Technology is the new Staff Development plan for 2011-2012. Our Staff Development program focuses on math and technology with an emphasis in literacy. It will replace our previous staff development program, Meadowcreek University, from the 2010-2011 school year.

It is based on our beliefs and mission concerned professional development:

Get on Board with Math and Technology courses are designed to offer learning opportunities to faculty and staff that will enhance student growth by developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners.

Philosophy

- Every teacher wants to learn ways to improve instruction.
- Each teacher is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially.

Mission

Get on Board with Math and Technology is dedicated to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement.

2011-2012 Meadowcreek Elementary School Staff Development Schedule

Pre-Planning- Monday and Friday

Work Day- January 2nd

Thursday mornings monthly

Overview- Math

- Leveled classes based on teacher need- beginning in September
- Guided Math- most of staff (non-homeroom teachers should select grade level that best fits their needs)
- Integrating Math into Humanities and SS/Sci- specified teachers
- Math Resources- All staff

Overview- Technology

- Leveled classes based on teacher need- beginner, intermediate, advanced
- Integrate Literacy best practices into technology lessons
- Topics: Mimio/Activboard connection basics, using tool bars
- Technology Fair- Animoto, Weebly, etc.

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Admire and Acquire

- 3 documented (20 minute) observations
- Options:
 1. observe during planning time
 2. stellar sub to cover class for 20 minutes-(if available and if planning is unreasonable due to grade level schedules. Approval by AP)
 3. mentor (or available peer) watch class during observation
- Prior arrangements should be made with teacher observed

Additional Options

- Book Study: Eric Jensen's Teaching With Poverty in Mind
- Behavior Management: County representation (designed for special education teachers or classroom teachers with more extreme student behaviors)
- Tech Tuesdays

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Schoolwide Planning Component 5: *Strategies to increase parental involvement.*

Meadowcreek strives to provide an environment in which our parents feel welcomed and supported. Research indicates that children have better grades, attendance, and more positive attitudes towards school when parents are involved. Meadowcreek endeavors to support the parents in their efforts to be involved in the academic lives of their children.

Our Parent Center is open five days a week to support parents in their effort help their children succeed at home. The Parent Center is furnished with an abundance of resources such as books, DVDs, CDs, and educational games and toys. Parent workshops are available at least once a month to provide parent training and support on a variety of topics. To further increase parental involvement, Meadowcreek Elementary school hosts several evening functions:

- Curriculum Night
- Math and Science Night
- Literacy Night
- ESOL/Special Education Night

Meadowcreek implements various forms of communication to keep parents abreast of school functional and instructional activities that occur throughout the school year. The Meadowcreek Elementary website is frequently updated in English and Spanish to reflect current school news. Some Meadowcreek Elementary teachers also maintain their own websites to keep the parents informed of what their child is learning in their respective classes. Meadowcreek Elementary School also uses the following forms of communication with parents:

- Friday folders
- Signs and posters throughout the school to advertise Parent Center workshops and activities
- Students may wear labels and/or stickers home to remind parents of an event at Meadowcreek.

See attached Parent Involvement Policy including an Action Plan detailing parent involvement activities and The Parent/School Compact

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Schoolwide Planning Component 6: Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early reading first, or a state-run preschool program, to local elementary school program

Pre-K to Kindergarten Plan

Meadowcreek ES understands the importance of a smooth transition from the PreK or home environment to the elementary school. For that reason, we have set in place activities and events that facilitate this important step for our future students and their parents.

Parents will be invited to attend parent workshops with their three and four year-old children. At these workshops, parent will be provided readiness activities to do with their children at home. They will also be provided with important information about developmental milestones and community resources.

In the summer prior to kindergarten, rising kindergarteners can sign up to go to KinderCamp where they will learn about school routines and work on important readiness skills in literacy, math, and social behaviors. During camp, parents can attend information meetings and workshops designed to let them know what to expect in the upcoming school year.

A transition team comprised of members of school administration, the Parent Instructional Support Coordinator, the Parent Liaison, teachers from MES, staff from local day cares, and interested parents will help plan the contents and focus of parent informational meetings and workshops about literacy, mathematics readiness, and general expectations. This committee will also help plan and advertise KinderCamp.

Additionally, preschools and Meadowcreek will collaborate to share information. Kindergarten teachers will go to preschools in the spring to talk with preschool teachers and parents about what to expect next year at the “Big School”. Preschool students, their teachers, and parents will be invited for tours of Meadowcreek in the spring, too.

KinderCamp was moved from the end of May to the end of July. Due to the success of KinderCamp, we will continue the program at the end of the July. More students participated in the program this year than ever before. Students were also more prepared for the first day of school because less time elapsed between the end of KinderCamp and the start of school. Meadowcreek will offer KinderCamp at the end of July again this year.

Elementary to Middle School Plan

Transition to the middle school is a big step for Meadowcreek’s fifth graders. We know how important this transition is to the success of students in middle school, in high school and beyond. Because of this, Meadowcreek plans activities to increase parent involvement and arm them with the understanding of procedures and expectations for the next step in the education of their children. Additionally, students are given multiple opportunities to learn about the middle school before they step off the bus in the fall.

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Many of the parent information meetings that are held during the year at Meadowcreek relate to a successful transition for our students to middle school. Meetings about personal safety, gang awareness, and parenting skills will support parents in their efforts to support their children during adolescence.

In the spring, students will be visited in their classrooms by teachers and administrators from Radloff Middle School. During these visits, students will learn about the academic and behavioral expectations for the next school year.

Radloff MS will also showcase its band in Meadowcreek cafeteria to garner interest in learning how to play an instrument and joining the band. Research has shown over and over again that belonging to a group is essential to the success of adolescents. It also shows that students who learn the language of a musical instrument learn better in other academic areas. That is why the faculty at MES feels this visit is so important.

As the spring moves towards summer, Meadowcreek students will be invited to tour Radloff MS with their classes during the day. This gives the students a real experience to help ease the transition for the next year. Parents are also invited to an information evening at the middle school where they will learn about procedures, expectations, and academic rigor at the middle school level.

An alternate location is being researched to host the 5th grade end of the year celebration, which has previously been held at Radloff MS.

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Schoolwide Planning Component 7: Measures to include teachers in decisions regarding the use of academic assessments

Mathematics and Science

Local school assessments such as math and science interims, the Big 20, math exemplars, grade level wide science assessments in 3rd - 5th grade, Success Maker, Accelerated Math in grade 5, and AKS/CQI quizzes will be used to inform teachers about the progress of students and their need for remediation and enrichment. This will be done during common planning, monthly Data Chats, half-day planning, SSTs and RTI conferences and during individual teacher conferences with administrators.

Reading, Language Arts, and Writing

Local school assessments including Rigby Levels, county reading and writing standards, reading and language arts interims tests, AKS/CQI quizzes, Independent Reading Inventories, and common writing pre and post assessments will be used to determine needs for instructional planning. The results of the majority of these assessments will be kept on a class summary sheet for easy reference and will be used during common planning, monthly Data Chats, half-day planning, SST and RTI conferences and during individual teacher conferences with administrators.

Teacher involvement in assessment also includes:

- Teachers will participate in Half-Day planning in September where CRCT and other End of Year (EOY) data will be examined to make decisions about instructional planning and develop annual RBES goals.
- Teachers will participate in bi-monthly Data Chats during their common planning where they will examine data from local assessments and compare it to the next steps in the instructional calendar.
- Teachers will instruct, assess and keep data on progress for individual students in the RTI process.
- Special Education Teachers will administer standardized, formal assessments as needed to students with disabilities and review that data with classroom teachers on an annual basis.
- Teachers will keep a class summary sheet of testing data as a quick reference.
- Daily collaborative planning and weekly grade level meetings will provide opportunities for teachers and staff to examine data for instruction.
- Teachers involved in Student Led Conferences will explicitly teach children to examine and share data about their learning in an effort to plan long-term goals. Our Student Led Conferences will begin February 2011 for grades 3-5. Students will have the opportunity to take more responsibility for their academic achievement by leading their own conferences.
- Instructional groups in reading and math are flexible and are reorganized by teachers as indicated by informal, ongoing assessment.

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Schoolwide Planning Component 8: Coordination and integration of Federal, State and local services and programs supported under No Child Left Behind (NCLB), violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.

In addition to coordinating the efforts listed throughout our school's Improvement plan, the following programs are utilized at Meadowcreek Elementary:

- Free and/or Reduced Lunch to Qualified Families
- After School Snack Program
- School Nurse
- Jump Rope for Heart
- Red Ribbon Week and Drug Free Schools Programs
- IE² Flexibility Contract
- Gwinnett County Public School Staff Development Funds
- Gwinnett County Public School's Staffing Allotments
- Early Intervention Program
- English to Speakers of Other Languages
- Special Education Programs
- Support from the School Resource Officer
- School Social Worker
- Gifted Program
- Title I
- Title II - Eisenhower funds for Math and Science Professional Learning
- Title III-
Parent Outreach Liaison
- Be There National Campaign

The programs listed above provide Meadowcreek with the funds and personnel to give the students in our school an exceptional education. Lunch programs, snack programs, Drug Safety programs, exercise programs and the school nurse ensure that the student stay healthy. Through IE² Flexibility contract and other Gwinnett County initiatives, Meadowcreek Elementary is able to provide a multitude of academic support for the students. Funding from Title I, Title II and Title III supplement the academic programs that we are able to offer such as Extended Learning Time (ELT) opportunities. Finally, campaigns like the Be There Campaign provide additional support and guidance to our parents.

Funding from Title I supplement the academic programs for the students. Title I supports ELT (\$8732), salaries for teachers and clerical support (\$318,144), ELT transportation (\$3600), salaries for presenters and interpreters for conferences (\$2000), printing of signs and large posters for MES data room (\$150), and parent involvement materials and resources (\$740). Meadowcreek Elementary School would like to continue to the following (if funds become available):

- Enrichment Camp during summer

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- Supplies for Teachers
- Book Tree Books
- Improve Accelerated Reading Program

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Schoolwide Planning Component 9: *Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance*

Mathematics and Science:

- Students requiring extra support with math skills are provided prescriptive lessons in Success Maker in addition to 3 weekly opportunities to work on Success Maker activities.
- In the winter, students who scored in the Does Not Meet Level on the Math CRCT or students who are recommended by their teacher are invited to participate in the afterschool program. The certified staff who teach in this program use Quality-Plus Teaching Strategies to increase engagement and understanding.
- Teachers work together during common planning to document Tier 1 and 2 interventions for the RTI process. At Meadowcreek, the formal RTI process begins at Tier 2. During this SST meeting, teachers are provided research-based strategies and intervention techniques beyond what they provide every day in the classroom. Specials teachers will be used to support RTI interventions once weekly.
- Our math specialist, math specials teachers, and science specials teacher all work closely with classroom teachers to support students who need remediation or extension. The specialists may provide instruction ideas to the classroom teachers or modify their own lesson plans to address the concerns of the teacher.
- Special education teachers and SLPs regularly observe classes and consult with teachers about ways to improve instruction or classroom management.
- Our FOCUS (gifted) teacher works with teachers to identify students who need enrichment to reach advanced levels of achievement. This teacher helps to provide enrichment lessons whenever possible for the identified students.
- Student Clubs will be continued this year if there is enough interest. It would be held after school to provide students with exciting new ways to learn new skills and/or remediate students in the area in which they need additional support.
- The AKS/CQI time has moved from school-wide schedule to teacher-specific schedule. Teachers will continue to address weekly strengths and weaknesses based on AKS tests given in the classroom.
- Special Education students will be supported by the inclusion model in fifth grade for 75% of all students with an IEP. Regular resource classes on a pull-out schedule will continue for the remaining students.
- Our Parent Instructional Support Coordinator (PISC) will target parents of students who scored 810 or below on the CRCT. These parents will receive special invitations to become involved and take advantage of resources in our Parent Center.
- At the beginning of each school year, Meadowcreek Elementary School identifies potential at-risk students by analyzing assessment results from the previous school year. CRCT, Rigby Assessments, CoGAT scores, Writing samples, and Interim Assessment results. Our at-risk students are monitored and assigned additional learning support through the Early Intervention Program. The EIP teacher, classroom

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teacher, and additional support teachers collaborate to ensure a prescriptive plan is established according to the student's learning needs.

- Summative and formative assessments also allow teachers to identify student strengths and weaknesses in a timely manner.
- Meadowcreek Elementary parents have the opportunity to meet with their child's teacher during schoolwide scheduled conferences two times a year (October and February).
- With an appointment, parents are also provided the opportunity to meet with their child's teacher before school, after school, or during their teacher's planning period.
- Our teachers also communicate with parents by phone, email, and letters to ensure parents are aware of their child's current academic progress, strategies to help their child at home, and options for additional resources in the school and community.
- Our Admire and Acquire Program gives the teachers the opportunity to observe other classrooms where Quality-Plus Teaching strategies are present.

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Reading, Language Arts, and Writing:

- Students requiring extra support with language arts and reading skills are provided prescriptive lessons in Success Maker in addition to 3 weekly opportunities to work on Success Maker activities
- Students with difficulty in phonological processing are provided with support using “Earrobics”. This program provides research based interventions in phonological awareness as well as a data tracking system to monitor progress.
- Students in both general and special education intermediate classes who have been identified as having difficulty in reading are given the opportunity to work with the Read 180 program to increase reading comprehension and fluency.
- Throughout the fall, students who need extra help will after before-school tutoring taught by certified teachers.
- In the winter, students who scored in the Does Not Meet Level on the Reading or Language Arts CRCT or who are recommended by their teacher are given the chance to participate in the afterschool program where teachers use Quality-Plus Teaching Strategies to increase engagement and understanding.
- All fifth grade students participate in an intensive writing boot camp the month prior to taking the Fifth Grade Writing Assessment.
- Students who are required to pass the Fifth Grade Writing Assessment but do not, are provided small group intensive remedial instruction prior to retaking the test. (Meadowcreek is proud that the percentage of students that require this extra support is historically less than 3-5 %.)
- Teachers work together during common planning to document Tier 1 and 2 interventions for the RTI process. At Meadowcreek, the formal RTI process begins at Tier 2. During this SST meeting, teachers are provided research-based strategies and intervention techniques beyond what they provide every day in the classroom. Specials teachers will be used to support RTI interventions once weekly.
- Reading specialists at every grade level work closely with classroom teachers to identify and serve students throughout the year who are in need of literacy remediation
- Special education teachers and SLPs regularly observe classes and consult with teachers regarding ways to improve instruction or class management
- Our FOCUS (gifted) teacher works with teachers to identify students who need enrichment to reach advanced levels of achievement and helps to provide enrichment lessons whenever possible
- The AKS/CQI time has moved from school-wide schedule to teacher-specific schedule. Teachers will continue to address weekly strengths and weaknesses based on AKS tests given in classroom.
- Special Education students will be supported by the inclusion model in fifth grade for 75% of all students with an IEP. Regular resource classes on a pull-out schedule will continue for the remaining students.
- The Assistant Principal (AP-TI) collaborates with faculty and staff to assist with interpreting and using data to improve instruction.

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Summer School:

Students who are struggling in any academic area or receive a D or a U on their report cards will receive an academic contract in October. The contract outlines for the parent the AKS which the student needs to improve and the interventions that will occur during the year to address the areas of weakness. Contracts are updated in the early winter and finalized in April. Additionally, students scoring at Level One on the CRCT will also be invited to summer school. In cases of Gateway and State promotion requirements, students will review and retake portions of the CRCT or the Content Area Re-test. Meadowcreek did not offer transportation to the 2011 summer school program due to the county cancelling summer school for all students except those who needed to retake the CRCT or CAR for promotion.

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Schoolwide Planning Component 10: *Description of how individual student assessment results and interpretation will be provided to parents*

Parents receive individual student test results for all required state assessments and Gwinnett County Public Schools locally required tests. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, in the student folders sent home each week (Friday Folders), or mailed to the student's home. Individual student results of the Gwinnett County Public Schools Gateway Test administered to elementary students are mailed home to parents/guardians. Interpretations of test results are sent with the student scores. Letters explaining results are also translated into Spanish. Parents also have the option to meet with their child's teacher to receive an in-depth analysis of their child's test scores.

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Schoolwide Planning Component 11: *Provisions for the collection and disaggregation of data on the achievement and assessment results of students*

Disaggregated results for state assessments are provided by the vendor on hard copy. Data used for student assessment and achievement are collected and disseminated through the Go.Gwinnett Portal to My Students, My School, and My District. Teachers and administrators in local schools view results for both aggregated school information as well as current classroom and individual student results of students. Teachers and administrators can also view historical data for their school or class, disaggregated into subgroups. The AP-TI is constantly disaggregating local school data to ensure our school has an adequate understanding of the current instructional climate of our school. The AP-TI schedules bi-monthly data chats with all grade levels to assist teachers in disaggregating classroom and testing data. We will continue to develop our data room to ensure teachers have the opportunity to analyze classroom, testing, and overall schoolwide data.

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Schoolwide Planning Component 12: *Provisions for seeking statistically sound results for each category for which assessment results are disaggregated*

Gwinnett County Public Schools provides the following:

- Training for Meadowcreek Elementary Test Coordinator and Assistant Principal for Title I on test data interpretation
- Training to administration and teachers on Elements for interim assessment analysis and My Students portal for standardized assessment results. This includes disaggregated data by subgroups and individualized student results.
- Historical data is available to look at trends for up to five years by school and by teacher.

In addition to the provisions that Gwinnett County Public Schools provides, the Georgia Department of Education presents our schools with CRCT testing results.

The Local School Plan for Improvement (LSPI) at Meadowcreek Elementary focuses on improving achievement scores for Students with Disabilities (SWD) in Reading/Language Arts, Math, and Science. These LSPI goals were set due to achievement gaps between SWD and All students.

During the September RBES meetings, teachers closely examined the scores of each student who fall into the SWD category. Individual students, who were on the positive or negative cusp of a passing score, were targeted for specialized interventions throughout the school day.

During these same meetings, ELL teachers examined scores of students in all service categories and identified accommodations that could support the learning and test taking ability of their students.

All teachers examined the correlation between CRCT scores and Interim scores to identify which students were at risk of not meeting or exceeding standards on the CRCT.

During bi-monthly Data Chats, teachers will examine local school data to identify individual students and subgroups of students who are struggling with mastering AKS and GPS standards. They will use this information to guide instructional planning.

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Schoolwide Planning Component 13: *Provisions for public reporting of disaggregated data*

The State Accountability Report is provided to every parent and to interested community members. The report also includes trends in data and highlights programs schools are implementing to increase student achievement. The State Accountability Report is also available to parents and the community on the Georgia Department of Education website. <
<http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1&FY=2009>>

The Gwinnett County Accountability Report, which also serves as the school's annual report, contains student and school composite and disaggregated test data. It also includes trends in data and highlights the programs and achievements at Meadowcreek Elementary School. It is provided to every parent and interested community members and is available on both the Meadowcreek Elementary School website and Gwinnett County Public School website.
< <http://www.gwinnett.k12.ga.us/gcps-mainweb01.nsf/pages/AccountabilityReportFeedback0~QuickLinks>>

Finally, data is provided to the public in published articles in the local newspaper.

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Schoolwide Planning Component 14: *Plan developed during a one year period, unless the LEA (county office), after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the Schoolwide Program.*

Meadowcreek Elementary School will meet with the Title I Committee on June 22, 2011 to develop the Local School Plan for Improvement as well as the updated Schoolwide Plan for the 2011-2012 school year. During our meeting, we reviewed AYP data, identified instructional strategies, and created a budget. The committee also made revisions to the Parent Involvement Policy, Parent Action Plan, and Parent Compact. Parents were invited to become part of the Title I Committee through announcements made in weekly school newsletters. Our Parent Instructional Support Coordinator (PISC) also contacts parents by phone and mail to further encourage participation. Meeting dates were also publicized in the school newsletters and school website. Posters and signs were also posted throughout the school. Once the plan was finalized, it was shared with the entire faculty as well as with all the parents in our school community.

{Meeting agendas, sign-in sheets, and meeting minutes can be found in the Parent Involvement files in the Title I office of the Gwinnett County Instructional Support Center.}

**Meadowcreek Elementary School
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Schoolwide Planning Component 15: *Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary)*

TITLE I COMMITTEE MEMBERS YEAR 2011-12

STAFF:

Kelli McCain, *Principal*
Dr. Nicole White, *Assistant Principal-Title I*
Tonya Burnley, *Assistant Principal*
Clifton Alexander, *Assistant Principal*
Judy Pena-Perez, *Parent Instructional Support Coordinator*
Carolina Worthington, *ESOL Facilitator*
Capricia Kegler, *Bookkeeper*
Jackie Giera, *Teacher*
Melody Williams, *Administrative Assistant*

PARENTS:

1-Elia Pichardo
2- Maria Dolores Gutierrez
3-Audrey Canady-Timothee
4-Nicholas Beltran
5-Candelaria Barboza
6-Zobeida Chow

COMMUNITY MEMBER:

1- Ms. Patel (7 Oaks Academy)

**Meadowcreek Elementary School
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Schoolwide Planning Component 16: *Plan available to the LEA (county office), parents, and the public*

A copy of Meadowcreek Elementary School's Schoolwide Plan is available to the LEA at Gwinnett County Public Schools Instructional Support Center in the office of the Director for Federal and Special Programs. Complete copies of the Schoolwide Plan are available to parents and the public in our media center, Kelli McCain's office (principal), Dr. Nicole White's office (Assistant Principal for Title I), and in the Parent Center with Judy Pena-Perez (Parent Instructional Support Coordinator). Also, excerpts of pertinent sections of the plan have been distributed directly to parents at various meetings

**Meadowcreek Elementary School
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Schoolwide Planning Component 17: *Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.*

Appropriate portions of our Title I plan will be translated into Spanish and any additional primary languages on request as is feasible for parents to include:

1. The Parent Involvement Policy
2. The Action Plan
3. The Parent Compact

**Meadowcreek Elementary School
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Schoolwide Planning Component 18: *Plan is subject to the school improvement provisions of Section 1116.*

This school-wide plan of Meadowcreek Elementary is subject to the school improvement provisions of Section 1116. Section 1116, of the Title I, Part A of the Elementary and Secondary Education Act, states that schools must provide Supplemental Educational Services and School Choice if the school did not make adequate yearly progress two years in a row. However, at the end of the 2010-2011 school year, Meadowcreek Elementary is seen as a school in good standing from accomplishing the goal of passing Adequate Yearly Progress (AYP) measures and has been identified as a Title I School of Distinction.