Comprehensive Progress Report

Mission:

Brightwood Elementary School will create a positive learning community where all individual academic and socio-emotional needs are met to prepare them for a purposed future by:

- Establishing and developing positive relationships using clear coherent expectations for students, parents, staff and community.
- Promoting Connection, Communication, and Collaboration
- Developing Understanding and Regulation of Self & Other's Needs and Emotions
- Setting high expectations for all students by creating high active engaging learning task and critical thinking at deep levels.

Vision: Brightwood is a community of 21st century learners who value the importance of education by consistently promoting academic excellence, mutual respect, personal responsibility through self discipline, and high expectations for all scholars. "An Excellent Education Every Day for Every Child!"

Goals:

Academic Goal: By the end of the 2025-26 school year, we will increase the percentage of students demonstrating a deep understanding of grade-level content as measured by DIBELS(K-2) 3-5 Interim Assessments. K–2: DIBELS composite benchmark proficiency will increase from 65% (baseline) to 80%. 3–5: Interim Assessment proficiency will increase from 50% (baseline) to 65%.

Loss of Instructional Days: - By the end of 2025-26, decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points. 28.5% to 23.5% A 4.06

FAMS-S: By the end of the 2025-2026 school year, our school will achieve a rating of "Operationalizing (2)" on FAM-S Item 21, which focuses on family engagement in problem-solving and support.. (B2.03 , FAM-S # 21)

By the end of the 2025-2026 school year, elementary schools will expose all K-5 students to a minimum of three opportunities that will engage scholars about future careers.

! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1A: Prioritize improvement and communicate its urgency**			
B1.01	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	No Development 09/22/2022		
	Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.	**Objective Met 09/23/25**	**LaTrice Stokes**	**06/11/2025**
Actions				
9/22/22	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.	Complete 06/11/2025	LaTrice Stokes	06/11/2025
Notes:				
Implementation:		09/23/2025		
Evidence	9/23/2025			
Experience	9/23/2025			
Sustainability	9/23/2025			

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently have a Leadership Team that includes the principal, teacher leaders, and other staff that is appropriate to the size and composition of our school. School Improvement Team was organized as of August 20, 2019. The team set up meeting dates for the 1st and 3rd Tuesday of each month. Staff meetings are held the 2nd Tuesday of each month. PLC meetings are twice a week and every other Friday.	Limited Development 09/23/2022		
How it will look when fully met:			In order to facilitate communication and coordination among the grade levels and the departments of the school, a typical composition of the Leadership Team is the principal and team leaders from the Instructional Teams. The Leadership Team needs to meet twice each month for an hour each meeting.	**Objective Met 01/07/23**	**Joanna Pendleton**	**06/14/2024**
Actions						
9/23/22			Bi Weekly MTSS PLC Meeting: Collaboration between teachers and specialists. Interventions targeted to address specific skills.	Complete 10/06/2022	Addea Skinner	10/06/2022
Notes:						
10/31/22			Bi Weekly MTSS PLC Meeting: Collaboration between teachers and specialists. Interventions targeted to address specific skills.	Complete 12/02/2022	Aeriele Rivers	11/30/2022
Notes:						

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Within the 2025- 2026 school year, our school identified "Our school's leadership has the autonomy and flexibility to determine how federal funding meets students' needs in our building." As a result our school plans to mitigate this inequity by utilizing Title One funds provided by the district to support students as well as purchased position using Title One funds to purchase our school social worker full time and purchase 2 MCL differentials . Within the 2024- 2025 school year, our school identified "Our school's leadership has the autonomy and flexibility to determine how federal funding meets students' needs in our building." As a result our school plans to mitigate this inequity by utilizing the tutoring funds provided by the district to support students as well as purchased positions from Title One.	Limited Development 10/30/2023		
How it will look when fully met:			Appropriate teaching resources will be made available for teaching staff. Additional instructional resources will be allocated in ways that support targeted instructional work. We are using Title One Plans to purchase our instructional interventionist.		**LaTrice Stokes**	**06/11/2026**
Actions				**5 of 9 (56%)**		
		10/31/23	Interventionist will provide instructional support to the students that are in need of instructional support during the WIN (What I Need).	Complete 12/15/2023	Verlinda Whitsett	11/30/2023
		Notes:	Mrs. Whitsett has been pulling students in grades K-2 Letter Sounds NWF-CLS Kindergarten BOY MOY GOAL			
		12/5/23	Interventionist will provide instructional support to the students that are in need of instructional support during the WIN (What I Need). Flexible grouping.	Complete 02/29/2024	Verlinda Whitsett	01/30/2024
		Notes:	Letter Sounds NWF-CLS Kindergarten BOY MOY GOAL RECENT SCORE			

1/8/24	Interventionist will provide instructional support to the students that are in need of instructional support during the WIN (What I Need). Flexible grouping. Increase in case load looking at historical data of the students. There is a great need for current first graders.	Complete 03/01/2024	Verlinda Whitsett	02/29/2024
Notes:				
3/4/24	Interventionist will provide instructional support to the students that are in need of instructional support during the WIN (What I Need). Flexible grouping. Increase in case load looking at historical data of the students. There is a great need for current first graders and below grade level readers in third and fourth grade.	Complete 05/01/2024	Verlinda Whitsett	04/30/2024
Notes:				
9/27/24	Within the 2024- 2025 school year, our school identified the need to provide our interventionist, tutors and teachers time to regularly collaborate to ensure intervention supports for students who fall behind academically are integrated into and aligned with core instruction.As a result our school plans to migitigate this inequity by providing collaboration time for all parties.	Complete 11/30/2024	Verlinda Whitsett	11/07/2024
Notes:				
10/2/25	Student Support: Help address barriers to attendance by problem-solving family challenges (transportation, housing, medical).		Sonia Padial	06/11/2026
Notes:	Title One Funds will be used to support the funding of the position			
10/2/25	Family & Community Connection: Connect families to food banks, clothing closets, housing resources, mental health services, and medical care. Support families in navigating complex systems (Medicaid, SNAP, community agencies). Serve as a bridge between teachers and parents when issues arise, reducing conflict and increasing trust. Create parent workshops on behavior strategies, digital safety, or navigating school expectations.		Sonia Padial	06/11/2026
Notes:	Title One Funds will be used to support the funding of the position			

10/2/25	MCL 1: Direct Student Support: Provides small-group or targeted instruction to students who need additional academic help. Analyzes assessment data to identify learning gaps and tailor interventions. Ensures that enrichment opportunities are available so students can excel beyond grade-level expectations.		LaTrice Stokes	06/11/2026
Notes:	Title One Funds will be used to support the funding of the positions the differentials, Staff Development Expenses			
10/2/25	MCL1 Teacher Coaching and Development Models effective instructional strategies for teachers, so students benefit from improved teaching across multiple classrooms. Observes, provides feedback, and co-teaches to strengthen instructional practices. Builds teacher capacity to use data-driven instruction, leading to stronger outcomes for all students.		LaTrice Stokes	06/11/2026
Notes:				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
		C1.02	**The principal plans opportunities for teachers to share their strengths with other teachers.(5153)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Limited professional development opportunities provided and differentiated for teachers.	Limited Development 10/02/2025		
How it will look when fully met:			Use Title I funds to create opportunities for teachers to share their instructional strengths and best practices with colleagues. This collaborative approach will support professional growth, enhance instructional quality, and improve student achievement.		**Addea Skinner**	**06/11/2026**
Actions				**0 of 1 (0%)**		
		10/2/25	Identify teacher strengths through classroom observations, student data, and teacher input. Develop a schedule of professional learning sessions led by teacher-leaders. Allocate Title I funds for stipends, and/or resources to support teacher-led professional development.		LaTrice Stokes	06/11/2026
		Notes:	Title one funds will be used to fund teacher's instructor stipends.			
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	We will use our Title I funds to contract professional development with our behavior consultant related to MTSS, student engagement and classroom management, this will address our School Improvement goals related to closing gaps/increasing achievement and reduction of lost instructional time.	No Development 09/22/2022		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When this goal is fully met, when we have increased our grade from a D to a C. We will be no longer be identified as a low performing school. Students will demonstrate their success through EOGs and EVAAS data. All teachers will meet or exceed growth with their students as measured by EVAAS. Climate and culture percentages on the Teacher Working Conditions will improve from the 2022 data. *Instructional analysis tool will document student performance on assessments *PLC meetings document data discussions by Coaches and grade level. *Lesson plans show the intervention cycle per discussion of student performance based on the data *Data notebooks document students' performance and data discussions *Scheduled WIN (What I Need) time for all teachers We will use Title One funds to purchase an instructional material to support professional development needs for the staff. Based off of our teacher working condition survey provided professional development will need to be differentiated for staff members. Our Core Professional development is centered around building a collaborative team culture. We will engage in a Schoolwide Book study: Hard Hats we will learn about being a team students and teachers.		**Natasha Richmond**	**06/10/2026**
Actions		**9 of 10 (90%)**		
9/23/22	In PLCs we data is discussed and strategies are formulated to address Strengths and weaknesses and instructional strategies	Complete 10/06/2022	Addea Skinner	10/06/2022
Notes:	3-5 Literacy, Math and Science			

9/23/22	In PLCs we data is discussed and strategies are formulated to address Strengths and weaknesses and instructional strategies	Complete 10/06/2022	DeBorah Hayes	10/06/2022
Notes:	K-2 Literacy and math			
10/19/22	In PLCs data is discussed and strategies are formulated to address Strengths and weaknesses and instructional strategies	Complete 12/02/2022	DeBorah Hayes	11/30/2022
Notes:				
9/23/22	Monthly Staff Meetings will have an instructional teaching techniques PD Focus with Book Study: Strategies that Work	Complete 01/24/2023	LaTrice Stokes	01/30/2023
Notes:	Each month we have a focus and a member/Team of the leadership members will provide the PD for the Staff meeting.			
3/7/23	Another learning walk-thru will be implemented to make sure all data is turned into Mrs. Knotts(K-2), Bowman (3-5) to give to Ms. Dee Thompson. Teachers will go to different teachers within the assigned grade level.	Complete 03/17/2023	Lorraine Ellington-Francis	03/17/2023
Notes:				
2/7/23	Monthly Book Study: Strategies that Work PD	Complete 04/11/2023	LaTrice Stokes	04/30/2023
Notes:	Staff will share effective strategies at each meetings.			
1/9/23	In PLCs data is discussed and strategies are formulated to address Strengths and weaknesses and instructional strategies	Complete 05/09/2023	DeBorah Hayes	05/31/2023
Notes:				
3/5/24	During the month of March, teachers will complete the Math Lesson Internalization Guide with support from the Academic Team, in PLC's, and coaching visits.	Complete 04/01/2024	Vicky Fowler	04/01/2024
Notes:				
2/24/25	We will use Title One funds to support professional development on Student and Teacher Engagement.	Complete 03/14/2025	LaTrice Stokes	03/17/2025
Notes:	808			
3/4/24	MTSS Process Established with protcools and etc.		Aeriele Rivers	04/30/2026
Notes:				
Implementation:		05/16/2023		
Evidence	5/16/2023			
Experience	5/16/2023			

Sustainability	5/16/2023		

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
KEY A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	By May 2026, the school will have documented evidence of consistent family participation in problem-solving processes and show improvement in family satisfaction and student support outcomes, meeting the criteria for “Operationalizing (2)” on FAM-S Item 21. All staff had initial training in MTSS . Staff is still learning the basis of the MTSS process. Teachers have created lesson plans and units plans as team. Incorporating data analysis (e.g., progress monitoring, benchmark assessments) to adjust instruction and interventions in real time. Schools using data-driven decision-making consistently show improved student performance. This tiered approach ensures that students are receiving evidence-based instruction and interventions according to their needs. MTSS has a strong evidence base in preventing academic failure, particularly in reading and math. FAMS #24	No Development 09/08/2022		

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	We are working to be more intentional, strategic and thoughtful about our Tier II and Tier III supports and strengthened MTSS meetings with a focus on data collection. Teachers will have more concrete data conversation on their students understanding and mastery of the standards being taught. We also use Title I funds to pay for a Lead (K-2) teacher and an interventionist. Our goal is for 90% of the students receiving interventions will meet their individualized growth targets by the end of the school year. This goal emphasizes a structured approach to monitoring and improving student performance through targeted interventions and regular data analysis. We will use Title One Funds to Purchase an interventionist and instructional coach. Interventionist will provide instructional support to the students that are in need of instructional support during the WIN (What I Need). Flexible grouping. Increase in case load looking at historical data of the students. There is a great need for current first graders and below grade level readers in third and fourth grade.		**Aeriele Rivers-Harris**	**06/11/2026**
Actions			**10 of 13 (77%)**		
9/8/22	Teachers will create and use individual unit calendar that are standard focused.		Complete 10/07/2022	DeBorah Hayes	10/07/2022
Notes:					
9/8/22	Use GCS MTSS Standard Treatment Protocols involving the ISP social worker, counselor, psychologist, administration and teacher, and parent/guardian will be used to determine supplemental or intensive interventions implement MTSS grade level team meetings.		Complete 12/13/2022	Aeriele Rivers	11/01/2022
Notes:					
10/17/22	Teachers will create and use individual unit calendar that are standard focused.		Complete 12/16/2022	DeBorah Hayes	12/01/2022
Notes:					

1/7/23	Use GCS MTSS Standard Treatment Protocols involving the ISP social worker, counselor, psychologist, administration and teacher, and parent/guardian will be used to determine supplemental or intensive interventions implement MTSS grade level team meetings.	Complete 02/10/2023	Aeriele Rivers	02/10/2023
Notes:				
2/21/23	Use GCS MTSS Standard Treatment Protocols involving the ISP social worker, counselor, psychologist, administration and teacher, and parent/guardian will be used to determine supplemental or intensive interventions implement MTSS grade level team meetings.	Complete 03/30/2023	Aeriele Rivers	03/30/2023
Notes:				
4/4/23	Use GCS MTSS Standard Treatment Protocols involving the ISP social worker, counselor, psychologist, administration and teacher, and parent/guardian will be used to determine supplemental or intensive interventions implement MTSS grade level team meetings.	Complete 05/11/2023	Aeriele Rivers	05/09/2023
Notes:				
9/27/24	All students will be screened three times a year in academic to identify who needs interventions.	Complete 05/07/2025	DeBorah Hayes	05/07/2025
Notes:				
9/27/24	Progress Monitoring: Data from progress monitoring will be collected every 6 weeks for students in Tier 2 and Tier 3 to track growth and adjust interventions.	Complete 05/07/2025	Verlinda Whitsett	05/07/2025
Notes:				
9/27/24	Within the 2024 -2025 School Year, Brightwood Elementary School will implement the following evidence-based interventions to increase overall student performance. High dosage tutoring in literacy for students in K-3-Tier 2.	Complete 05/07/2025	Addea Skinner	05/07/2025
Notes:				
9/27/24	Within the 2024 -2025 School Year, Brightwood Elementary School will implement the following evidence-based interventions to increase overall student performance. Math Intervention: Concrete-Representational-Abstract (CRA) Instruction** (Tier 1/2): A three-step instructional strategy that uses concrete manipulatives, representational drawings, and abstract symbols to build mathematical understanding. Research shows that CRA significantly improves math performance, especially for students with math difficulties.	Complete 06/06/2025	Addea Skinner	06/07/2025
Notes:				

9/27/24	Within the 2024 -2025 School Year, Brightwood Elementary School will implement the following evidence-based interventions to increase overall student performance. Behavior Intervention: Positive Behavioral Interventions and Supports (PBIS)** (Tier 1): A school-wide framework that uses data-driven decision-making to teach and reinforce positive behaviors. It includes universal interventions for all students and more targeted support for those needing additional help. Research has shown PBIS to reduce behavior problems and improve overall school climate. Check-In/Check-Out (CICO)** (Tier 2): A targeted behavior intervention where students check in with a mentor at the beginning and end of the day to review behavior goals. It provides immediate feedback and reinforcement, showing strong results in reducing disruptive behaviors. Functional Behavior Assessment (FBA)** and **Behavior Intervention Plans (BIP)** (Tier 3): Used for students with chronic or severe behavior issues, an FBA identifies the underlying cause of problem behavior, and the BIP implements strategies to modify those behaviors.		Vicky Fowler	06/07/2026
Notes:				
9/27/24	Within the 2024 -2025 School Year, Brightwood Elementary School will implement the following evidence-based interventions to increase overall student performance. Social Emotional Intervention : **Second Step**: A comprehensive SEL curriculum that teaches skills such as empathy, emotion regulation, and problem-solving. Research shows that SEL programs like Second Step increase positive behavior, academic performance, and school connectedness. Used by our School Counselor Cognitive Behavioral Intervention for Trauma in Schools (CBITS)** (Tier 2/3): A group-based intervention designed for students who have experienced trauma. It teaches cognitive-behavioral techniques to reduce stress, anxiety, and behavioral issues. Research demonstrates improvements in academic engagement and emotional regulation.		Sonia Padial	06/07/2026
Notes:				

9/27/24	Within the 2025 -2026 School Year, Brightwood Elementary School will implement the following evidence-based interventions to increase overall student performance. Intervention: Wilson Reading System (Tier 2/3) A multisensory, structured literacy approach, often used for students with dyslexia or severe reading difficulties. It focuses on explicit instruction in decoding and encoding words, phonemic awareness, spelling and fluency.		Doris gardea	06/07/2026
Notes:				
Implementation:		05/16/2023		
Evidence	5/16/2023			
Experience	5/16/2023			
Sustainability	5/16/2023			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**			
A1.06	**ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Instructional Excellence and Alignment - High expectations for all staff and students: All classrooms have skilled groups, teacher directed core instruction and independent classwork. K-5 classrooms utilize data from CKLA Skills instruction and other formative assessments for literacy. All certified staff provide weekly lesson plans uploaded to Canvas and monthly calendars into their One Note All students have 1:1 devices (K-3 have iPads; 4-5 have Chromebooks), and utilize their devices in the classroom for instructional purposes only.	Limited Development 10/25/2021		
How it will look when fully met:	2022-2023 After this goal is fully implemented our teachers will have a variety of different teaching models within their classroom. This evidence will be shown in the teachers lesson plans or shown in their classes during walk-throughs. When this is fully met, teachers will be able to differentiate student instruction. One Reading Academic Coach will be purchased from Title I funding to assist with providing teachers and students with needed support. A1.06: 100% of teachers will provide sound instruction in a variety of modes as evidenced by lesson plans, walkthroughs, and evaluations. (Core, Tier II and Tier III support). The support from the teacher gradually decreases, with scaffolding for some learners as needed, until guided practice, collaborative learning strategies and ultimately independent practice occurs. Finally the teacher will review and do a final check for understanding using assessment, exit tickets, or some other product that demonstrates student learning.		**DeBorah Hayes**	**06/11/2026**
Actions		**0 of 1 (0%)**		
10/25/21	Conduct weekly walkthroughs detailed with specific feedback for improving teaching practices		LaTrice Stokes	06/12/2026
Notes:				

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, we are using district provided curriculum resources for Literacy, Math, Science, and Social Studies. The curriculum provides that teachers with a blueprint of the curriculum but teachers will need to unpack the curriculums and dig deeper. Teams meet twice a week to use the curriculums provided to assure we are aligning our instruction to the NC Standards. We are beginning to data from formative and summative assessments to help plan appropriately to supplemental support needs of all children.	No Development 09/08/2022		
How it will look when fully met:			New process/agendas will be put in place with PLCs; need to make progress on consistently looking at data and student work for more prescriptive planning. Evidence will be data protocols, CFAs, walkthroughs/observations and PLC minutes of sharing a class strategy. Coaches will coordinate, develop, an implement parent PD's (i.e. Lunch & Learns, Literacy/Academic nights) focusing on core curriculum content; putting emphasis on steps to support learning, connecting school and home. Develop, coordinate, and implement teacher PD sessions improving the quality of teacher lessons and student education through long-range planning sessions, afterschool. Conduct extended day, one-on-one meetings to support teachers in analyzing their student's data, planning, developing, and implementing needs-based instruction. Build teaching skills by creating unit calendars, customizing lessons, researching digital tools for teacher use. Improve the effectiveness of teaching practices through and learning experiences by researching and compiling resources. Brightwood will not longer be a TSI school.		**Vicky Fowler**	**06/12/2026**
Actions				**5 of 7 (71%)**		
		9/8/22	All Classrooms will implement WIN(Whatever I need) during the scheduled time. Class Walkthrough with Look Fors with Rubric.	Complete 11/09/2022	Mr. Bossing	11/09/2022
		Notes:				

9/21/22	Implement Instructional Learning Walk with teachers with Walkthrough Focus and Look-fors with specific examples of focus areas such as Equitable teaching practices, Formative assessment, Student engagement, Higher-order questioning	Complete 11/28/2022	Lorraine Ellington-Francis	11/10/2022
Notes:				
10/19/22	*Using data to improve instructional needs and levels of students and teachers *Design professional developments targeted to specific topics *Develop coaching plans for teachers to develop and implement high-student achievement *Long-range planning/supporting grade-level planning * Design and Develop professional development for parents.	Complete 12/16/2022	DeBorah Hayes	12/19/2022
Notes:	Title One Funds will be used to pay for EEA PLC work and Additional responsibilities			
9/28/22	Staff will do a Book study on "Teach Like a Champion" and "Classroom Instruction the Works" The practices proposed in this book were identified by the author as concrete, actionable techniques that help maximize student performance and teacher effectiveness. The teachers will share the best practices with an example monthly.	Complete 03/14/2023	LaTrice Stokes	04/18/2023
Notes:	The practices proposed in this book were identified by the author as concrete, actionable techniques that help maximize student performance and teacher effectiveness. Chapters will be presented in March and April staff meeting.			
1/9/23	*Using data to improve instructional needs and levels of students and teachers *Design professional developments targeted to specific topics *Develop coaching plans for teachers to develop and implement high-student achievement *Long-range planning/supporting grade-level planning * Design and Develop professional development for parents.	Complete 05/09/2023	DeBorah Hayes	05/09/2023
Notes:				
9/8/22	Implement an effective planning process for PLC meetings Before Planning (Protected Prep Day) During Planning After Planning (Before Execution)		Addea Skinner	06/09/2026
Notes:				

10/4/23	Kindergarten – 5th Grade will analyze the individual student data consistently after each assessment and determine the next steps for student mastery.		Addea Skinner	06/10/2026
Notes:				
A2.19	**ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	By the end of the 2025–2026 school year, elementary schools will expose all K–5 students to a minimum of three opportunities that engage scholars in learning about future careers.	No Development 09/24/2025		
How it will look when fully met:	Student Exposure: 85% of K–5 students will participate in at least three career exploration experiences by the end of the school year. Increased Awareness: Students will be able to identify at least three career fields and describe one skill or responsibility associated with each. Students will demonstrate greater curiosity about future careers, laying the foundation for middle school career planning and goal-setting.		**Aeriele Rivers-Harris**	**06/11/2026**
Actions		**0 of 4 (0%)**		
12/2/25	Maintain a schoolwide tracker to ensure all students K–5 receive three career-related exposures.		Vicky Fowler	05/30/2026
Notes:				
9/24/25	Develop a yearly calendar including at least three career exploration activities (e.g., Career Day, guest speakers, career-themed projects, virtual field trips).		Aeriele Rivers-Harris	06/11/2026
Notes:				
9/24/25	Embed career exploration into core content areas at least once per semester (e.g., writing assignments about dream jobs, math lessons using real-world career problems).		DeBorah Hayes	06/11/2026
Notes:				
9/24/25	Maintain a schoolwide tracker to ensure all students K–5 receive three career-related exposures.		LaTrice Stokes	06/11/2026
Notes:				

		A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Student engagement and access to different modalities is limited.	No Development 10/02/2025		
How it will look when fully met:			Title one funds will be used to purchase promethean boards. Promethean boards will help transform classrooms into interactive learning environments where students are more engaged, teachers can differentiate more easily, and achievement grows through active participation and immediate feedback. • Multiple Modalities – Students learn through seeing, hearing, and doing, which supports different learning styles (visual, auditory, kinesthetic). • Collaboration – Students can come to the board, manipulate content, and solve problems together, encouraging teamwork and peer learning. • Immediate Feedback – Teachers can use interactive quizzes, polls, or drag-and-drop activities to check understanding in real time. • Accessibility – Built-in tools (zoom, text-to-speech, highlighting) help students with diverse needs access and process content more effectively. Promethean boards promote effective teaching by streamlining lesson delivery, allowing for flexible use of multimedia resources, and integrating real-time assessment to guide instruction. This technology fosters collaboration, supports differentiated instruction, and creates a student-centered learning environment aligned to Title I goals of improving academic growth and closing achievement gaps.		**Vicky Fowler**	**12/12/2025**
Actions				**0 of 1 (0%)**		
	10/2/25		Promethean boards promote effective teaching by streamlining lesson delivery, allowing for flexible use of multimedia resources, and integrating real-time assessment to guide instruction. This technology fosters collaboration, supports differentiated instruction, and creates a student-centered learning environment aligned to Title I goals of improving academic growth and closing achievement gaps.		Vicky Fowler	12/12/2025
	Notes:		Title one funds will be used to purchase the promethean boards.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	**The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Collaboration with school counselors from Northeast Middle School and Brightwood County Middle School to ensure smooth transitions . Collaboration with Pre Kindergarten teachers and Kindergarten and a tour of the kindergarten classes. Daycares more at four classes come and tour the school as well.	Limited Development 09/23/2022		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Fifth Grade students will have the opportunity to visit the middle school and tour the middle to learn the new environment. Students will be comfortable with their upcoming grade level teachers. Pre Kindergarten will prepared for Kindergarten.	**Objective Met 05/07/24**	**Aeriele Rivers-Harris**	**04/26/2024**
Actions						
9/23/22			Host a moving up day for students in grade Kindergarten - fourth grade which will allow the students to become familiar with rising grade expectations.	Complete 04/10/2024	Khatara Johnson	04/26/2024
Notes:						
3/31/25			Host Kindergarten Open House Events and Tours	Complete 03/26/2025	DeBorah Hayes	03/30/2025
Notes:			Kindergarten Kickoff March 13 Kindergarten Open House Tours March 19 and March 26.			
Implementation:				05/07/2024		
Evidence			5/7/2024			
Experience			5/7/2024			
Sustainability			5/7/2024			

		A4.22	All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Many of our students, access to books outside school is limited: fewer books in homes, less access to public libraries (transportation, library fees, hours).	Limited Development 10/02/2025		
How it will look when fully met:			Title I funds will be used to purchase library books that directly support student academic growth and achievement. Access to high-quality, diverse, and leveled texts is essential for improving literacy outcomes.		**Johnathan Farlow**	**06/11/2026**
Actions				**0 of 1 (0%)**		
	10/2/25		Title I funds will be used to purchase library books to increase student access to diverse, leveled texts that build literacy skills. Expanding the collection will strengthen reading comprehension, vocabulary, and engagement, directly supporting student academic growth and achievement.		Johnathan Farlow	06/11/2026
	Notes:		Title one funds will be used to purchase books			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Brightwood started a school wide implementation strategy in Pride Behavior matrix this process will be reviewed and continued with fidelity.	Limited Development 09/08/2022		
How it will look when fully met:			When this is fully met, we will have each and every student's emotional needs met. A student's emotional needs will never negatively interfere with instruction and they will always feel encouraged and supported. Implementation of Attendance Team with fidelity: Implementation of PBIS rewards with fidelity, consistency: Fewer minor incidents and office referrals. Teachers documented and/or observed conducting at least 2 restorative circles. Teachers consistently taught PBIS lessons the first three weeks of schools. Educator's Handbook data, PBIS Lesson Plans, Observations and Evaluations Anecdotal notes		**Vicky Fowler**	**06/13/2026**
Actions				**5 of 7 (71%)**		
		9/30/22	Develop processes/procedures and decision rules to establish and communicate the problem-solving process to be used, specific steps to be followed, and criteria to use when making decisions (e.g., what is good, questionable, or poor response to instruction/intervention). Processes/procedures include procedures for staff, parents, and stakeholders requesting assistance.	Complete 10/31/2022	Addea Skinner	10/31/2022
		Notes:				
		9/21/22	Popcorn Party for the class with highest attendance per grade level.	Complete 12/13/2022	Addea Skinner	11/30/2022
		Notes:				

10/31/22	Develop processes/procedures and decision rules to establish and communicate the problem-solving process to be used, specific steps to be followed, and criteria to use when making decisions (e.g., what is good, questionable, or poor response to instruction/intervention). Processes/procedures include procedures for staff, parents, and stakeholders requesting assistance.	Complete 12/13/2022	Addea Skinner	11/30/2022
Notes:				
1/7/23	Develop processes/procedures and decision rules to establish and communicate the problem-solving process to be used, specific steps to be followed, and criteria to use when making decisions (e.g., what is good, questionable, or poor response to instruction/intervention). Processes/procedures include procedures for staff, parents, and stakeholders requesting assistance.	Complete 02/10/2023	Addea Skinner	02/10/2023
Notes:				
3/7/23	Staff will continue to invest in SEL learning and teaching. Ms. Ebrahim and K. Johnson is working on the Harmony refresher for staff. Mrs. Rivers will be doing the survey.	Complete 05/16/2023	Quintasha Ebrahim	04/28/2023
Notes:				
9/21/22	Quarterly Breakfast with parent Attendance		Addea Skinner	04/19/2026
Notes:				
9/8/22	All classroom teachers will hold a morning meeting daily to check in on the SEL needs of students. Consist Of: Harmony 3 days and Restorative Practices 2 days		LaTrice Stokes	06/11/2026
Notes:				

Core Function:	**Domain 4: Culture Shift**

Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			By the end of the 2025-2026 school year, our school will achieve a rating of "Operationalizing (2)" on FAM-S Item 21, which focuses on family engagement in problem-solving and support. task and expected outcome 2020- 2021 During the pandemic we started using ClassDojo to help communicate more directly with parents. We were also able to connect with parents using TEAMS to conduct needed face to face meetings. 2021-2022 We are continuing our use of ClassDojo as a platform to help communicate with parents. We have an Community Interpreter and 1/2 Youth Development Coordinator to help us connect with our parents. We are using Title One funds to purchase our 1/2 time Youth development Coordinator who will help us with parent engagement efforts such as parent nights and parent needed resources. 2023-2024 Building PTA to increase parental involvement throughout the school.	Limited Development 10/25/2021		
How it will look when fully met:			Develop and implement a comprehensive family engagement plan that ensures families are consistently involved in collaborative problem-solving and support processes for students. This will include hosting regular family meetings, providing accessible communication channels, offering workshops or training to help families engage in decision-making, and gathering feedback to continuously improve engagement strategies. We will also use Title one funds to purchase workshop material, stamps and other mailing tools needed to provide information to parents in a timely manner.		**Krystal Johnson**	**06/11/2026**
Actions				**4 of 8 (50%)**		
		10/25/21	Parent Engagement Committee will plan, advertise, coordinate parent engagement activities to meet the needs of our parents. Annual Title One Night Trunk a Treat	Complete 10/22/2022	Sheanna Petty	10/22/2022

Notes:	Title One Funds allocated for parent engagement activities			
10/25/21	Parent Engagement Committee will plan, advertise, coordinate parent engagement activities to meet the needs of our parents. Title One Funds will be used to help pay for the supplies needed to host the event.	Complete 01/31/2023	Vicky Fowler	01/30/2023
Notes:				
9/28/22	Coffee with the Principal	Complete 01/30/2023	LaTrice Stokes	01/30/2023
Notes:				
10/13/24	We will use Title One funds to purchase food items and resources for meetings with parents. The meetings that will be held will provide parents with needed information to properly support their child educational journey at Brightwood. Parent Engagement Committee will plan, advertise, coordinate parent engagement activities to meet the needs of our parents. Title One Funds will be used to help pay for the supplies needed to host the event. We will also use Title one funds to purchase stamps and other mailing tools needed to provide information to parents in a timely manner.	Complete 06/09/2025	DeBorah Hayes	06/09/2025
Notes:				
2/21/23	Host Lunch and Learns with parents		LaTrice Stokes	04/30/2026
Notes:				
10/4/23	Increase parental presence and membership with PTA		Vicky Fowler	06/10/2026
Notes:				
9/24/25	Schedule Regular Family Problem-Solving Meetings (academic, behavior, attendance). Ensure meetings are family-friendly (translation services, flexible times, virtual option).		Aeriele Rivers-Harris	06/11/2026
Notes:				
9/24/25	Monitor and Document Engagement (track number of families attending, follow-up on action items).		Vicky Fowler	06/11/2026
Notes:				