



Comprehensive Needs Assessment 2025 - 2026 School Report



Bulloch County
Mattie Lively 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	Prinicpal	Chakira Hollingsworth Draine
Team Member # 2	Assistant Principal	Valerie Morton
Team Member # 3	Assistant Principal	Marty Holder
Team Member # 4	SPED Coordinator	Colleen Winslette
Team Member # 5	Media Specialist	Alicia Brown
Team Member # 6	Guidance Counselor	Christy Ballard
Team Member # 7	Family Engagement Specialist	Sharon Wilkins

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Preschool Intervention Program Team Leader	Logan Smith
Team Member # 2	Kindergarten Team Leader	Shelly Driggers
Team Member # 3	1st Grade Team Leader	Rachel Miller
Team Member # 4	2nd Grade Team Leader	Kaidy Polk
Team Member # 5	3rd Grade Team Leader	Tara Mikell
Team Member # 6	4th Grade Team Leader	Debbie Redwine
Team Member # 7	5th Grade Team Leader	Plysheltia Drayton
Team Member # 8	Autism Team Leader	Madison Martin
Team Member # 9	Paraprofessional Team Leader	Monica Powell
Team Member # 10	Specials Team Leader	Jennifer Prosser

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	District Director of School Improvement	Millie Boykin
Stakeholder # 2	Parent	Anna Langford
Stakeholder # 3	Parent	Amy Goshorn
Stakeholder # 4	PTO Member	Katherine Brown
Stakeholder # 5	PTO Member	Anna Colleen
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

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?	School Council and PTO Meetings Parent Surveys Title I Engagement and Feedback Meetings
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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	<p>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.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>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.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
3. Emerging	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	✓
4. Not Evident	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

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

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	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	✓
4. Not Evident	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>	

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	<p>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.</p>	✓
3. Emerging	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	
4. Not Evident	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>	

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>CCRPI School Climate survey, GaDOE Student Health Survey, and CCRPI Parent Survey to determine existing trends and patterns.</p>
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<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>The perception data from students, teachers, and families at Mattie Lively Elementary School reveals an overall positive climate with strong relationships, clear communication, and a shared sense of safety and support—but also highlights opportunities for improvement in areas such as stress management, parent involvement, and emotional wellbeing.</p> <p>From teachers, the data shows that staff overwhelmingly believe school leadership is supportive, communicative, and effective in promoting student achievement. Most teachers feel safe, proud to work at the school, and generally satisfied with their jobs. However, a significant portion report feeling overwhelmed and stressed, with only a third receiving regular actionable feedback. Teachers also perceive a lack of consistent engagement from families and would like more meaningful input into professional learning.</p> <p>From families, the data shows that they believe the school communicates well, responds quickly to questions, and treats them with respect. Most parents feel welcome and confident in their children's safety. However, only about two-thirds are satisfied with opportunities for involvement, and a third do not feel they fully understand how to support their child or navigate school concerns.</p> <p>From students, the data reflects a strong connection to learning and staff, with most students saying they enjoy learning, feel safe in classrooms, and know what to do in emergencies. They perceive their teachers as caring and organized. However, responses show concerns around safety in restrooms and on the playground, as well as notable levels of reported sadness, worry, and experiences with bullying. Over 30% view bullying as a significant or extreme problem, and over 40% report experiencing sadness or worry on a regular basis.</p> <p>In summary, the perception data suggests that stakeholders believe Mattie Lively is a safe, caring, and well-run school where learning is prioritized and communication is strong. At the same time, the data reflects important areas for growth—particularly around teacher stress and burnout, the depth of family engagement, and student emotional</p>
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	wellbeing. These insights should guide targeted actions in the school improvement process.
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<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 meetings and parent workshops)</p>	<p>The process data used was: Regular opportunities for families and students to engage in events to build the connection between school and home Mental Health providers Title 1 Family Engagement workshops PTO sponsored events</p>
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<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>By providing a positive school climate, we are able to have a strong foundation to build and sustain a vision and mission for sustained change. A sustained positive school climate will support the school's efforts in identifying barriers to student achievement and then developing and monitoring action steps to address these areas of growth.</p>
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<p>What achievement data did you use?</p>	<p>iReady data GMAS data CCRPI data GKIDS Data We must work to develop a system to systematically analyze data to inform instructional decisions in order to meet the needs of all students.</p>
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<p>What does your achievement data tell you?</p>	iReady Reading Tier Progress Summary				
	Tier	Fall 2024	Winter 2024	Spring 2025	Change (Fall & Spring)
	Tier 1 (on or above grade level)	38%	44%	56%	↑ +18 points
	Tier 2 (1 grade below)	40%	33%	24%	↓ -16 points
	Tier 3 (2+ grades below)	32%	24%	21%	↓ -11 points
<p>Key Takeaways</p> <p>1. Strong Growth in Tier 1</p> <ul style="list-style-type: none"> ● The percentage of students performing on or above grade level increased significantly from 38% to 56% over the year—a gain of 18 percentage points. ● Core instruction and Tier 1 supports are increasingly effective. 					

2. Tier 2 Shrinking Significantly

- Students in Tier 2 dropped from 40% to 24%, a 16-point reduction.
- Many progressed to Tier 1, reflecting effective differentiation and acceleration strategies.

3. Tier 3 Improvements, but Slower

- Tier 3 decreased from 32% to 21%, which is a modest 11-point drop.
- While this is meaningful progress, Tier 3 remains a substantial group (1 in 5 students).
- This indicates the need for continued or intensified intervention and progress monitoring.
- MTSS Team will solely focus on Tier 3 students this school year.

iReady Reading Tier Progress Summary

Tier	Fall 2024	Winter 2024	Spring 2025	Change (Fall & Spring)
Tier 1 (on or above grade level)	10%	28%	48%	+38
Tier 2 (1 grade below)	62%	55%	39%	-23
Tier 3 (2+ grades below)	28%	16%	13%	-15

Key Takeaways

1. Strong Growth in Tier 1

- The percentage of students performing on or above grade level increased significantly from 10% to 48% over the year.
- Math teachers receiving strong support with teacher clarity training showed effectiveness in iReady Math data

2. Tier 2 Shrinking Significantly

- Students in Tier 2 dropped from 62% to 39%, a 23-point reduction.
- We need to continue to focus on these tier 2 students and really pinpoint their needs to push them to tier 1

3. Tier 3 Improvements

- Tier 3 decreased from 28% to 13%, which is a 15-point drop.

- While this is meaningful progress, Tier 3 still includes 1 in 8 students.
- Ongoing progress monitoring is essential to sustain and build on this positive trend.

The 2024 CCRPI content mastery data shows strong performance in English Language Arts across all student subgroups, with every subgroup meeting or exceeding target scores. This is reflected in all green flags or green flags with stars, indicating consistent achievement and equitable success for all learners. While 2024 math data for content mastery is not available due to the adoption of new math standards, the 2023 data demonstrates that all subgroups met or exceeded their target scores in math. This prior performance provides a solid foundation as we transition to the new standards, and we expect continued growth as instruction and assessment fully align with these changes.

Overall, the data highlights effective instructional practices and supports across subgroups, ensuring that all students have the opportunity to succeed.

In 2024, Mattie Lively Elementary School achieved an outstanding overall progress score of 100, marking an impressive increase of 11.9 points from 2023. Breaking this down by domain:

- Our ELA progress score also reached 100, reflecting a significant growth of 25.32 points from the previous year.
- In math, we maintained a perfect progress score of 100, demonstrating consistent student growth despite the implementation of new standards.
- Progress toward English language proficiency was strong as well, with a score of 100, up by 4.75 points from 2023.

These results highlight the school's commitment to accelerating student learning and supporting all learners in making meaningful academic progress.

In 2024, Mattie Lively Elementary scored an 83.3 in the Closing the Gaps category, outperforming the district's score of 79.4.

In English Language Arts, all student subgroups met or exceeded their target scores, demonstrating strong and equitable achievement across the board. Due to the adoption of new math standards, mathematics data was not reported for 2024.

In science, the school met the target in one subgroup—White students—highlighting an area for growth and a focus for targeted interventions moving forward.

Mattie Lively Elementary demonstrated strong academic performance and growth in the 2024 CCRPI data, reflecting effective instruction and equitable support for all students. The school excelled in multiple domains, including content mastery in English Language Arts, student progress, and closing achievement gaps.

Key Takeaways:

1. **Exceptional Progress Across Domains** The school achieved a perfect progress score of 100 overall, with remarkable growth in ELA progress (+25.32 points) and consistent performance in math and English language proficiency.

2. **Strong Content Mastery in English Language Arts** All subgroups met or exceeded target scores in ELA content mastery, showcasing the school's success in promoting literacy achievement for every

	<p>student.</p> <p>li data-start="998" data-end="1341"Positive Closing the Gaps PerformanceWith a Closing the Gaps score of 83.3—above the district average—Mattie Lively demonstrated equitable achievement gains. While math data was unavailable in 2024 due to new standards, ELA targets were met across all subgroups, and science showed targeted success within the White student subgroup.</p> <p>li data-start="1343" data-end="1534"Areas for Continued FocusThe science content mastery data indicates an opportunity to expand support for subgroups not yet meeting targets, ensuring growth across all content areas.</p> <p>Overall, the 2024 CCRPI data underscores Mattie Lively Elementary's commitment to academic excellence, growth, and equity, positioning the school well for continued success.</p>
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What demographic data did you use?	<p>CCRPI subgroups</p> <p>CCRPI closing gaps</p> <p>Attendance data</p> <p>Population data</p>
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What does the demographic data tell you?	<p>The demographic data indicates that a lack of instructional proficiency is evident for all students.</p> <p>Additionally, the shifting demographic data of the school over a five year period indicates that teachers may need support in supporting the learning needs of their evolving student population.</p> <p>In science content mastery, only the White student subgroup met the target. This indicates a need to prioritize support and targeted interventions for other racial and ethnic subgroups to close achievement gaps in science. We have made a shift in our approach to teaching science in grades 3-5. Our 5th grade science teacher is also putting an emphasis on vocabulary and hands on activities and lessons.</p> <p>Although 2024 math content mastery data was unavailable due to new standards, maintaining a perfect progress score indicates growth overall. However, continued monitoring is essential to identify any subgroups that may need additional support as new standards and assessments become fully integrated. We will also continue using math progressions to meet our students where they are and close gaps.</p> <p>While progress toward English language proficiency improved by 4.75 points to a perfect score of 100, ongoing support for English Learners remains important to sustain and build upon this success.</p>
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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>Based on the limited progress across student subgroups in most areas, there is a clear need to strengthen teacher capacity in both instructional planning and data-driven decision-making. Teachers require targeted support in understanding what to teach, how to teach it effectively, and how to analyze and respond to student performance data to ensure content mastery for all learners.</p> <p>In particular, support in standards deconstruction and the alignment of research-based instructional strategies and assessments will be critical. Additionally, the district's focus on teacher clarity this year—paired with consistent guidance from district facilitators—will play a key role in helping teachers move in the right direction. Ensuring fidelity to the teacher clarity process will directly impact the effectiveness and coherence of instruction across classrooms.</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>The leadership team needs to establish goals and develop a system for monitoring progress toward those goals.</p> <p>The administrative team should use multiple data sources (to include observation data beyond TKES) to provide feedback to teachers on instructional proficiency throughout the year.</p> <p>The school needs to continue to develop the professional capacity of the leadership team in order to promote distributed leadership and a commitment to sustained change.</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>Student achievement data indicates a strong need for targeted professional development focused on the PLC process and its connection to curriculum, instruction, and assessment. Strengthening teacher understanding and implementation of these core components will be essential for improving student outcomes.</p> <p>This year's embedded support around teacher clarity—integrated within the PLC structure—will be a key lever for growth. By aligning teacher clarity work with identified areas of need, we can more effectively build teacher capacity and ensure that professional learning is both relevant and impactful.</p>

Strengths and Challenges Based on Trends and Patterns

<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>MLES will continue to focus on building a welcoming school environment that encourages families and stakeholders to be partners in student learning.</p>
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<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>The school administrative team is committed to developing a progressive behavior plan that not only reinforces compliance with school-wide expectations but also prioritizes the re-teaching of behavior and related social-emotional skills as a supportive measure. The continued implementation of SOAR, our Positive Behavior Initiative, remains central to fostering a positive and respectful learning environment.</p> <p>This year, the leadership team is taking a more intentional approach to analyzing behavior data—examining the who, what, where, and when behind incidents. Using this data, short-term action plans will be created and monitored monthly to address identified areas for growth. In addition to using SOAR with students, we have expanded its use to include staff, which has already contributed to a more positive and collaborative school culture. As part of our ongoing efforts, the leadership team is also refining the school-wide behavior protocol to ensure consistency, effectiveness, and school-wide adherence.</p>
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<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>Over the past five years, the school's demographic data has shifted significantly. There has been a noticeable increase in the number of students classified as economically disadvantaged (ED), and changes in the special education (SpEd) population continue to impact instructional and support service needs.</p> <p>These demographic shifts underscore the importance of allocating financial and human resources strategically to support diverse student needs. This includes increasing access to intervention services, differentiated instructional strategies, and professional development focused on equity, inclusive practices, and trauma-informed care. These trends also highlight the need for leadership to continually assess resource allocation to ensure it aligns with the evolving needs of both students and staff.</p>
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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>The 2024 CCRPI data for Mattie Lively Elementary reveals several important trends and patterns in student achievement that inform the identification of student, teacher, and leader needs.</p> <p>First, there is a clear pattern of strong performance and growth in English Language Arts, with all subgroups meeting or exceeding target scores in content mastery. This reflects the effectiveness of literacy initiatives, including guided reading programs that have helped increase the percentage of students reading on or above grade level. The consistent use of data to monitor reading progress enables teachers to tailor instruction to individual student needs, supporting equitable literacy achievement across diverse student groups. Progress data underscores a positive trajectory, highlighted by a perfect overall progress score of 100, including significant growth in ELA progress and sustained math progress despite new standards. This trend reflects the successful implementation of school-wide initiatives to accelerate student learning and supports ongoing professional development for teachers.</p> <p>The Closing the Gaps data shows that while most subgroups are making strides, targeted attention is needed in science, where only the White student subgroup met proficiency targets. This highlights an opportunity for leaders to prioritize resources and differentiated support to elevate performance for all subgroups in science.</p> <p>Additionally, the absence of 2024 math content mastery data due to new standards suggests a need for continued monitoring and adjustment of instructional approaches as assessments and curriculum evolve.</p> <p>Finally, there is a clear need to continue supporting teachers with Tier 1 instruction to ensure high-quality, standards-aligned teaching is consistently delivered to all students. Strengthening Tier 1 instruction will help reduce the number of students requiring intensive interventions and promote greater overall achievement.</p> <p>Overall, these patterns emphasize the need for sustained focus on equity, data-driven instructional practices, and targeted interventions, particularly in literacy, science, and math. Teacher support and leadership in these areas will be critical to maintaining and expanding student achievement gains.</p>
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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.

Strengths	1.1i Special Education
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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.

	<ul style="list-style-type: none"> ● Despite challenges often faced by students with disabilities, MLES demonstrates solid progress in English Language Arts content mastery, with all subgroups—including SPED—meeting or exceeding target scores in 2024. ● Progress toward English language proficiency improved, reflecting effective supports for SPED students who are also English Learners or require language development assistance. <p>1.li data-start="725" data-end="775" Economically Disadvantaged Children</p> <ul style="list-style-type: none"> ● The Economically Disadvantaged subgroup met or exceeded ELA targets across the board, indicating equitable access to high-quality literacy instruction and interventions. ● Progress scores remain strong, showing that EDC students are making meaningful academic growth alongside their peers. <p>1.li data-start="1071" data-end="1101" English Learners</p> <ul style="list-style-type: none"> ● The school's progress toward English language proficiency rose by 4.75 points to a perfect score of 100, highlighting effective instructional strategies and supports tailored to EL students' language development needs. ● EL students are included in the overall strong performance trends in ELA, showing success in helping them reach grade-level reading proficiency.
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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>Challenges</p>	<p>1.liSpecial Education</p> <ul style="list-style-type: none"> ● Although SPED students are meeting ELA targets, science content mastery shows limited success, with only the White subgroup meeting proficiency targets. This suggests that many SPED students may be struggling in science and could benefit from more targeted interventions and specialized support in this area. ● The transition to new math standards may present challenges for SPED students, especially since 2024 math content mastery data is unavailable, making it difficult to gauge their current performance or needs in math. <p>1.li data-start="739" data-end="789"Economically Disadvantaged Children</p> <ul style="list-style-type: none"> ● While economically disadvantaged students performed well in ELA, the gap in science proficiency indicates a potential area of struggle that needs focused attention. ● The economic challenges faced by this subgroup may impact access to resources outside of school, which could affect consistent progress, especially in subjects like science and math that require hands-on or supplemental learning opportunities. <p>1.li data-start="1183" data-end="1213"English Learners</p> <ul style="list-style-type: none"> ● Despite strong progress toward English language proficiency, EL students may still face challenges with content mastery in subjects like science and math, where language barriers can complicate understanding of new or complex concepts. ● Continued adjustment to new math standards may be particularly demanding for EL students as they develop academic language skills alongside mathematical concepts.
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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	Literacy- Based on 2024 CCRPI results, 67.8% of students are below proficiency in ELA.
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	
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Overarching Need # 2

Overarching Need	Tier 1 Instruction- Data indicates in all areas that students are performing below grade level. 2024 GMAS scores indicate that in Math, 59.74% of students are below proficient; in ELA, 67.8% are below proficient and in Science, 70.83% are below proficient. Overall, over 60% of students in grades 3-5 are not performing at a proficient level. This indicates a need for Tier 1 structures.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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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 - Literacy- Based on 2024 CCRPI results, 67.8% of students are below proficiency in ELA.

Root Cause # 1

Root Causes to be Addressed	Need for intensive phonics and reading instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Teachers need professional development that focuses on targeted, literacy instruction for all students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 2

Additional Responses	
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Overarching Need - Tier 1 Instruction- Data indicates in all areas that students are performing below grade level. 2024 GMAS scores indicate that in Math, 59.74% of students are below proficient; in ELA, 67.8% are below proficient and in Science, 70.83% are below proficient. Overall, over 60% of students in grades 3-5 are not performing at a proficient level. This indicates a need for Tier 1 structures.

Root Cause # 1

Root Causes to be Addressed	Teachers need professional development on best practices for standards deconstruction, standard aligned assessment creation and analysis, and development of research based lessons.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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School Improvement Plan 2025 - 2026



Bulloch County
Mattie Lively Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Bulloch County
School Name	Mattie Lively Elementary School
Team Lead	Chakira Hollingsworth Draine
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 type="checkbox"/>	Free/Reduced meal application
<input checked="" 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	Literacy- Based on 2024 CCRPI results, 67.8% of students are below proficiency in ELA.
Root Cause # 1	Need for intensive phonics and reading instruction
Root Cause # 2	Teachers need professional development that focuses on targeted, literacy instruction for all students.
Goal	MLES will increase its CCRPI GMAS weighted content mastery score for all students by 5% from 41.2% in 2022 to 44.2% in 2023; to 47.0% in 2024; to 49.6% in 2025; and 52.1% in 2026 by implementing guided reading.

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	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	% of teachers attending the required PD Sessions
Method for Monitoring Effectiveness	% of teachers attending the required PD Sessions
Position/Role Responsible	Draine
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)?	
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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	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	% of teachers implementing strategies from training during observations/walkthroughs
Method for Monitoring Effectiveness	% of teachers attending required PD Sessions
Position/Role Responsible	Draine
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)?	
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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 using data from assessment summary charts and lesson plans with anecdotal notes to adjust instruction

Action Step # 3

Method for Monitoring Effectiveness	% of students on or above expected reading levels
Position/Role Responsible	K: Driggers 1st: Miller 2nd: Polk 3rd: Mikell 4th: Winslette 5th: Draine
Timeline for Implementation	Weekly

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)?	
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Action Step # 4

Action Step	Administrators will each complete 1 guided reading observation per GR teacher each nine weeks
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	Completed Guided Reading Walkthrough Forms
Method for Monitoring Effectiveness	% of teachers observed at least twice per nine weeks
Position/Role Responsible	Draine
Timeline for Implementation	Quarterly

Action Step # 4

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)?	
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Action Step # 5

Action Step	Administrators will complete 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	Completed UFLI walkthrough forms
Method for Monitoring Effectiveness	% of teachers observed at least once per semester
Position/Role Responsible	Draine, Holder, Morton
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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Tier 1 Instruction- Data indicates in all areas that students are performing below grade level. 2024 GMAS scores indicate that in Math, 59.74% of students are below proficient; in ELA, 67.8% are below proficient and in Science, 70.83% are below proficient. Overall, over 60% of students in grades 3-5 are not performing at a proficient level. This indicates a need for Tier 1 structures.
Root Cause # 1	Teachers need professional development on best practices for standards deconstruction, standard aligned assessment creation and analysis, and development of research based lessons.
Goal	MLES will increase its CCRPI GMAS weighted content mastery score for all students by 5% from 42.5% in 2022 to 45.3% in 2023; to 48.1% in 2024; to 50.7% in 2025; and 53.2% in 2026 by implementing teacher clarity.

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
Systems	Coherent Instruction
Method for Monitoring Implementation	% of PLCs meeting criteria on Teacher Clarity Monitoring Document each quarter
Method for Monitoring Effectiveness	% of PLCs with at least three deconstructed standards with tiered vocabulary, progressive learning targets, and success criteria per quarter
Position/Role Responsible	K-2: Admin 3rd ELA: Mikell 3rd Math: Edenfield 4th ELA: Shortt 4th Math: Howard 5th ELA: Givens 5th Math: Drayton
Timeline for Implementation	Others : Aug 2024

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)?	
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Action Step # 2

Action Step	Teachers will display and 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 teachers who consistently display and reference learning targets and success criteria
Method for Monitoring Effectiveness	% of walkthroughs with displayed and referenced learning targets and success criteria
Position/Role Responsible	Draine Holder Morton
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)?	
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Action Step # 3

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 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	% of PLCs with assessment opportunities created for each learning target for at least three standards per quarter
Position/Role Responsible	K-2: Admin 3rd ELA: Mikell 3rd Math: Edenfield 4th ELA: Shortt 4th Math: Howard 5th ELA: Givens 5th Math: Drayton
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)?	
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Action Step # 4

Action Step # 4

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
Method for Monitoring Effectiveness	% of PLCs with meaningful instruction created for each learning target for at least three standards per quarter
Position/Role Responsible	K-2: Admin 3rd ELA: Mikell 3rd Math: Edenfield 4th ELA: Shortt 4th Math: Howard 5th ELA: Givens 5th Math: Drayton
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)?	
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Action Step # 5

Action Step # 5

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	% of PLCs with at least one summative per quarter analyzed with remediation/enrichment plan created
Position/Role Responsible	K-2: Admin 3rd ELA: Mikell 3rd Math: Edenfield 4th ELA: Shortt 4th Math: Howard 5th ELA: Givens 5th Math: Drayton
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)?	
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Action Step # 6

Action Step # 6

Action Step	Administrators 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 participated in at least 1 meeting per quarter
Method for Monitoring Effectiveness	% of Collaborative PLCs in which admin participated in at least 1 meeting per quarter
Position/Role Responsible	Draine Holder Morton
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)?	
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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>MLES Leadership team, along with teacher representatives and stakeholders, provided input on the school improvement plan. Parents and community members are involved in the development and revision of the SIP through their participation in school council. Parents also provide regular feedback through surveys. The results of these surveys are analyzed and used in the school improvement process. School stakeholders have the opportunity to provide input regarding revision of the SIP each school year through the annual school-level Title I parent meeting.</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 works to provide professionally qualified teachers for all students k-12 in the district. This includes the monitoring of a system-wide hiring process as well as the oversight of the certification process. The district's Title II Part A coordinator monitors the certification of school level employees to ensure professionally qualified status and placement.</p> <p>Both the strategic plan and the CLIP detail strategies for recruiting and retaining professionally qualified teachers for the district. The school principal maintains all teacher certification documents indicating professionally qualified status on site. The school staff roster and professionally qualified status of teachers and reviewed and updated as needed. In addition, the professionally qualified information is submitted to central office for review annually.</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>Funds are used to provide professional development to teachers to improve Tier 1 instruction. A tiered approach to intervention is utilized to ensure that the most at-risk students receive additional support to address their individually identified needs. The school uses Morning Meetings as a means of building a positive school culture and to support the social and emotional needs of students. Title I-A paid paraprofessionals are utilized to provide assistance for students identified as needing academic support. Paraprofessionals work under the direction of certified staff.</p> <p>External mental health providers- APEX (a community-based mental health non-profit). Students are identified and referred by the school counselors, administration, and parents. School-based mental health programs provide a continuum of behavioral health care to students and families.</p> <p>The school uses a PBIS Program entitled SOAR to create a positive environment conducive to learning. SOAR establishes the foundation for delivering regular, proactive support and preventing unwanted behaviors. The initiative emphasizes modeling, teaching, and</p>

	<p>acknowledging positive social, emotional, and behavioral (SEB) skills. Teams, data, consistent policies, professional development, and evaluation are essential components of SOAR.</p>
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<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>
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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>Pre-K and 5th grade students participate in transition activities. Pre-K students visit kindergarten classrooms prior to the end of the school year. 5th grade students tour the middle school, attend an orientation at the middle school.</p> <p>Transition meetings are held for the pre-kindergarten and fifth-grade special education students at the end of each school year. During these meetings, parents meet with a special education teacher and a regular education teacher from the elementary/middle school. The school counselor/administration coordinates an orientation for students new to the school at the beginning of each school year.</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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</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>The Admin Team will continue to review the development of the cohesive school wide discipline plan (S.O.A.R.). This plan incorporates progressive discipline and opportunities for re-teaching in addition to planned monthly celebrations to recognize positive behavior. The school's leadership team will develop a process for analyzing discipline data once per month. Grade levels will work together to develop short term action plans to address areas in need of growth.</p> <p>A tiered approach to behavior intervention will also be employed to ensure students receive support, feedback, behavior mentors, and incentives for meeting behavioral expectations.</p>

ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>The school will utilize Language Line for meetings with teachers, administration, and any information being relayed to parents that is not in their native language. Parent teacher meeting forms, GMAS information, and field trip forms will be translated into the parents native language. Paperwork describing the services received by ELL students will be translated to best communicate with parents and to keep them informed about their child's progress/placement in the English Language Program. ESOL Night/ESOL newsletters will be created for parents by the district ELL staff. Migrant services will be provided to those students who are eligible for these services.</p>
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**Mattie Lively Elementary School
Family Engagement Plan
2025-2026 School Year**

Bernard Bodison, Principal
204 Debbie Drive, Statesboro, Ga 30458
(912) 212-8760
Plan Revised 4/21/25

What is Title I?

MLE identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support state and local school reform efforts tied to the challenging state academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must develop, with parents and family members, a written family engagement plan.

School Plan for Shared Student Achievement

What is it?

MLE values the contributions and involvement of our parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that MLE will encourage and support parent engagement. It lists opportunities where parents can participate in activities and events that will help promote their child's learning at school and at home.

How is it revised?

MLE welcomes parent input and comments at any time regarding this plan. All parent feedback will be used to revise the plan for the next school year. The plan is posted on our school website for parents to view and feedback is welcome throughout the year. We also distribute an annual survey online. A note will be sent to parents via students that has the survey link and information about how they can request a paper copy of the survey.

Who is it for?

All students and their families are encouraged and invited to fully participate in the opportunities described in this plan. MLE will provide full opportunity for the participation of parents with limited English, parents with disabilities, and parents of migratory children. Residential facilities in the school attendance area are included in any parent involvement correspondence and activities as well.

Where is it available?

At the beginning of the school year by November 1, the plan is distributed to all students. Parents can also retrieve a copy of the Family Engagement Plan from the school's front office, the Parent Resource Center, and the school website.

School - Parent Compacts

As part of this plan, MLE and our families will develop a school - parent compact. This compact is an agreement to explain how parents and teachers will work together to make sure all students reach grade-level standards. The compact will be reviewed and updated annually based on feedback from parents, students and teachers received throughout the school year.

Family Engagement Plan

MLE believes that family engagement means the participation of parents and family members in regular two-way, meaningful communication. Our goals is to ensure that:

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education at school.
- Parents are full partners in their child's education.

MLE Parent Resource Center

The Parent Resource Center is filled with educational games, books, and much more. It is located in the media center, room 207. The Family Engagement Coordinator will be available at the school daily. If you need assistance please contact your school Family Engagement Coordinator, Sharon Wilkins, at (912) 682-9894 or email swilkins@bullochschools.org

Reservation of Funds

BCS will reserve 1 percent from the total amount of Title I funds it receives in FY26 to carry out the parent and family engagement requirements listed in this plan and as described in Section 1116 of the ESSA. Furthermore, BCS will distribute 90 percent of the amount reserved to Title I schools to support their local- level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

MLE Supports Achievement!

MLE will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our goals. We will:

- Communicate with all families and the community on a regular basis regarding school-wide events and activities via call outs, email, and social media.
- Conduct staff development annually on parent involvement practices and effective strategies for staff to communicate and build partnerships with parents.
- Collaborate with early childhood programs, middle and high schools, college and career readiness resources, parent resource centers, and other relevant programs to help prepare parents and their children for successful school transitions.
- Share information in English and Spanish for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- Work with parents to develop relevant trainings and presentations to educate them on how to help their child achieve academic success.
- Listen and respond to parents' requests for additional educational support.
- Maintain a Parent Resource Center to help parents establish home learning environments.

Let's Get Together!

MLE will host the following events to strengthen family engagement and foster a partnership among the school, parents, and the community to enhance student academic achievement.

Parent Night (August, TBA) **5:30-7:00 p.m.**

We invite you out to gain tools and skills to build capacity and confidence to support students academically, socially, and emotionally.

Annual Title I Meeting (August, TBA) **5:30-7:00 p.m.**

We invite you to a day of learning and sharing about our Title I program, including our parent and family engagement plan, the school wide plan, the school-parent compacts, and parents' rights.

Family STEM Night (September, TBA) **5:30-7:00 p.m.**

An evening of hands-on science, math, art, and engineering activities for students and families to complete together.

Breakfast with Principal (February, TBA)

This is a wonderful opportunity for parents and guardians to enjoy a light breakfast while engaging in meaningful conversations with our school principal. Come share your thoughts, ask questions, and learn more about what's happening at our school.

Spring Input Meeting (March, TBA)

Parent meeting to gather suggestions for the FY27 school year regarding the family engagement budget, school-compact, and the family engagement plan. A survey will also be available during this time. Feedback from these meetings and the survey results will be reviewed by the district to determine areas of need for the upcoming school year.

Parent-Teacher Conferences –Times & dates available will be sent home by your child's teacher throughout the school year.

*Events and dates will be announced at a later time. Parents will be notified of event dates via our school website, marquee, and newsletters.

We look forward to seeing you!

