



# Comprehensive Needs Assessment 2022 - 2023 District Report



**Brookhaven Innovation Academy**

## 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.

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Neal Christian
Multiple Program(s)	Federal Programs Director	Tedra Norwood
Multiple Program(s)	Curriculum Director	Neal Christian
Multiple Program(s)	School Leader (#1)	Eddie Lovett
Multiple Program(s)	School Leader (#2)	Tedra Norwood
Multiple Program(s)	Teacher Representative (#1)	Marla Berry
Multiple Program(s)	Teacher Representative (#2)	Satary Battle
McKinney-Vento Homeless	Homeless Liaison	Tedra Norwood
Neglected and Delinquent	N&D Coordinator	Tedra Norwood
Rural	REAP Coordinator	n/a
Special Education	Special Education Director	Tedra Norwood
Title I, Part A	Title I, Part A Director	Tedra Norwood
Title I, Part A	Family Engagement Coordinator	Jennifer Bradley
Title I, Part A - Foster Care	Foster Care Point of Contact	Tedra Norwood
Title II, Part A	Title II, Part A Coordinator	Tedra Norwood
Title III	Title III Director	Tedra Norwood
Title IV, Part A	Title IV, Part A Director	Eddie Lovett
Title I, Part C	Migrant Coordinator	Tedra Norwood

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	n/a
Multiple Program(s)	Testing Director	Jennifer Bradley
Multiple Program(s)	Finance Director	Angela Chastain
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	
Multiple Program(s)	Student Support Personnel	Cynthia Bogues

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Eddie Lovett
Multiple Program(s)	High School Counselor / Academic Counselor	Cynthia Bogues
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	Rachael Heffner
Multiple Program(s)	ESOL Teacher	Jackie Schaedel
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Adam Caskey
Multiple Program(s)	ESOL Coordinator	Eddie Lovett
21st CCLC	21st CCLC Program Director	n/a
21st CCLC	21st CCLC Site Coordinator or Data Specialist	n/a
Migrant	Preschool Teacher	n/a
Special Education	Student Success Coach (SSIP)	Andrea Lay
Title II, Part A	Human Resources Director	Neal Christian
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	JeNae Newman
Title II, Part A	Bilingual Parent Liaisons	Jackie Schaedel
Title II, Part A	Professional Organizations	American Association of Educators; PBL Works
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Veronica Johnson
Title II, Part A	Local Elected/Government Officials	Mayor Craig Newton
Title II, Part A	The General Public	Massimo Mariano
Title III	Refugee Support Service Staff	n/a
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	Jackie Schaedel
Title IV, Part A	Media Specialists/Librarians	Jennie Hutchins
Title IV, Part A	Technology Experts	Scott Hinds
Title IV, Part A	Faith-Based Community Leaders	William Sheals

## 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.

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Abel Shaga
Multiple Program(s)	Private School Officials	n/a
Migrant	Out-of-School Youth and/or Drop-outs	n/a
Title I, Part A	Parent Representatives of Title I Students	Scott Hinds
Title I, Part A - Foster Care	Local DFCS Contacts	Travis Moses, DFCS
Title II, Part A	Principals	Neal Christian
Title II, Part A	Teachers	Gabrielle Williams
Title II, Part A	Paraprofessionals	Kiana Griffin
Title II, Part A	Specialized Instructional Support Personnel	JeNaee Newman
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Houghton Mifflin, PBL Works, Learn Without Limits, Education Innovation Partners
Title I, Part A	Parents of English Learners	Jackie Schaedel

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Brenda Mercer, NEGA RESA
Multiple Program(s)	Technical, College, or University Personnel	n/a
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Lydia Bell
21st CCLC	21st CCLC Advisory Council Members	n/a
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	n/a
Migrant	Migrant PAC Members	n/a
Migrant	Local Farmer, Grower, or Employer	n/a
Migrant	Family Connection Representatives	n/a

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	n/a
Migrant	Farm Worker Health Personnel	n/a
Migrant	Food Bank Representatives	Arnie Hulteen, Norcross Cooperative Ministry
Migrant	Boys and Girls Club Representatives	Brenden Van Der Westhuizen, A. Worley Brown B & G Club
Migrant	Local Health Department Representatives	Norcross Health Center
Migrant	ABAC MEP Consortium Staff	Marisela Trejo
Migrant	Migrant High School Equivalence Program / GED Representatives	n/a
Migrant	College Assistance Migrant Programs	n/a
Neglected and Delinquent	Residential Facility(ies) Director(s)	Home of Hope, Angie Moon
Special Education	Parents of a Student with Disabilities	Erica Borrero
Special Education	Parent Mentors	James Rowell
Title II, Part A	School Council Members	Kelly Mandy

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The team sought the input from various school-based staff and leaders, parents, business owners and BIA Board Members with a vested interest in the betterment and continued growth of the school. Individuals involved had a solid understanding of the vision and mission of BIA./AL
---	--

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?	BIA provided several opportunities for stakeholder involvement in identifying areas of concerns and values, developing consensus among affected parties, and producing efficient and effective solutions through an open, inclusive process. Stakeholders were able to provide feedback through numerous approaches, including but not limited to, advisory committee meetings; development of shared protocols and guidelines; informal information exchange between individuals within partnering organizations; and communication media during the assessment process. BIA included numerous stakeholders in the development of the school improvement plan. Parent and student surveys were given during the 2021-22 academic year in order to develop the overarching goals for this year. Teachers and other building staff were asked to provide feedback on the instructional and operational procedures of the building. An advisory council was created consisting of BIA administration, teachers, a paraprofessional, parent representative and business representative for the purpose of soliciting input on the CLIP. This advisory council will meet quarterly to review progress toward identified goals and review data to further inform our decision-making with regard to increasing student achievement. All feedback was used to create this CLIP./AL
--	--

## 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 District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
<b>1. Exemplary</b>	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
<b>2. Operational</b>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
<b>3. Emerging</b>	The district processes for engaging and supporting schools in curriculum design without district process or support.	
<b>4. Not Evident</b>	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
<b>1. Exemplary</b>	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
<b>2. Operational</b>	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
<b>3. Emerging</b>	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
<b>4. Not Evident</b>	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
<b>1. Exemplary</b>	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
<b>2. Operational</b>	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
<b>3. Emerging</b>	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
<b>4. Not Evident</b>	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
<b>1. Exemplary</b>	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
<b>2. Operational</b>	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
<b>3. Emerging</b>	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
<b>4. Not Evident</b>	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	



Teacher Keys Effectiveness System- Standard

Standard	Score
<p><b>2. Instructional Planning:</b>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	
<p><b>3. Instructional Strategies:</b>The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p>	
<p><b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>. &lt;br&gt;</p>	
<p><b>4. Differentiated Instruction:</b>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	
<p><b>5. Assessment Strategies:</b>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	
<p><b>6. Assessment Uses:</b>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>	
<p><b>8. Academically Challenging Environment:</b>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	
<p><b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>. &lt;br&gt;</p>	



## 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 District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
<b>1. Exemplary</b>	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
<b>2. Operational</b>	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
<b>3. Emerging</b>	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
<b>4. Not Evident</b>	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
<b>1. Exemplary</b>	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
<b>2. Operational</b>	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
<b>3. Emerging</b>	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
<b>4. Not Evident</b>	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
<b>1. Exemplary</b>	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
<b>2. Operational</b>	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
<b>3. Emerging</b>	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
<b>4. Not Evident</b>	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
<b>1. Exemplary</b>	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
<b>2. Operational</b>	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
<b>3. Emerging</b>	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
<b>4. Not Evident</b>	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
<b>1. Exemplary</b>	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
<b>2. Operational</b>	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
<b>3. Emerging</b>	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
<b>4. Not Evident</b>	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
<b>1. Exemplary</b>	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
<b>4. Not Evident</b>	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
<b>1. Exemplary</b>	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
<b>2. Operational</b>	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
<b>3. Emerging</b>	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
<b>4. Not Evident</b>	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
<b>1. Exemplary</b>	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
<b>2. Operational</b>	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
<b>3. Emerging</b>	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
<b>4. Not Evident</b>	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
<b>1. Exemplary</b>	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
<b>2. Operational</b>	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
<b>3. Emerging</b>	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
<b>4. Not Evident</b>	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
<b>1. Exemplary</b>	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
<b>2. Operational</b>	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
<b>3. Emerging</b>	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
<b>4. Not Evident</b>	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 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 District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
<b>1. Exemplary</b>	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
<b>2. Operational</b>	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
<b>3. Emerging</b>	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
<b>4. Not Evident</b>	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
<b>1. Exemplary</b>	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
<b>2. Operational</b>	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
<b>3. Emerging</b>	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
<b>4. Not Evident</b>	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	✓
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	



Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 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 District Performance Standard (GDPS). 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

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
<b>1. Exemplary</b>	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
<b>2. Operational</b>	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
<b>3. Emerging</b>	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
<b>4. Not Evident</b>	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
<b>1. Exemplary</b>	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
<b>2. Operational</b>	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
<b>3. Emerging</b>	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
<b>4. Not Evident</b>	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
<b>1. Exemplary</b>	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
<b>2. Operational</b>	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
<b>3. Emerging</b>	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
<b>4. Not Evident</b>	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

Teacher Keys Effectiveness System- Standard

Standard	Score
<p><b>10. Communication:</b>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	
<p><b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>. &lt;br&gt;</p>	

## 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 District Performance Standard (GDPS). 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

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
<b>1. Exemplary</b>	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
<b>2. Operational</b>	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
<b>3. Emerging</b>	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>4. Not Evident</b>	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
<b>1. Exemplary</b>	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
<b>2. Operational</b>	The district provides, coordinates, and monitors student support systems and services.	
<b>3. Emerging</b>	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	✓
<b>4. Not Evident</b>	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
<b>1. Exemplary</b>	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
<b>2. Operational</b>	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
<b>3. Emerging</b>	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
<b>4. Not Evident</b>	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
<b>2. Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
<b>3. Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
<b>5. Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
<b>6. Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	



## 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><b>What perception data did you use?</b> [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>The team reviewed data from a variety of sources, including but not limited to, BIA policies and procedures, stakeholders' surveys, and faculty/staff survey.</p>
<p><b>What does the perception data tell you?</b> (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 data finding was used to construct the 2022-23 CLIP and update operational guidelines to ensure positive outcomes for BIA staff and students. The perception data revealed that most everyone views BIA as a welcoming and safe environment and that the administration and staff are committed to increasing student achievement. It further showed a desire for our instructional practices to be more rigorous.</p>
<p><b>What process data did you use?</b> (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 reviewed to formulate an accurate reflection of BIA was the Faculty Handbook, Federal Programs Handbook, faculty meeting agendas and minutes, professional learning communities and Student/Parent Handbook.</p>
<p><b>What does the process data tell you?</b> (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>Data suggested the need for additional instructional support in math and operational practices within BIA. Effective professional development and data-driven instructional practices will continue to be implemented. Administration should implement an ongoing cycle of collecting data from multiple sources and create professional learning committees to interpret data for the purpose of formulating strategies to raise student achievement and implement effective instructional changes. Implementation of federal programs should provide a comprehensive plan for family engagement and a program for gifted and talented students should be developed.</p>

<p><b>What achievement data did you use?</b></p>	<p>Administration and teachers collected achievement data from multiple sources, such as annual state assessments (i.e. Milestones Data for grades 3-8), interim school assessments (MAP test), classroom performance data, CCRPI report and other relevant data.</p>
--	---

<p><b>What does your achievement data tell you?</b></p>	<p>The achievement data from classroom, normed and standardized assessments provided the team with a deeper understanding of students' learning needs and abilities. The data finding allowed the team to disaggregate data by classroom, student and content areas to identify areas of strength and improvement. The disaggregation of data revealed an upward trend in student achievement in reading, but demonstrated a need in these areas for: continued student support, the creation of Professional Learning Communities and professional development. It also showed significant increases in student achievement in science and social studies. While an increase was shown amongst some groups of students, there were several students that were not consistent with their attendance in classes which affected their overall achievement. Therefore, there will be a need to remediate and develop a loss of learning plan because they were virtual learners.</p>
---	---

<p><b>What demographic data did you use?</b></p>	<p>The demographic data used for evaluation was the SIS system, school demographic information, CCRPI report and Milestones data.</p>
--	---

<p><b>What does the demographic data tell you?</b></p>	<p>The demographic data revealed a need to close the gap between the achievement of white and African American students and their Hispanic and ELL counterparts. Professional development should be provided and a professional learning community should be formed to study culturally responsive education to learn instructional strategies to help meet this goal. The data revealed SWD met their 6% improvement target.</p>
--	---

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> 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>Milestones comparison data for FY2018 and FY2019 illustrated the following: increase in movement of students from proficient to distinguished in all content areas; increase in movement of students from developing learner to proficient in all content areas with the exception of math; and a higher percentage of students as beginning learners in all content areas with the exception of social studies. When compared to the State, 2019 BIA Milestones data revealed that it outperformed the State in all content areas with the exception of math. These trends and patterns indicate support is needed for students and teachers in the area of math.</p>
<p><b>Effective Leadership:</b> 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 teacher survey data collected expressed a need for an administrative presence throughout the building to provide and support instruction. A more clearly defined role of our Instructional Coach is needed in order for teachers to more fully understand the function of this position and enable them to express their needs. Continued teacher feedback on classroom observations will serve to inform teachers of their effectiveness of their instructional strategies and classroom management.</p>
<p><b>Professional Capacity:</b> 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>BIA will build upon its professional capacity and current instructional program to continue meeting the needs of the students, teachers and leaders it serves. All teachers are strategically placed for the purpose of increasing student achievement. BIA staff will continue to undergo professional development in project-based learning and personalized learning. In order to ensure effective instructional practices are used in the classroom, BIA's instructional coach will observe classrooms across all grade levels on a regular basis and provide teachers with feedback on and support in instructional and classroom management strategies. School Administration, Instructional Coach and Special Education Leader will continually monitor and provide feedback on teachers' lesson plans.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> 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>BIA has a thriving Parent Council and Dads On Deck program that is heavily involved in supporting the mission and vision of the school. In addition, BIA has offered the following events to encourage family and community engagement: Hispanic Heritage Night, Title I Family Engagement Night, Curriculum Night, Meet the Teacher, Open House, Boosterthon Fun Run, Project Exhibition Nights (3-4 annually), drama club productions, school-wide talent show, Book Character Parade, Lower School Valentine's Dance, and Upper School Spring Dance. BIA solicits stakeholder input on the CLIP, Parent/Home Compact, and any initiatives that directly impact students and families through surveys as well as virtual and face-to-face meetings. Our parents serve as volunteers in various capacities and are often on-site to lend a helping hand. BIA is developing a partnership with the Norcross community in supporting local initiatives and with High Rez and Skillshot to enhance our coding program. Additionally, BIA has been developing a relationship with the City of Norcross. The City of Norcross supports our school's garden efforts. During the 2021-2022 school year, BIA continued to develop a partnership with the Norcross police department.</p>
<p><b>Supportive Learning Environment:</b> 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>BIA has provided for students an advisory period, after school clubs and adopted both a social/emotional learning and child abuse prevention curriculum. An EIP program has been developed to support the learning of at-risk K-5 students, and before/after school instructional extension has been provided for Title I students. During the 2021-2022 school year, BIA will continue to implement a gifted program to serve gifted and talented students. The gifted program will be further developed during SY23. Structured PLC, PD, faculty meetings and grade level meetings schedules for teachers have been developed. The MTSS Coordinator/instructional coach and school counselor, along with the assistance of teachers, serve students through the development, implementation and continuous monitoring of the MTSS program. A school-wide behavior plan has been developed to ensure consistency of behavior expectations and rewards/consequences. The school culture is based on mutual respect between all stakeholders and the mantra of "doing what's best for kids."</p>
<p><b>Demographic and Financial:</b> 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>Demographic data revealed a gap in learning in ELA and Math among Hispanic, African American and Mixed students when compared to their White and Asian peers. It also showed an overall shift in the racial make up of the school with African Americans being the largest group represented followed by White, Hispanic, Asian and Mixed.</p>

Strengths and Challenges Based on Trends and Patterns

<p><b>Student Achievement:</b> 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>BIA data has consistently borne out the need for support in math instruction. FY19 Milestones data showed that BIA outperformed the State in all content areas with the exception of math. There is evidence of improved instruction with regard to project-based learning as shown by the increases in achievement in science and social studies--the two content areas in which project-based learning is most heavily implemented.</p>
---	--

IDEA - Special Education

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

<p>Strengths</p>	<p>BIA has hired full-time fully certified Special Education teachers, in addition to experienced special education paraprofessionals to support the learning of SWD. SPED staff members are assigned to grade levels and content areas that take advantage of their areas of strength, co-plan with grade level teams and work collaboratively with all staff members. Through personalized learning, differentiated instruction, the use of i-Ready, Renzulli, GoMath, Freckle and Exact Path and personal learning inventories, students' needs are met on a daily basis by all staff members. SPED staff members are reliable and support daily instruction based on the needs of each student's IEP.</p>
------------------	---

<p>Challenges</p>	<p>We are continuing to build upon our existing practices, understanding our student population's learning styles and needs, and supporting our teachers through relevant professional development. The nature of the transient population of a charter school is challenging.</p>
-------------------	--

Title I - Part A - Improving Academic Achievement of Disadvantaged

<p>Strengths</p>	<p>BIA will has adopted several instructional strategies focused on improving academic achievement of disadvantaged students, including but not limited to, the personalized learning model, differentiated instruction, and flexible grouping, and individualized instruction and/or study skills time on a daily basis.</p>
------------------	---

## Title I - Part A - Improving Academic Achievement of Disadvantaged

<b>Challenges</b>	BIA has had to redevelop the MTSS (previously RTI) program and will be implementing the full MTSS program by providing professional development to teachers and MTSS Coordinator. BIA will be working with a consultant who specializes in MTSS to assist in developing a solid and effective program. Students will be placed in MTSS using the data gathered by classroom teachers, from Milestones and MAP, and teacher recommendations. In addition, teachers have communicated that they need more support in data-driven instruction. To better support teachers with and students in the MTSS process, we will add a full time MTSS coordinator to the staff in the 2022-2023 school year.
-------------------	---

## Title I, Part A - Foster Care

<b>Strengths</b>	BIA has a dedicated school counselor and administrative team ready and capable of supporting any student(s) in the foster care program. We have set aside funds to provide for identified, qualifiable needs of foster care students that may arise.
------------------	--

<b>Challenges</b>	We have not experienced any challenges up to this point regarding services for our foster care students.
-------------------	--

## Title I, Part A - Parent and Family Engagement

<b>Strengths</b>	BIA surveyed Title I parents for input in the School-Home Compact and hosted an annual Title I Parent Engagement Night. This year, BIA will provide Title I families with a Family Engagement Center where they can checkout math and ELA resources to take home to support the learning of Title I students. In addition, BIA will communicate with Title I families on a monthly basis via a newsletter designed specifically for the needs of our Title I students and families and conduct parent/teacher conferences upon request and at scheduled times in the fall and spring. Also, descriptions of Title I services will be easily accessible on the school's website.
------------------	---

Title I, Part A - Parent and Family Engagement

Challenges	BIA is State charter school without district or county attendance zone restrictions. Because of this, it is sometimes challenging to get families involved in evening events due to the metro Atlanta traffic. In order to reduce the stress on families, we have scheduled virtual events in addition to those held at the school building.
------------	--

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	At this time, BIA does not currently serve any migrant students. However, if a migrant student should enroll at BIA, we will be ready to serve his/her needs.
-----------	---

Challenges	At this time, no challenges have been identified.
------------	---

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	BIA has not experienced serving neglected or delinquent children but is ready to accept and support any child should they have these needs.
-----------	---

Challenges	ALtherefore, no challenges have been identified.
------------	--

Title II, Part A - Supporting Effective Instruction

Strengths	BIA has and will continue to offer staff an abundance of effective professional development throughout the school year to support school initiatives, classroom instruction, professional goals and needs identified through data analysis. Teachers have the opportunity to participate in on and off-campus professional learning activities that support the school improvement plan. Monthly PLC meetings are conducted for focused conversation and learning on topics identified through data analysis and needs assessment. Moreover, teachers with meet twice a month with the MTSS coordinator/Instructional Coach to brainstorm how to support students and provide effective instructional strategies. Digital learning days will be implemented this year for
-----------	---



## Title II, Part A - Supporting Effective Instruction

	students in order to allow teachers time to engage in professional development, facilitate ideas, analyze data and collaboratively plan. Administration encourages staff to discuss trends and challenges it may have noticed in a supporting forum. Furthermore, BIA will continue to support effective instruction through the TKES process.
--	--

<b>Challenges</b>	Time in which to engage in professional development has been challenging. BIA hopes to remedy this, in part, by the continuation of monthly at-home digital learning days for students. On these days, teachers will engage in professional development, collaborative planning, and exchange of ideas. Time, again, to provide face-to-face feedback on TKES observations is a challenge.
-------------------	--

## Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency. ● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

<b>Strengths</b>	BIA has hired 1 1/2 ESOL teachers, modified the school's daily schedule, and strategically placed students to ensure all EL students receive the services needed and mandated. All EL qualified students are served through push-in or pull out instruction by ESOL endorsed teachers. As a result, BIA's EL students surpassed their progress target of 74.6 on the Georgia Milestones Assessment by 11.17 points with a score of 86.77.
------------------	---

<b>Challenges</b>	Challenges arise when trying to serve 9 grade levels of students in a 7 segment day. The addition of a 1/2 time ESOL teacher has alleviated some of this challenge. While the ESOL teachers prefer pull-out services for their EL students, scheduling and time constraints dictate push-in services at times. BIA also has challenges in content mastery of its EL students with 85% being in levels I and II in both reading and math on the Georgia Milestones Assessment.
-------------------	---

## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

<b>Strengths</b>	BIA has set aside funds for the purpose of meeting identified and qualifiable needs of homeless students. The administration and school counselor are available as well as contacts with homeless shelters and food banks to further assist with the support of our homeless students. BIA's social/emotional curriculum provides additional support.
------------------	---

<b>Challenges</b>	BIA has not experienced any challenges, to date, in providing for homeless students.
-------------------	--

## Title I, Part A - Equitable Access to Effective Educators

<b>Strengths</b>	BIA ensures equitable access to quality educators through its hiring practices. All teachers hold a four year degree, a clearance certificate, in-field certification in the State of Georgia, have passed the required GACE assessments, and/or are in the process of completing a GaPCS approved program of study. In addition, teachers are strategically placed based on their areas of strength.
------------------	---

<b>Challenges</b>	Teacher retention has been a challenge due to the turnover in administration (4 admins in 4 years) and ability to make higher wages in surrounding counties.
-------------------	--

## Title IV, Part A - Student Support and Academic Enrichment

<b>Strengths</b>	BIA offers reduced class sizes, personalized learning, project-based learning, EIP, a gifted program, differentiated instruction, and flexible grouping to support student learning. In addition, BIA's instructional program includes social/emotional and child abuse curriculum and many after school clubs that enhance academics as well as development of student capacity in fine arts.
------------------	--

<b>Challenges</b>	Ensuring effective and rigorous lessons that not only meet the needs of students, but challenge and deepen their current level of understanding and abilities.
-------------------	--

## Title V, Part B - Rural Education

Strengths	BIA is a charter school located just outside the Metro Atlanta area, and, therefore, does not qualify as rural education
Challenges	N/A

### 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	Instructional Program (Math)
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
---------------------------	--

##### Overarching Need # 2

Overarching Need	Instructional Program (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	2

Additional Considerations	
---------------------------	--

##### Overarching Need # 3

Overarching Need	Closing the achievement gap between economically disadvantaged and minority students as compared to their Asian peers.
How severe is the need?	High
Is the need trending better or worse over time?	No Change

Overarching Need # 3

Can Root Causes be Identified?	No
Priority Order	3

Additional Considerations	
---------------------------	--

Overarching Need # 4

Overarching Need	A middle-school appropriate supplemental program to our current curriculum for social/emotional learning that addresses sexual abuse.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
---------------------------	--

### 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 - Instructional Program (Math)

###### Root Cause # 1

Root Causes to be Addressed	It is the team's belief, supported by the results from MAP, Milestones and classroom assessment data, that math is a critical area. The team further believes ineffective implementation of our math program is a contributing factor to the lack of student improvement in math.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

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

##### Overarching Need - Instructional Program (ELA)

###### Root Cause # 1

Root Causes to be Addressed	It is the team's belief, supported by the results from MAP, Milestones, and classroom assessments, that English Language Arts is a critical area. The team further believes that ineffective differentiation strategies in literacy are a contributing factor.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

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

**Overarching Need - Closing the achievement gap between economically disadvantaged and minority students as compared to their Asian peers.**

**Root Cause # 1**

Root Causes to be Addressed	It is the team's belief, supported by the results from MAP, Milestones, ACCESS, and classroom assessments, that targeted professional development in effective instructional strategies is needed.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

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

**Overarching Need - A middle-school appropriate supplemental program to our current curriculum for social/emotional learning that addresses sexual abuse.**

**Root Cause # 1**

Root Causes to be Addressed	It is the team's belief, based on discipline data and informal student surveys, that a program that addresses sexual abuse for BIA's middle school students is needed.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

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



# District Improvement Plan 2022 - 2023



**Brookhaven Innovation Academy**



DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Brookhaven Innovation Academy
Team Lead	Neal Christian, Head of School
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Instructional Program (Math)
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	It is the team's belief, supported by the results from MAP, Milestones and classroom assessment data, that math is a critical area. The team further believes ineffective implementation of our math program is a contributing factor to the lack of student improvement in math.
Goal	By the end of FY23, average math scores for grades 6-8 will be at least 3 points higher than the national norm score as measured by the NWEA MAP & 3, 5, and 8 grade students will surpass the State average on GMAS.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
------------	--

Content Area(s)	Mathematics
Grade Level Span(s)	3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Provide professional development in the implementation of BIA's adopted Go Math and i-Ready Curriculum. BIA will partner with Curriculum Associates, LLC and Caitlin Loudy with Houghton Mifflin, the publisher of Go Math, to provide the needed professional development.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional development sign in sheets; TKES observations; PD sign-in sheets
Method for Monitoring Effectiveness	Data analysis; TKES observations;
Position/Role Responsible	Head of School, Associate Head of School, Director of Federal Programs, Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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)?	BIA will be partnering with Houghton Mifflin, the publishers of Go Math; PBL Works; Curriculum Associates, LLC; and a host of other academic textbooks/programs, to provide professional development for the purpose of increasing student achievement and the professional capacity of its teachers.
--	---

Action Step # 2

Action Step	Provide additional math resources, both print and software, to support and enhance student learning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Evidence in teachers' lesson plans of use of print and/or software resources; Lesson plans.
Method for Monitoring Effectiveness	Data analysis; TKES observations
Position/Role Responsible	Head of School, Associate Head of School, Director of Federal Programs, Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Action Step # 2

Does this action step support the selected equity intervention?	No
---	----

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)?	BIA will be partnering with Moby Max, Houghton Mifflin, Renzulli, and Curriculum Associates, LLC, the makers of i-Ready to provide resources based on best-practices for increasing student achievement in math.
--	--

Action Step # 3

Action Step	Provide virtual and face to face, before and/or after school instructional extension in math beginning in January, 2022.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Teacher and student sign in sheets and time logs for instructional extension classes.
Method for Monitoring Effectiveness	Data analysis; TKES observations
Position/Role Responsible	Instructional Coach
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Weekly
-----------------------------	--------

Does this action step support the selected equity intervention?	No
---	----

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)?	BIA will partner with Triumph Learning to provide resources to support math instructional extension.
--	--

Action Step # 4

Action Step	Incorporate Project Based Learning professional development; BIA will include cross-curricular instruction to ensure students students learn by actively engaging in real-world and personally meaningful projects in all content areas to ensure students are able to read and comprehend mathematical word problems.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC meeting agendas and minutes

Action Step # 4

Method for Monitoring Effectiveness	Data analysis; TKES observations
Position/Role Responsible	Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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)?	BIA will partner with PBL Works to support teachers with professional development that is deeply immersive, provides hands-on experiences to ensure students are able to read and comprehend mathematical word problems. and promotes research-based strategies for improving student achievement in math.
--	--

Action Step # 5

Action Step	Obtain materials needed to support our gifted students in our gifted program.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction
Method for Monitoring Implementation	Review of lesson plans to ensure utilization of resources



Action Step # 5

Method for Monitoring Effectiveness	Data analysis; TKES evaluations
Position/Role Responsible	Gifted coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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)?	BIA will partner with its parent advisory committee as well as Renzulli.
--	--

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Instructional Program (ELA)
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	It is the team's belief, supported by the results from MAP, Milestones, and classroom assessments, that English Language Arts is a critical area. The team further believes that ineffective differentiation strategies in literacy are a contributing factor.
Goal	At the end of FY23 50% of students in grades 3,4,5,6,7,8 will be identified as either a proficient or distinguished learner as measured by the English/Language Arts Milestones Assessment.

Equity Gap

Equity Gap	School Mean Growth Percentile (SGP)
------------	-------------------------------------

Content Area(s)	ELA
Grade Level Span(s)	3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Develop and fully implement a writing program to building competence and confidence with all types of learners and ensure differentiation of instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	MTSS meeting minutes, professional learning agendas, sign in sheets from professional learning; classroom observations; lesson plans
Method for Monitoring Effectiveness	Data analysis to include TKES ratings; GMAS; iReady diagnosis
Position/Role Responsible	Administrative Team, Instructional Coach & School Counselor
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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)?	BIA will partner with Writing By Design to design and continue the work to fully implement its writing program.
--	---

Action Step # 2

Action Step	MTSS Coordinator/Instructional Coach presence to provide instructional support at grade-level weekly lesson planning meetings.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Meeting minutes
Method for Monitoring Effectiveness	Data analysis
Position/Role Responsible	MTSS Coordinator/Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

Action Step # 3

Action Step	Observation of teachers' instructional practices
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Schedule of teacher observations
Method for Monitoring Effectiveness	Data analysis
Position/Role Responsible	Head of School, Associate Head of School, Director of Federal Programs, Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

Action Step # 4

Action Step	Purchase ELA materials to support all students in our reading program.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction
Method for Monitoring Implementation	Review of lesson plans to ensure utilization of materials
Method for Monitoring Effectiveness	Data analysis; TKES observations
Position/Role Responsible	Gifted coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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)?	BIA will partner with its parent advisory committee and Renzulli Learning.
--	--

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.3 Overarching Need # 3

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	Closing the achievement gap between economically disadvantaged and minority students as compared to their Asian peers.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	It is the team's belief, supported by the results from MAP, Milestones, ACCESS, and classroom assessments, that targeted professional development in effective instructional strategies is needed.
Goal	By the end of FY23, the goal is to reduce the achievement gap of all subgroups students by 3 percentage points as compared to their Asian peers.

##### Action Step # 1

Action Step	Book study by a professional learning community on differentiation.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	English Learners Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC agendas and meeting minutes
Method for Monitoring Effectiveness	Data analysis
Position/Role Responsible	Head of School, Associate Head of School, Director of Federal Programs, Instructional Coach
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Yearly
-----------------------------	--------

Does this action step support the selected equity intervention?	Yes
---	-----

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)?	BIA will partner with Follett for suggestions on books regarding differentiation.
--	---

Action Step # 2

Action Step	Professional development opportunities that support students learning in ELA with a focus on decoding, phonics, reading fluency and reading comprehension.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	English Learners
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional development registration information and itineraries; Lesson plans
Method for Monitoring Effectiveness	Data analysis; TKES evaluations
Position/Role Responsible	Head of School, Associate Head of School, Director of Federal Programs, Instructional Coach
Evidence Based Indicator	Strong



Action Step # 2

Timeline for Implementation	Yearly
-----------------------------	--------

Does this action step support the selected equity intervention?	Yes
---	-----

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)?	BIA will partner with the Institute for Multi-Sensory Education, Fountas & Pinnell and PBL Works to provide professional development.
--	---

Action Step # 3

Action Step	BIA will continue its EIP program and fully implement a robust MTSS plan.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	TKES observations, lesson plan evaluation
Method for Monitoring Effectiveness	Progress monitoring of student progress
Position/Role Responsible	EIP Teacher, Administration, Instructional Coach, MTSS Coordinator
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Yearly
-----------------------------	--------

Does this action step support the selected equity intervention?	Yes
---	-----

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)?	BIA will hire a full time MTSS coordinator and partner with Education Innovation Partners, its charter school consultants, to support the implementation MTSS and to evaluate the effectiveness of its EIP.
--	---

Action Step # 4

Action Step	BIA will continue to support literacy and enrichment opportunities to extend to all students in order to improve student achievement in reading, writing, and literacy.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitor the number of activities and clubs offered to students for enrichment and the number of students attending enrichment activities and clubs.
Method for Monitoring Effectiveness	Review of lesson plans and agendas to ensure utilization of materials.
Position/Role Responsible	Gifted Coordinator
Evidence Based Indicator	Moderate

Action Step # 4

Timeline for Implementation	Weekly
-----------------------------	--------

Does this action step support the selected equity intervention?	Yes
---	-----

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

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	A middle-school appropriate supplemental program to our current curriculum for social/emotional learning that addresses sexual abuse.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	It is the team's belief, based on discipline data and informal student surveys, that a program that addresses sexual abuse for BIA's middle school students is needed.
Goal	To increase students' in grades 6-8 knowledge regarding safety by providing them with the tools to recognize and report instances such as these when they happen to themselves or others during SY23.

Action Step # 1

Action Step	BIA will implement a sexual abuse prevention curriculum to its students in grades 6-8.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Check counselor's schedule to ensure delivery of the curriculum.
Method for Monitoring Effectiveness	Data analysis of discipline and counselor referrals as it pertains to this issue
Position/Role Responsible	Counselor, administration
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Action Step # 1

Does this action step support the selected equity intervention?	Yes
---	-----

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)?	BIA will continue employing a registered school nurse and partner with its stakeholder advisory committee in carrying out this action step.
--	---

## 4. REQUIRED QUESTIONS

### 4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

#### Required Questions

#### Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>BIA operates as a State charter school with an active Parent Council and a newly created stakeholder focus group that provided input on the CLIP and allocation of federal funds provided by the various Title programs. BIA also consulted with its Academic Committee and Education Innovation Partners (a charter school consulting firm) for advice and input in meeting our professional development goals. Teachers were given a needs assessment at the beginning of the year to identify areas in which they felt professional development was needed. Parents/guardians were also asked to complete a survey to solicit information regarding their advice on needed areas of professional development. Stakeholders agreed that professional development in Math, Reading and strategies for closing achievement gaps are the top areas of focus. To help facilitate this process, BIA will engage in monthly professional development opportunities and meet in professional learning communities, both focused on the targeted areas stated above. BIA will coordinate activities under Title II Part A with Title I Part A and IDEA to better support the learning of these students. BIA will provide Parent Engagement Night, Project Exhibition Nights, Hispanic Heritage Night, Curriculum Night, and quarterly stakeholder meetings to engage the community.</p>
---	---

#### Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>By its hiring practices, BIA ensures that all teachers have met the district's professional qualifications. Teachers hired on provisional licensing or who are new to teaching are assigned a mentor teacher and are heavily monitored and supported by the Instructional Coach. Teachers are strategically placed based on their areas of strength and/or certification. The administrative team will use TKES data and school data guides to determine the effectiveness of each classroom teacher. With this information, the best placement for low income and minority students will be determined. BIA will ensure that low income and minority children are not disproportionately served by ineffective or experience teachers through thoughtful and deliberate placement of these students.</p>
---	--

Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>BIA uses data analysis of MAP, Milestones, i-Ready, and classroom assessments as well as stakeholder surveys to identify teacher and student needs to inform the direction to take with regard to professional development. Built into the school calendar are professional learning days, one each month, that will allow the time needed to sustain an on-going professional development plan focused on identified areas of need.</p> <p>BIA has hired a MTSS Coordinator to provide more support for teachers to assist students that are struggling academically. Also, teacher-leader teams have been developed that facilitate project-based learning and personalized learning professional development opportunities. Made possible by a CSP Grant, teacher-leaders were previously sent to PBL World in California to expand their knowledge and expertise in project-based learning and will continue the redelivery of what they learned. They will continue throughout the year to engage teachers in relevant professional learning in this area. The Instructional Coach and Admin Support will present professional development to teachers during preplanning.</p> <p>On-going professional development in i-Ready and Go Math, our adopted curriculum, is scheduled throughout the year to be delivered by trainers from Houghton Mifflin (Go Math) and Curriculum Associates (i-Ready). Moreover, professional development will be ongoing throughout the year in Renzulli, our adopted curriculum for our gifted students. In order to create greater gains for our struggling learners like ELs and students with special needs and to increase the pathway to literacy for all students, teachers will participate in a Writing By Design professional development during pre-planning our adopted writing curriculum. Professional Learning Communities will be created to engage in book studies to increase teachers' instructional capacity in the following areas: Number Sense, Literacy, Culturally Responsive Education, Project-Based Learning and Personalized Learning.</p> <p>BIA's Head of School, Associate Heads of School, Director of Federal Programs, and Instructional Coach will observe classroom instruction on a routine basis. The observation outcomes and data analysis will allow Administration to better understand the on-going needs of the school. They will also enable Administration to identify trends in content areas, grade levels and/or classrooms to determine evidence-based supports that may need to be put in place.</p>
--	--

PQ – Intent to Waive Certification

<p>For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes</p>
--	------------

## 4. REQUIRED QUESTIONS

### 4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>BIA anticipates a waiver for a 4th grade ELA teacher with nearly 20 years of experience and a third grade social studies/science teacher with six years both of whom have a proven track record for effective instruction that has led to increased student achievement. Additionally, we anticipate a waiver for our middle school ELA 6th grade teacher. The 6th grade ELA teacher has three years of experience. The 6th grade ELA teacher will be taking the appropriate GACE assessments in the fall in order to become fully certificated.</p>
--	---

PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>BIA's minimum professional qualifications are that all teachers must have a Bachelor's degree.</p>
--	---

State and Federally Identified Schools



State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Any state, federal, and local funds will be allotted based on the needs of BIA students. Title II Part A funds will be prioritized based on data analysis, stakeholder surveys, and teacher needs assessment results which indicated that math and ELA are the top priorities for teacher professional development. Brookhaven Innovation Academy is not a federally identified school. However, if it becomes one in the future, we will support it through federal funds.</p>
---	--

CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>All students have been enrolled in a state recognized, grade and age-appropriate coding course. In addition to the coding course, students are immersed in PBL. PBL lessons allow exposure to relevant, meaningful projects that include the necessary 21st century skills of collaboration, communication, creativity and critical thinking.</p>
---	--

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>BIA has a school-wide behavior plan that includes a progressive discipline model. It also has a trained school counselor who facilitates classroom sessions focused on self-control, good decision-making practices and strategies to cope with feelings and to deal with anger. Teachers have also learned new classroom management strategies through professional development. Teachers and administrators use methods of restorative justice to help students better understand their choices and work alongside students to put supports in place, when needed. The addition of a school-wide social/emotional curriculum will also help reduce overuse of discipline practices the remove students from the classroom.</p>
--	---

## 4. REQUIRED QUESTIONS

### 4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>BIA's counselor will work with the 8th grade students to formulate effective transition plans. Since we are a State charter school, we do not feed into a particular high school. Therefore, the counselor will coordinate with surrounding high schools (public, private and charter) to host a High School Fair in the spring.</p> <p>Additionally, all 8th grade students with an IEP will have a transition plan written at either their annual review date or no later than March 1st of the student's 8th grade year, depending on which date comes first. There are five main components of transition plans: instruction, related services, community experience, daily living skills and the development of employment and other post-school adult living objectives. Case managers will conduct appropriate assessments in the above areas to determine the student's transition needs and the services that address those needs. Examples of appropriate assessments include: Transition questionnaires that are to be completed by the student, teachers, and parents, career interests inventories, learning style profiles, and independent living checklists and inventories. The development of transition plans will be monitored by the Special Education Lead at Brookhaven Innovation Academy to make sure that the case managers maintain state and federal compliance.</p>
--	---

Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>BIA does not have an early childhood pre-K program.</p>
---	--

Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>BIA is a School-Wide Title I program for SY23.</p>
---	---

Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>BIA is a School-wide Title I school and has merged research-based instructional methods including project-based learning (PBL), personalized learning, differentiated instruction, flexible grouping and computer coding to develop an environment which fosters academic achievement. BIA's curriculum is aligned to Georgia Standards of Excellence and is focused on both mastery of content as well as skill development.</p> <p>DESIGN PRINCIPLES OF OUR EDUCATIONAL MODEL:          BIA has implemented a one-to-one technology platform with laptops for all students. The combination of PBL and one-to-one technology allow students to take a guiding role in the learning process. PBL that follows the PBL Works model (formerly the Buck Institute) will produce the following outcomes:</p> <ul style="list-style-type: none"> <li>● Students will be able to write essential questions and complete authentic tasks.</li> <li>● Teachers will be able to design effective and rigorous technology-infused lessons.</li> <li>● Teachers will be able to create appropriate formative assessments</li> <li>● Teachers will be able to manage and implement complex technology projects.</li> <li>● Students will be able to move from product presentations to presentations of learning.</li> </ul> <p>The PD will provide teachers with the tools needed to define and monitor performance goals for individual students. In addition to PBL lessons, teachers will use a standards-based grade reporting system to provide accurate, meaningful, and timely feedback on clearly defined standards and authentic learning opportunities. The addition of an MTSS coordinator and extended day instruction for students in grades 3rd, 5th, and 8th will provide at-risk students with another layer of instruction and support.</p>
--	---

## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

#### Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>BIA will administer the Title I, Part C Occupational Survey to every returning family at the beginning of each school year and to newly enrolled students at the time of their enrollment, regardless of the time of year.Surveys will be submitted to Viva Jones, Director of Federal Programs, who will ascertain if any students need coordination of services as described by Title I Part C--Migrant Intrastate and Interstate Coordination. If such students are identified, BIA will collaborate with the Migrant Student Information Exchange (MSIX) coordinator at ABAC to ensure successful transfer of student school and health records for the purpose of ensuring correct enrollment, placement, and credit accrual. BIA will send the Occupational Survey(s) of identified migrant student(s) to the MSIX specialist at ABAC to coordinate services. Information will be stored in BIA's SIS.</p>
---	---

#### Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>At this time, BIA does not have any student(s) that meet this category. If a migrant student enrolls at BIA, we will work with his/her family to help him/her gain access to other education services, health services, nutrition services and social services.</p>
---	--

Title I, Part C – Migrant Supplemental Support Services

--	--

## 4. REQUIRED QUESTIONS

### 4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>                  What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?                  Include: Description of your district's procedures                  Specific professional learning activities                  Plan to monitor implementation with fidelity</p>	<p>BIA serves K-8th grade students. In order to meet the guidelines to ensure eventual graduation, BIA staff will attend professional development that is provided through GLRS for writing and developing transition plans. BIA staff desires to ensure that 8th grade students enter high school with current and effective IEPs, accommodations, goals, services, and transition plans. As part of the school's charter, we offer coding classes to all students which gives them exposure to 21st century skills. All 8th grade students will have a transition plan written at either their annual review date or no later than March 1st of the student's 8th grade year, depending on which date comes first. Case managers work together with general education teachers, school administrators, and school counselors on the completion of the students' transition plan goals. Every nine weeks, the case manager and student review transition progress by reviewing the students grades and all data collected. There are five main components of transition plans: instruction, related services, community experience, daily living skills and the development of employment and other post-school adult living objectives. Case managers will conduct appropriate assessments in the above areas to determine the student's transition needs and the services that address those needs. Examples of appropriate assessments include: Transition questionnaires that are to be completed by the student, teachers, and parents, career interests inventories, learning style profiles, and independent living checklists and inventories. The development of transition plans will be monitored by the Special Education Lead at Brookhaven Innovation Academy to make sure that the case managers maintain state and federal compliance.</p>
--	---

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>                  What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?                  Include: LEA procedures                  Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)                  Staff that will be designated to</p>	<p>BIA is a K-8 public charter school and is working to provide early intervention and identification of students who are entering Kindergarten. BIA has coordinated services with its Special Education department, Psychologist, Occupational Therapist, and Speech Pathologist to provide screenings for early identification of children aged 3-5 with disabilities. The free screenings will be administered on-site at BIA once every nine weeks by appointment. The dates of the free screenings will be reflected on BIA's school calendar which is posted on its website. Students are currently administered the GKIDS Readiness Assessment in order to obtain baseline data for the beginning present level of each student. BIA will be able to identify students who are in need of research-based interventions through the MTSS process and EIP services. The psychologist will meet with teachers and the MTSS Coordinator once a month to provide strategies and possibly identify students that may benefit from support with the general education curriculum. Once students have received</p>
---	---

IDEA Performance Goals:

<p>support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>MTSS and/or EIP services and it has been proven ineffective, a referral will then be made to see if the student qualify for special education services. Students will be evaluated through a comprehensive evaluation, and eligibility will be determined in the 60 day timeline that is mandated by the State. If a student is deemed to qualify for special education services, they will receive services in the least restrictive environment to meet their individual needs. If there are students that enter into Kindergarten with a current IEP, the students will have an IEP meeting to accept their IEP from their previous school within the first 30 days after enrollment in BIA. These students will continue to have their needs met in the least restrictive environment as deemed in their most recent IEP. Students will receive good faith services for the first 30 days while BIA awaits the receipt of the student's records from their previous school. In order to aid in the identification of students and continue to meet their individual needs, the general education teachers will receive training on MTSS and differentiation. Additionally, BIA's Special Education Director will coordinate with Babies Can't wait and local area pre-school programs' Special Education Directors in the Spring semester to ensure a successful transition from Pre-K to kindergarten. BIA Special Education Director engage parents by sharing ideas via web videos on the school's website, utilize an online calendar, use social media platforms like Facebook to connect to parents, host Project Based Learning nights, and school tours.</p>
--	---

<p>Describe how the district will meet the following IDEA performance goals: <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b> What specific activities align with how you are providing FAPE to children with disabilities?  <b>Include:</b>How teachers are trained on IEP/eligibility procedures and instructional practices          How LRE is ensured          The continuum of service options for all SWDs          How IEP accommodations/modifications are shared with teachers who are working with SWDs          Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>BIA has qualified Special Education staff members to provide direct instruction, work within a collaborative teaching model, facilitate PD to general education teachers, and monitor students with disabilities academic and social performance and progress.</p> <p>Upon enrollment, student's records and transcripts are reviewed to determine if any special services were provided previously. If services were provided, the Special Education (SpED) Lead will contact the parent/guardian and the previous school for documentation, if not in GO-IEP. The parent/guardians will be contacted in order to begin the process of transferring the IEP (Individualized Education Plan) to BIA. If the student is suspected of having received prior supportive systems through the Special Education Program from his/her previous school, "good faith" services will be provided while awaiting the receipt of all necessary SpED documents (i.e. eligibility reports, redetermination reports, and most recent IEP). Once all documents have been received, the transfer meeting will occur with 30 days of enrollment. The SpED Lead will input the required timeline data into GO-IEP.</p> <p>BIA Special Education records and necessary documents will be uploaded to the State special education platform, GO-IEP, to consolidate the manner in which records are created, maintained and stored. Paper documents continue to be maintained in the SpED office in a locked cabinet, per FERPA. The venture to transfer and input student records into GO-IEP will ensure that BIA adheres to State and federal compliance criteria, as well as best practices. Once initial timeline information has been entered in GO-IEP, the system will generate a timeline to ensure all tasks are completed by the appropriate dates.</p>
---	--



IDEA Performance Goals:

	<p>A review of all student records will be conducted the prior to the start of the new school year.</p> <p>If a student enrolls in BIA after the school year has begun, the SpEd Lead follows the same procedures as if it was the start of the academic year. We also use SLDS/GUIDE/GoIEP and require records to gather necessary information and/ documents on a student should a parent not provide us with the information needed.</p> <p>In order to maintain compliance with FAPE, BIA's special education staff will annually review IEP's before the IEP end date as to not let the IEP lapse. In reviewing the IEP, the special education staff will look at all pertinent information to make sure that the students have updated and current information in their Present Levels of Functioning. Information that will be gathered and reviewed is attendance data, grades, Georgia Milestones data, NWEA MAP Assessment data, i-Ready data, Fountas and Pinnell guided reading data, MAP data, teacher observations, work samples, psychological information that determined the students current eligibility and any other pertinent information that may be needed. Once this information is gathered and reviewed, the student's IEP team will develop goals and objectives annually to help the student meet learning targets that support them being provided an equitable education in the general education environment. The student's IEP team will also compile and analyze the data every three years to determine if the student continues to meet eligibility or if the team needs updated information to make data driven decisions about the students and their current plans.</p> <p>The special education program at BIA aims to meet their individual needs and allow students to participate in the least restrictive environment. As with all special education documents and plans, all decisions are an IEP team decision, and any stakeholder has the ability to call a meeting at any time to make adjustments that meet the student's current needs. The IEP is a working document and BIA works to ensure that each team member feels they have a vested interest and can make informed decisions in the development of the plans. Moreover, supervision and monitoring procedures are being implemented and to ensure that FAPE is being provided in which BIA must submit an updated FY23 IDEA response.</p> <p>BIA will provide professional development to special education staff through state conferences, access to curriculum, and other trainings that may arise to make sure that they are up to date on instructional practices that best support the needs of the students that are served through the special education program. During pre-planning, general education and special education teachers are provided professional development on the MTSS process, Child Find, Special Education Rules Implementation Manual, and Legal Implications of Response to Intervention and Special Education Identification.</p> <p>To ensure LRE, BIA will determine LRE on a case-by-case basis during the development of a student's individualized education program. During this process, the IEP team—a multidisciplinary group of professionals and the student's parents—discuss what individualized program of instruction and</p>
--	--



IDEA Performance Goals:

	<p>related services (also referred to as services and supports) the student requires based on her present levels of performance and areas of strengths and needs.</p> <p>Because LRE is determined by the student's individualized program of instruction and related services rather than by setting, BIA will create a continuum of alternative placement options per IDEA. This continuum represents a range of educational placements in which an IEP can be implemented to meet the individual needs of students with disabilities. These placement options range from the least restrictive setting (i.e., general education classroom) to the most restrictive ones (e.g., residential facility). Placement options are fluid. A student might receive some services in one setting and other services in a different setting. Further, placements can change over time based on factors such as changes in a student's progress or needs.</p> <p>To ensure that IEP accommodations and modifications are shared with all teachers who are working with SWDs, the case managers will provide the general education teachers with a copy of the SWD's IEP accommodations and modifications during pre-planning and to new teachers that may come after pre-planning, and as accommodations and modifications change or as a new student enrolls throughout the year. Both the general education teachers and case manager sign the accommodations signature page and submit to Director of Special Education.</p>
--	---

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>          How procedures and practices are implemented in your district to ensure overall compliance?          Include: LEA procedures to address timely and accurate data submission          LEA procedures to address correction of noncompliance (IEPs, Transition Plans)          Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncompliance          Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>BIA will improve adherence to state and federal laws and regulations by using GO-IEP. The GO-IEP platform provides an electronic permanent record for each student. Data for students that transfer to BIA will be available the morning after his/her GTID has been claimed. GO-IEP provides historical assessment scores that are auto-populated on every IEP and Eligibility that is written, providing data to the IEP committee as well as parents. Use of the GO-IEP platform will provide lapsed dates, with special rules applied for SDD, and timeline countdown clocks are displayed.</p> <p>BIA will update and revise the Special Education Procedures Manual for the 2022-2023 school year as needed. The special education staff at BIA strives to ensure that all students have a current IEP that has been updated within the last year; a re-evaluation data review meeting is schedule, if it has been more than three years since the student last had their eligibility information reviewed; students who are either in the year of their ninth birthday or past their ninth birthday with the eligibility of Significant Developmental Delay are evaluated; goals and objectives that are written in the IEPs are observable and measurable; and the collection of quantitative data reflects if the student is making progress towards their individual goals. All students are administered the i-Ready assessment and Fountas and Pinnell reading inventories and 6th -8th grade students are administered the NWEA MAP assessment so that the</p>
---	--

IDEA Performance Goals:

	<p>special education staff is able to gain some baseline data and information for each student to include in their current present level of functioning. Student's IEPs, Eligibility Reports, Meeting Notices, Re-evaluation Data Review Reports, Progress Reports, Timeline Data, and prior paper documents are in the process of being moved to electronic format so that every student has a profile within GO-IEP. Having these documents in GO-IEP will aide in maintaining compliance with Special Education documents from one year to another, as well as, special education reporting. BIA will send special education staff to State trainings to ensure that they are abreast of any changes in laws and regulations that may impact the students that are served through the special education program to include Developing the IEP in Go-IEP, Completing the Reevaluation Process in Go-IEP, Completing the Eligibility in Go-IEP, in-service by the occupational therapist, in-service by the psychologist, Child Find and MTSS procedures, Special Education Manual, dyslexia, and the monthly SELDA training for the department chair to attend.</p>
--	---

## 4. REQUIRED QUESTIONS

### 4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p><b>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students’ academic achievement the LEA will implement:</b></p> <ol style="list-style-type: none"> <li>1. In support of well-rounded educational opportunities, if applicable</li> <li>2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> <li>3. In support of safe and healthy students, if applicable</li> <li>4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> <li>5. In support of the effective use of technology, if applicable</li> <li>6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step</li> </ol>	<p>In FY23, BIA will expand a program to support the learning and enrichment of all students and will need materials and resources to support this initiative. The objective is to provide programming that meets the unique needs of these learners that develops their critical thinking and creativity. BIA will continue to provide enrichment opportunities to support literacy for all students in order to bridge the achievement gap between economically disadvantaged and minority students as compared to their Asian peers. BIA will expand learning outside the classroom by offering enrichment clubs to support literacy. BIA will continue to support the gifted students by expanding the pool and search for gifted and talented students. The activities will be well rounded and will support Goal 3, Action Step 4.</p>
--	--

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>BIA will continue to engage with its newly formed stakeholder input team on a quarterly basis to evaluate the effectiveness of the school's academic programming and activities. It will also solicit feedback on the same from all stakeholders through surveys to be administered at the end of each semester.</p>
---	---

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p><b>Equity Gap 1</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>BIA's Equity Action Plan was effective in reducing the equity gap overall in ELA by scoring 71.71 and surpassing its target of 69.98. Further analysis of the data revealed Hispanic, White, Economically Disadvantaged and English Learners did not meet their targets in ELA while Black and Students with Disabilities did. However, when compared to 2017 closing the gaps data, only White met the performance target. So, the strategies were effective, but not across all subgroups. BIA met its goal of 50% of its students being Proficient or Distinguished learners on Georgia Milestones in ELA with 54%. Intervention was not effective overall in Math which is evidenced by a score of 63.37 with a target of 69.72. Further analysis of the data revealed Black (only missed by .3 points), Hispanic and English Learners did not meet their targets while White, Economically Disadvantaged, and Students with Disabilities did. However, when compared to 2017 closing the gaps data, no groups met their performance targets in Math. So, the strategies used were effective, but not across all subgroups. BIA did not meet its goal of 50% of its students being Proficient or Distinguished learners on Georgia Milestones with 42%. BIA will continue with its EIP and MTSS which is a more rigorous approach to meeting the needs of all learners. We will also add a MTSS coordinator position that will coordinate MTSS staff development activities for school-based and district personnel. Attends all professional development and district-level MTSS meetings. Encourages and models skillful use of data to inform decision making. Communicates monthly with the District Leadership Team.. We will continue with collaborative planning among teachers, conducting teacher evaluations through TKES, monitoring lesson plans, and providing PD in math, ELA, and project-based learning. Additionally, we will implement a new writing program, Writing By Design to help support student achievement and provide more personalized learning with i-Ready.</p>
---	---

<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>BIA was successful in providing equitable access to teachers and resources across all student subgroups. Its administration strategically placed teachers according to their in-field certifications and areas of strength. Class rosters included a heterogeneous mix of students from all subgroups. These actions ensured that students of all subgroups had equitable access to quality teachers and instruction which led to effectiveness in reducing the equity gap in some subgroups.</p>
---	--

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p><b>Equity Gap 2</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?                  Intervention Effective – Equity Gap Eliminated                  Intervention Effective – Maintain Activities/Strategies                  Intervention Effective – Adjust Activities/Strategies                  Intervention Not Effective – Adjust Activities/Strategies                  Intervention Not Effective – Abandon Activities/Strategies</p>	<p>N/A</p>
--	------------

<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>N/A</p>
---	------------

## 4. REQUIRED QUESTIONS

### 4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	As a State Commissioned Charter school, we are not obligated to address identified needs that will be addressed with FY23 federal funds for private schools.
Title II, Part A	As a State Commissioned Charter school, we are not obligated to address identified needs that will be addressed with FY23 federal funds for private schools.
Title III, Part A	As a State Commissioned Charter school, we are not obligated to address identified needs that will be addressed with FY23 federal funds for private schools.
Title IV, Part A	As a State Commissioned Charter school, we are not obligated to address identified needs that will be addressed with FY23 federal funds for private schools.
Title IV, Part B	As a State Commissioned Charter school, we are not obligated to address identified needs that will be addressed with FY23 federal funds for private schools.
Title I, Part C	As a State Commissioned Charter school, we are not obligated to address identified needs that will be addressed with FY23 federal funds for private schools.
IDEA 611 and 619	As a State Commissioned Charter school, we are not obligated to address identified needs that will be addressed with FY23 federal funds for private schools.