



Comprehensive Needs Assessment 2025 - 2026 School Report



Bulloch County
Brooklet Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Krista Branch
Team Member # 2	Asst. Principals	Christy Inman, Robbie Batchelor
Team Member # 3	School Improvement Specialist, SpEd Coordinator	Kimberly Neville, Bethany Fox
Team Member # 4	5th Grade Team Leaders	Alison Hardin, Kristin Lee
Team Member # 5	4th Grade Team Leaders	Sarah Banter, Stephanie Williams
Team Member # 6	3rd/2nd Grade Team Leaders	Mandi Page, Sarah Phillips, Harriet Smith
Team Member # 7	1st Grade/Kindergarten Team Leaders	Bethany Taylor, Meredith Jones

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Intervention Team Leader	Ansley Mays, Megan Waters
Team Member # 2		
Team Member # 3		
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Counselors	Raina Mallard, Nikki Messer
Stakeholder # 2	Family Engagement Specialist	Family Engagement Specialist
Stakeholder # 3	Technology	Diana Wall
Stakeholder # 4	Media Specialist	Alina Odom
Stakeholder # 5	School Council Members	Lainey Washburn, Jamie Cromley, Amy Scott
Stakeholder # 6	School Council Members	Brandi Collins, Kalen Rogers, Whitney Murphy
Stakeholder # 7	School Council Members	Bethany DeZelle, Tiffany Burgess
Stakeholder # 8	School Council Teacher Representatives	Sarah Sorel, Megan Waters

<p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p>	<p>The School Improvement Team used the organizational constructs within the school (i.e. PLC Team Leaders and School Council) to ensure that all stakeholders had an opportunity to inform the improvement process. In addition, the team meetings were organized in such a way that allowed for differing perspectives to be introduced as they related to the discussions. Finally, stakeholders from outside of the above mentioned teams were allowed the opportunity to provide input and offer suggestions as the action plan was being created.</p>
---	---

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.</p> <p>These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.</p>	
2. Operational	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	✓
3. Emerging	<p>Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.</p>	
4. Not Evident	<p>Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.</p>	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
2. Operational	<p>A supportive and well-managed environment conducive to learning is evident in most classrooms.</p>	✓
3. Emerging	<p>A supportive and well-managed environment conducive to learning is evident in some classrooms.</p>	
4. Not Evident	<p>A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.</p>	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	✓
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
4. Not Evident	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
3. Emerging	<p>Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.</p>	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	<p>The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.</p>	
2. Operational	<p>The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.</p>	
3. Emerging	<p>The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	✓
4. Not Evident	<p>The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Georgia School Climate Surveys (Student, Parent, Personnel) District School Climate Survey (New Principal) School Council Discussions</p>
---	--

<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Perception data, by in large, showed us that our efforts to implement a social and emotional curriculum have helped to improve the overall perception of stakeholders. In addition, it was a contributing factor in the improvement of overall climate ratings as measured by the state. We will continue to be mindful of the communication aspects of improvement as we see particular populations of the school that report perceptions of being less informed and less involved. Opportunities for growth include the need to create systems/processes that clearly and consistently support our mission. Specifically, we need systems to define and support behavioral expectations (both adult and student) in the less structured environments as well as during transitions, to provide more timely and more effective feedback as we strive for continuous improvement, and to increase the effectiveness of the students as they become an active participant in their own learning (the pervasive use of learning targets and a consistently applied structure for students to engage in the feedback and assessment loop.) Feedback received from school council suggested that we could improve our support for our students and their families in a couple of areas: supporting the transition to kindergarten and middle school, informing families about the purpose of GMAS and iReady assessments and how that looks in the building, and finding a consistent means of sharing grade-level expectations and weekly events across all grade levels.</p>
---	---

<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information</p>	<p>PLC Agendas/Minutes Lesson PLans Attendance Reports School Council Agendas/Minutes Participation in activities such as grade level musicals/chorus, math teams, and family events</p>
--	--

meetings and parent workshops)	
--------------------------------	--

<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>We recognize that the PLC process is the vehicle that allows the critical work to be done, and we have made great strides in our efforts to ensure we are addressing all four of the critical questions. We have taken great strides in our efforts to implement a tiered structure for remediation and extension as we answer questions three and four. We have also improved our capacity as grade-level teams to deconstruct standards and develop instructional plans with the appropriate levels of rigor. Our assessments are aligned, for the most part, with the instructional plan for each unit. A plan to follow a backwards design model with common assessments has been identified as a priority for the upcoming school year. We have seen that continued work needs to be done as we attempt to vertically align the progression of skills embedded within each standard. We have a need to ensure a common understanding of each grade level's responsibility as well as illustrate mastery at the "end" of the process for those in the formative stages. We continue to update our social and emotional curriculum to meet the ever growing needs of our students and families. As we continue to navigate the post-Covid era, we will look for ways to include the community in our activities. An increase participation rate in after school activities have shown a desire for families and the community to be more involved.</p>
---	--

<p>What achievement data did you use?</p>	<p>GMAS scores iReady Data Common Assessment Data Guided Reading levels Phonemic Awareness and Phonics Data GKIDS Scores Accelerated Reading (specifically word counts)</p>
---	---

<p>What does your achievement data tell you?</p>	<p>The achievement data, in general, showed the need to continue with our efforts to implement a comprehensive approach to literacy instruction. The guiding coalition examined data that revealed a need to include all five pillars of literacy within the reading framework. While phonemic awareness and phonics will remain a priority in the foundational years, we will use the guiding reading framework to build comprehension, writing, and oral language skills. Although mathematics continues to be a relative strength, we need to remain diligent with our efforts to address number sense, place-value, and fluency. We need to use the PLC process to ensure every grade level is developing an instructional plan that appropriately reflects the transition to the new state standards. This includes the development of new assessments and a refinement of our multi-tiered system of academic support for students. In addition, a new smart goal was written to include a teacher clarity approach to instruction. To approach subgroups within our data, specifically students with disabilities, a more purposeful approach was taken with the master</p>
--	--

	schedule. Common planning with grade levels was prioritized for special education, intervention, and EL teachers.
--	---

What demographic data did you use?	Enrollment Summary Subgroup Inclusion
------------------------------------	--

What does the demographic data tell you?	<p>Brooklet Elementary is continuing to grow and become more diverse. Significant restraints are present due to this fact. Space issues exist with both our instructional offerings (number of classrooms and instruction support areas) and within the programs that are intended to enhance the instructional effectiveness and support the "whole child" (media center and lunchroom.) Of these the greatest need and the area that negatively impacts our instructional day the most is the need for additional space in the lunchroom.</p> <p>On the macro level, the growth within the community has also facilitated a need for additional Pre-K spots to support early learning and preparedness.</p> <p>Social and emotional learning (and support) is critical to operating within a larger and more diverse population. To support mental health, improve cultural awareness, enhance the development of relational skills, and increase both individual and team productivity in the academic environment, we need to continue to update our social and emotional support for students and families.</p> <p>We will continue to develop our efforts to provide direct instruction on social and emotional skills with a particular goal of supporting the primary concepts represented in our GROW motto. Students need to be able to find their own voice and become an active participant in their own lives. It is only through these efforts can we truly educate the "whole child" like our mission states.</p>
--	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Structures exist to allow for effective instructional planning which includes curriculum conversations, employment of instructional strategies, assessment development, and quality interventions. Our PLC design allows for collaboration in these efforts resulting in a more consistent understanding of the curriculum and a more strategic approach to instruction. Vertical consistency in our instructional approach is critical to prevent gaps as students matriculate through the grade levels.</p> <p>Supporting documents outlining our vertical alignment and defining instructional expectations (including levels of rigor) should be created to document our approach. In addition, teams should work to create a digital component to embed into the instructional plan for each week. This will allow for a more consistent instructional delivery regardless of the environment within which a student receives instruction. It will also help to enhance remediation and extension efforts in all grade levels. With the greater reliance on digital instruction (and assessment,) it is critical to continue our efforts to provide devices for each student grade K-5.</p>
---	---

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Leadership structures are in place to allow for distributed leadership throughout the school.</p> <p>Guiding Coalition (Leadership Team)</p> <ul style="list-style-type: none"> ● Teacher Leader from each team (grade level, intervention, SpEd) ● Identify priorities and Improvement Goals ● Facilitates the School Improvement Plan <p>Grade-level PLCs</p> <ul style="list-style-type: none"> ● Teacher teams ● Follows the PLC process (Curriculum, Assessment, Instruction, MTSS Process) ● Involves SpEd, Intervention, EL, and Gifted <p>GROW Teams</p> <ul style="list-style-type: none"> ● Teacher Leader for Each Team ● Teams formed based on adult interest (all staff part of a team) ● Develops and coordinates implementation of vision/mission/culture.
--	---

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	<p>The need for consistency in communications surfaced as well as the need to review leadership representatives. A procedure to rotate leadership needs to be developed to ensure all perspectives are considered, new leaders are developed, and a unified voice is maintained. It will also be important to realign our GROW Teams to the work in an ever-changing educational environment.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Individual improvement goals are established and monitored through the TKES/LKES process. These are established through a process of self reflection as well as the grade level's reflection on the effective implementation of the PLC process. Once school improvement goals are established, teams (and individuals) identify needs based on expected plan. A more pervasive effort to monitor improvement initiatives needs to be developed to ensure grade level efforts align vertical and are equally effective over time.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school needs to expand the structures which are in place to facilitate more consistent communications among stakeholders. The School Council has become more involved, and we will establish an expectation of at least one face-to-face parent/teacher conference each school year.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>This is a relative strength. Support for new teachers is given for classroom management and instructional engagement tools. The county has identified a teacher leader in the building to facilitate a formal mentorship program for new teachers. Grade level PLCs will continue to be the biggest support asset to teachers new to the school. The school continues to provide support through the MTSS process for student academics and behaviors.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our population is growing and becoming more diverse. This exacerbates the need to ensure we are sound in our efforts to create an instructional plan that addresses the needs of all learners.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Areas for Growth</p> <ul style="list-style-type: none"> ● New ELA Standards ● Writing ● Word Attack Skills (Vocabulary, Multisyllabic words, etc.) ● Individualized Reading Instruction focused on Growth ● Number Sense ● Place Value <p>Relative Strengths</p> <ul style="list-style-type: none"> ● Phonemic Awareness, Phonics, and High Frequency Words ● Math (In general)
--	--

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p>Strengths</p>	<p>Professionally qualified staff coordinating the instructional support of the individualized needs of each student</p> <p>Structure in place to provide support, within the daily schedule, in multiple tiers</p> <p>Teachers participate in ongoing training to provide a tiered approach to quality reading instruction (and intervention)</p>
------------------	--

<p>Challenges</p>	<p>Growing number of students in the foundational years (PK-2nd grade) that need specialized instructional support</p> <p>Growing number of students in special education</p>
-------------------	---

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Need to improve reading instruction by offering a more comprehensive approach.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	New standards
---------------------------	---------------

Overarching Need # 2

Overarching Need	Need for teacher clarity to improve tier one instruction.
How severe is the need?	Unknown
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	New standards
---------------------------	---------------

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Need to improve reading instruction by offering a more comprehensive approach.

Root Cause # 1

Root Causes to be Addressed	The need to close instructional achievement gaps in reading.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Strategic Reading Instruction with a focus on individualized improvement/growth in all five pillars of literacy.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Root Cause # 2

Impacted Programs	Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :
-------------------	---

Additional Responses	
----------------------	--

Overarching Need - Need for teacher clarity to improve tier one instruction.

Root Cause # 1

Root Causes to be Addressed	Strategic instruction with a focus on individualized improvement/growth in the areas of effectively deconstructing standards.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
----------------------	--



School Improvement Plan 2025 - 2026



Bulloch County
Brooklet Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Bulloch County
School Name	Brooklet Elementary School
Team Lead	Krista Branch, Christy Inman, Robbie Batchelor
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Need to improve reading instruction by offering a more comprehensive approach.
Root Cause # 1	Strategic Reading Instruction with a focus on individualized improvement/growth in all five pillars of literacy.
Root Cause # 2	The need to close instructional achievement gaps in reading.
Goal	BES will increase its GMAS CCRPI ELA weighted content mastery score for all students by 5% from a baseline of 80.2% in 2022 to 81.2% in 2023; to 82.1% in 2024; to 83.0% in 2025; and 83.9% in 2026 through a structured literacy approach.

Action Step # 1

Action Step	New Kindergarten, 1st, 2nd grade teachers and all 3rd grade ELA teachers will participate in PD for UFLI Foundations
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	% of teachers attending the required PD Sessions
Method for Monitoring Effectiveness	Checklist of teachers who attended PD
Position/Role Responsible	Principal
Timeline for Implementation	Others : Once

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 2

Action Step	K-5 ELA teachers will participate in differentiated PD sessions in response to observations from admin, school improvement specialists, and District Literacy Team.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	% of teachers attending required PD Sessions
Method for Monitoring Effectiveness	Checklist of teachers who attended PD
Position/Role Responsible	AP Inman: K-2 AP Batchelor: 3-5
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 3

Action Step	K-5 ELA teachers will analyze guided reading data through formal benchmark assessments and anecdotal notes to monitor progress and adjust instruction
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	% of teachers utilizing data to adjust instruction
Method for Monitoring Effectiveness	Checklist of teachers who have completed the assessment summary charts and lesson plans with anecdotal notes
Position/Role Responsible	School Improvement Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 4

Action Step	Administrators (Principal or AP) and School Improvement Specialists will each complete 1 guided reading observation per GR teacher each semester
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Subgroups	N/A Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	% of teachers observed at least twice per semester
Method for Monitoring Effectiveness	Checklist of observations completed
Position/Role Responsible	Administrator and School Improvement Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 5

Action Step	Teachers will complete peer UFLI observations using the UFLI Rubric for each K-2 teacher once per semester
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	% of teachers observed at least once per semester
Method for Monitoring Effectiveness	Checklist of observations completed
Position/Role Responsible	Administrator and School Improvement Specialist

Action Step # 5

Timeline for Implementation	Quarterly
-----------------------------	-----------

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 6

Action Step	Master Schedule reflects a minimum of 60 minutes per guided reading block K-5 and 30 minutes for phonics K-2
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	% of grade levels representing guided reading and phonics instruction on the master schedule
Method for Monitoring Effectiveness	Master schedule
Position/Role Responsible	Administration
Timeline for Implementation	Others : Once

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Need for teacher clarity to improve tier one instruction.
Root Cause # 1	Strategic instruction with a focus on individualized improvement/growth in the areas of effectively deconstructing standards.
Goal	BES will increase its GMAS CCRPI Math weighted content mastery score for all students by 3% from 94.3% in 2022 to 94.5% in 2023; to 94.7% in 2024 ; to 94.9% in 2025; and 95.1% in 2026 by implementing the Teacher Clarity process.

Action Step # 1

Action Step	Collaborative PLCs will deconstruct standards to include tiered vocabulary and the creation of progressive learning targets with aligned success criteria.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	% of PLCs with at least three deconstructed standards with tiered vocabulary, progressive learning targets, and success criteria per quarter
Method for Monitoring Effectiveness	Teacher Clarity Monitoring Document
Position/Role Responsible	Grade Level PLC Leaders K - M.Jones 1 - B. Taylor 2 - H. Smith 3 - M. Page, S. Phillips 4 - S. Williams, S. Banter 5 - A. Hardin, K. Lee
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 2

Action Step	Teachers will display the Learning Targets and Success Criteria
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	% of walkthroughs with displayed learning targets and success criteria
Method for Monitoring Effectiveness	Teacher Clarity Walkthrough Data Collection Sheet
Position/Role Responsible	Administrator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 3

Action Step	Teachers will reference in instruction the Learning Targets and Success Criteria
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	% of walkthroughs with referenced learning targets and success criteria
Method for Monitoring Effectiveness	Teacher Clarity Walkthrough Data Collection Sheet
Position/Role Responsible	Administrator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 4

Action Step	Collaborative PLCs will create common assessment opportunities (formative and summative assessments).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 4

Subgroups	Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	% of PLCs with assessment opportunities created for each learning target for at least three standards per quarter
Method for Monitoring Effectiveness	Teacher Clarity Monitoring Document
Position/Role Responsible	Grade Level PLC Leaders K - M.Jones 1 - B. Taylor 2 - H. Smith 3 - M. Page, S. Phillips 4 - S. Williams, S. Banter 5 - A. Hardin, K. Lee
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 5

Action Step	Collaborative PLCs will research and curate meaningful instructional resources for each learning target.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	% of PLCs with meaningful instruction created for each learning target for at least three standards per quarter

Action Step # 5

Method for Monitoring Effectiveness	Teacher Clarity Monitoring Document
Position/Role Responsible	Grade Level PLC Leaders K - M.Jones 1 - B. Taylor 2 - H. Smith 3 - M. Page, S. Phillips 4 - S. Williams, S. Banter 5 - A. Hardin, K. Lee
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 6

Action Step	Collaborative PLCs will analyze summative assessment data to adjust instruction, developing remediation and enrichment plans for student groups.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	% of PLCs with at least one summative per quarter analyzed with remediation/enrichment plan created
Method for Monitoring Effectiveness	Teacher Clarity Monitoring Document
Position/Role Responsible	Grade Level PLC Leaders K - M.Jones

Action Step # 6

Position/Role Responsible	1 - B. Taylor 2 - H. Smith 3 - M. Page, S. Phillips 4 - S. Williams, S. Banter 5 - A. Hardin, K. Lee
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 7

Action Step	Administrators and/or School Improvement Specialist will participate in and monitor implementation of Collaborative PLCs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership
Method for Monitoring Implementation	% of Collaborative PLCs in which admin/SIS participated in each PLC meeting
Method for Monitoring Effectiveness	PLC Monitoring Document
Position/Role Responsible	Administrators and/or School Improvement Specialist
Timeline for Implementation	Quarterly

Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

--

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Brooklet Elementary developed a school-wide plan for the 2025-2026 school year with the participation of individuals, collectively serving as the School Improvement Plan (SIP) Team, who developed and led the implementation of the comprehensive school-wide improvement plan. Those persons involved were the principal, assistant principals, School Improvement Specialist, grade level leaders, special education coordinator, and intervention team leaders. The SIP team developed a comprehensive school-wide plan based upon data analysis and needs established during the previous school years. After identifying root causes and overarching needs, SMART goals were developed. In addition, an Impact Check was created to organize and monitor the action steps of the SIP. Prior to the workshop where the SIP was planned, teacher leaders in the building examined and discussed school data. Throughout the year, the School Council also provided feedback valuable to the process.</p> <p>The current reading SMART goal is a continuation of the work that has been taking place for several years. Components of a comprehensive approach to literacy have been implemented, and now the team wants to focus efforts on implementing all components with fidelity and sustaining the literacy approach. A teacher clarity SMART goal was added to support teachers with the new standards.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The Bulloch County School System ensures that all teachers meet professional qualifications. Upon recommendation for hire, certification is assessed prior to board approval. If a teacher does not meet professional qualifications, a certification plan is developed and monitored by the Title IIA coordinator.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>All students at Brooklet Elementary will receive direct instruction from a professionally qualified teacher employing a variety of evidence-based instructional strategies. Title funds will be used to provide supplemental resources and additional support for personnel in foundational grade levels in an effort to further increase the effectiveness of classroom instruction. Instructional priorities will continue to focus on implementing and supporting a comprehensive literacy approach including tiered instruction. Teachers will employ grouping strategies within the instructional process, and we will provide differentiated materials to promote an individualized instructional path toward academic growth. In addition, instructional specialists, support staff, and a tiered approach to intervention will be utilized to ensure that the most at-risk students receive additional support to address their individually identified needs. This tiered system of support (MTSS)</p>

	<p>involves teachers and support staff using academic and/or behavioral data to identify students early in the school year and collectively develop a plan for intervention. We will provide training that includes a continuous effort to provide professional development through the PLC at Work conference for the entire instructional staff. Collaborative teams are also provided opportunities to request specific trainings, provided in house, as they seek to answer the four questions of the PLC process. In addition, Brooklet Elementary will embrace the idea of educating the whole child through the utilization of a social and emotional exploratory rotation. This multifaceted approach will combine leadership instruction with character education while integrating best practices such as goal setting, citizenship, social/emotional support (including supplementary counseling services), etc. to transform the culture of the school and empower the individual students to find their voice in their world. To effectively and efficiently integrate all of these things as well as assist with the delivery/communication, we will continue to update and upgrade the instructional technology available in each classroom for each student.</p>
--	--

<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>
---	------------

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Transition and orientation activities are provided for our prekindergarten students as they enter school as well as when they are preparing to enter kindergarten. Our fifth- grade students, preparing to transition to the middle school, participate in orientation activities as well. Prekindergarten students have the opportunity to visit our kindergarten classes toward the end of each school year, and the fifth grade students tour the middle school, attend an orientation at the middle school along with their parents, and to participate in activities hosted by the middle school. Collectively, these events assist with establishing a familiarity with their new environment, an understanding of the resources/programs that are available to them, and an opportunity to meet other students as three of our elementary schools come together for sixth grade..</p> <p>Transition meetings are held for prekindergarten and fifth-grade special education students at the end of each school year. These transition meetings afford parents an opportunity to meet with a special education teacher and a regular education teacher from the elementary/middle school. The middle school teachers discuss with parents how their child may find the middle school experience different from that of the elementary school. The meeting focuses on how the student's educational needs may best be met at the middle school in the least restrictive environment (LRE). A representative from the district's Prekindergarten Disabilities Program attends all prekindergarten transition meetings along with a special education teacher and regular education kindergarten teacher. Teachers and parents discuss how the rising kindergartener's needs may be best met at the elementary school. Each meeting includes a discussion of how parents may best help ready their child for kindergarten over the summer months.</p> <p>The school counselor coordinates an orientation for students new to our school at the beginning of each school year. Parents and students are provided a welcome package upon enrollment that includes a school and district handbook, supply list, school calendar, school contact information, etc. The English to Speakers of Other Languages (ESOL) Coordinator, the counselor, the parent involvement coordinator, and school faculty and staff assist in meeting the educational and social needs of our ELL. School forms are translated into languages other than English, as necessary. The district provides a phone translation service to aid communication between parents and school employees.</p>
---	--

<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Actively teach 21st century skills; referred to as soft skills, life skills or power skills, to increase the likelihood of success as students transition through the school environment and into the workplace (responsibility, integrity, teamwork, collaboration, conflict resolution, work ethic, etc.) Coordination with institutions of higher education, employers and local partners. Prepare students for gaining access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [Se. 1114(b)(7)(II)]</p>
--	---

<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Our behavioral support will focus on a preventative component that involves providing direct instruction, on a daily basis, that will establish behavioral expectations and allow each student to take control of their own behaviors. A tiered approach to behavior intervention will also be employed to ensure students receive support, feedback, behavior mentors, and incentives for meeting expectations as are appropriate. Individual data and subgroup data will be analyzed to make sure equitability exists and our goal of maximizing instructional time for all students is realized. Students will also receive daily instruction that focuses on personal accountability and leadership. The students will be guided on how to take control of their lives including how to analyze situations to prevent destructive decisions.</p>
---	--

ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
--	--