



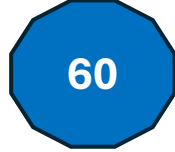
Who participated in our Assets and Needs Assessment?



Students



Families



Staff



Community Members

Dr. Gustavus Brown Elementary School



What did we learn?



- Students want more support during emotional or stressful moments – calm down space or resting room
- Students are motivated by recess and enrichment—but dislike punitive discipline.
- Feedback showed that students **do not always feel like they have a voice** in school planning or decisions



- Staff recognize the need for stronger academic support beyond the school day.
- Clearer communication systems are needed for behavior and support referrals.
- Staff support positive school culture but want more ESOL and family engagement resources.



- Families value engagement but face participation barriers – sometimes transportation is a difficult
- Families specifically asked for **more academic workshops** and **take-home resources**, especially in reading and math, to help them better support their children's learning.
- Language access remains a key need for many families



- Community partners are willing and eager to support but need clearer coordination.
- There is interest in expanding current partnerships beyond traditional roles.
- Partners recognize a growing need for holistic student and family supports.

Priorities and Opportunities

Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities



Address Academic Gaps in Literacy and Math-

Why It's a Priority: Both ELA and math proficiency levels are below state averages, especially among FARMS and ELL students.

Opportunity: Host Family-Learning Workshops Tied to Curriculum; Extend classroom content into the home environment and empower parents as co-educators.

Collaborative Leadership, Shared Power, and Voice



Increase Student Voice and Leadership Opportunities –

Why It's a Priority: Students expressed a strong desire to have more influence over school decisions (e.g., disciplinary practices, daily activities).

Opportunity: Create Multi-Stakeholder Decision Teams (students, families, staff, partners); Promotes inclusion in school improvement planning and accountability.

Integrated Systems of Support



Strengthen Academic Intervention Systems –

Why It's a Priority: Math and ELA proficiency rates are low, especially for FARMS and ELL students.

Opportunity: Family Partnership in Intervention Planning; Engage parents in planning academic or behavioral support plans, especially for ELL and SPED students.

Culture of Belonging, Safety, and Care



Expand Social-Emotional and Mental Health Supports –

Why It's a Priority: Students shared they do not always feel comfortable asking for help and A “calm-down space” was frequently requested.

Opportunity: Integrate SEL and Restorative Practices in Classrooms; Builds daily consistency in emotional safety and conflict resolution.

Powerful Student and Family Engagement



Increase Consistent and Inclusive Family Participation –

Why It's a Priority: Families want to be more involved but cited barriers like scheduling, lack of transportation, and inconsistent communication.

Opportunity: Community-Hosted Events (e.g., at churches or libraries), Reaches families where they are and fosters trust outside the school walls