HENRY COUNTY SCHOOLS

SY 2021 - 2022

CONTINUOUS SCHOOL IMPROVEMENT PLAN

Planning Guide
Locust Grove Elementary

The Continuous School Improvement Plan planning guide is designed to offer step-by-step guidance on the essential components that make up the CSIP process from the initial pre-work to the completion and monitoring of action steps. The sections contained within, provide the user with a comprehensive process that when followed, ensures a well-organized and coherently planned document that will drive school performance and student achievement. This planning guide should be used to guide you, your administrative team, and your School Leadership Team in the development and implementation of the Continuous School Improvement Plan (CSIP). The purpose is to develop strategic goals and action plans based on targeted areas identified by longitudinal data analysis, Comprehensive Needs Assessment (CNA) Protocol, and an in-depth Root Cause Analysis (RCA).

The School Leadership Team, led by the principal, should complete this planning guide. This planning guide reflects cross-divisional collaboration and agreement to school improvement conditions and strategies to ensure consistent support between/from the various District Leadership Departments. While Assistant Superintendents (Leadership) are working in conjunction with various departments, your Assistant Superintendent is the best resource to help you complete this form.

It is essential for your work to align with the Board of Education's Core Beliefs, District Priority Student Outcomes, Strategic Actions, and Henry's Plan of Action.

Core Beliefs:
- **Core Belief 1**
  We believe each student can learn at or above grade level and will have an equal opportunity to do so.
- **Core Belief 2**
  We believe family and community involvement is critical to student success.
- **Core Belief 3**
  We believe all learning environments should be supportive, safe, and secure.
- **Core Belief 4**
  We believe effective teachers and leaders produce excellent results.

Priority Student Outcomes:
- *HCS will advance opportunities, access, and outcomes for every student group in literacy proficiency at every grade.*
- *HCS will advance opportunities, access, and outcomes for every student group in readiness to learn at every level.*
- *HCS will advance opportunities, access, and outcomes for every student group in college, career, and life ready skills post-graduation.*

Strategic Actions:

- *Advance PreK-12 learning opportunities and experiences for all students.*
- *Advance effective school leadership and classroom instruction.*
- *Advance connectivity to value and engage all students, employees, families, and partners in our growing community.*
- *Advance student and employee health, wellness, and support structures.*
- *Advance a high performing operational culture.*

Timeline

The following due dates/on-before dates are provided to allow a reasonable amount of time to complete the various components of the planning guide. If you have extenuating circumstances, please consult with your respective Assistant Superintendent for flexibility options. Upon final approval, please ensure that you share the final plan with your various stakeholder groups (e.g., School Council, community at large, parents, etc.).

- Comprehensive Needs Assessment Staff Survey – **Complete by May 1**
- Utilize CSIP Handbook to collect and analyze data and determine root causes – **Complete by June 1**
- CSIP Planning Guide and Title 1 Preliminary Budget Draft #1- **Due June 1 –** Assistant Superintendent will provide ongoing feedback as edits are made and submitted
- 90-Day Action Plan Draft – **Due June 30**
- Final Draft of CSIP Planning Guide, 90-Day Action Plan, and Title I Approval - **Due July 15.**
- CSIP Share Out- **During pre-planning week** schools are expected to have CSIPs finalized and shared with school staff to contextualize the focus of your school's work for the upcoming year.

PART 1: Comprehensive Needs Assessment

- Gather input from your staff by asking all <u>certified</u> employees to complete the Comprehensive Needs Assessment Survey (link provided via email). This task must be completed by **May 1, 2021**.

PART 2: Data Collection

- Gather all data before your Leadership Team meeting.
- You may want to divide your Leadership Team into groups and ask each group to analyze their assigned data. Groups can report their findings to the entire Leadership Team for feedback.
- GUIDING QUESTIONS:
    a. What data do we need to analyze in order to identify schoolwide trends and patterns?
    b. Is there any additional (leading, real-time) data that should be considered when identifying schoolwide overarching needs?

c. What trends and patterns are observed for all students and each sub-group? Be specific.
d. Are these data points trending in a positive or negative direction over time?

Student Achievement Data:

In reviewing performance data for the 2020-2021SY, a significant decrease in students performing at the proficient and above level. In the area of math, student performance at the beginning level increased from 27% to 42% in the area of ELA. In the area of math, and increase of 20% was observed. A decrease by 21% of students performing at the proficient level to the developing level was also observed.

Schoolwide Data

2020-2021SY	ELA	Math	Science
Beginning	42%	46%	64%
Developing	39%	44%	21%
Proficient	17%	8.5%	12%
Distinguished	2.5%	1%	3%

Math Subgroup

	SWD	ED	Gifted	ELL
Beginning	9%	7%		10%
Developing	10%	7%	9%	10%
Proficient	10%		10%	

Distinguished			10%	

ELA Subgroup

	SWD	ED	Gifted	ELL
Beginning	9%	7%		10%
Developing	10%	8%	10%	10%
Proficient	10%	9%	10%	10%
Distinguished		1%	10%	

Science Subgroup

	SWD	ED	Gifted	ELL
Beginning	7%		7%	
Developing	9%		9%	
Proficient	9%		9%	
Distinguished				

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School Climate Data Collected:

In reviewing attendance data for the 2020-2021 SY, total absences were 5,323 (776-excused-4,546 absences). The latter had a direct impact on instruction, which was reflective in both formal and informal assessments throughout the year.

In reviewing behavior data there was a decrease in overall behavior referral in comparison to the 2019-2020SY. Locust Grove Elementary will continue to utilize PBIS practice to maintain a steady decrease in behavior referrals.

PART 3: Analyze Your Data to Define Your Current State

- Use your data analysis from Part 1 and Part 2 to complete this section.
- The CNA is a deep examination of data (looking back) in order to identify needs and determine action steps (looking forward).
- In this section, your team is looking back at data, not describing what the school should or will do next.
- This section should only reflect the team's deep analysis of data and should describe the trends and patterns that emerged from the deep analysis of data.
- You may decide to create groups within your Leadership Team to analyze specific data and complete the applicable narrative(s). Once completed, each group can present their findings to the entire Leadership Team for feedback.

Coherent Instructional System (Includes planning for quality instruction, delivering quality instruction, monitoring student progress, and refining the instructional system): 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?
Locust Grove Elementary developed a process where PLCS's were structured in a manner that allowed teachers to develop a deeper understanding of standards, practice planning and executing standard-based lesson as a team and receive feedback to ensure content acquisition. Additionally, weekly data meetings to examine the impact of the lesson by analyzing student work samples to identify both strengths and learning gaps.

Per perception data, teachers have developed a deeper understanding of the standards. The use of the know/show charts to develop understanding and what teachers need to teach and how mastery would be mastered has made an impact on overall instruction.

Prior to COIVD, LGE was planning to implement a school-wide data tracking system so that students would be able to monitor their individual progress. Per data, student accountability is an area that needs to be prioritized for the 2021-2022SY. Areas of focus include, but not limited to: Feedback cycle with students, supporting students in making sense of their answers in all content areas, building stamina and utilizing resources appropriately (manipulatives/scratch paper) to support content acquisition.

Effective Leadership System (Includes creating and maintaining a school climate and culture conducive to learning, cultivating and distributing leadership, ensuring high quality instruction in all classrooms, managing the school and its resources, and driving improvement efforts): Summarize the effective leadership 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?

Per perception data, LGE utilizes systems to ensure effective implementation of curriculum, assessments, instruction and professional learning practices. It was observed that the data taken from survey is systematically analyzed by the leadership to improve student achievement. Opportunities for improvement are additional opportunities for shared decision making and problem solving. Leadership can improve relationships with staff and students so that when change is identified, staff is more receptive to the transition.

Professional Capacity System (Includes attracting, developing, and retaining staff and ensuring staff collaboration): Summarize the professional capacity 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?

Locust Grove Elementary has various structures in plan support opportunities for staff collaboration. The latter includes, but is not limited to, PLCs, Data Talks, and GL planning. While LGE experienced 11% of the staff taking on a new role for the 2021-2022 SY, the grade levels have been somewhat stable.

Family and Community Engagement System (Includes welcoming all families and the community, communicating effectively with families and the community, supporting student success, and empowering families. It also includes sharing leadership and collaborating with families and the community): Summarize the family and community engagement 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?

During the 2020-2021 SY, all Title I Nights were planned via remote. While parents appreciated the opportunity to conduct sessions in the identified manner, participation was low.

Per perception data, LGE has created a welcoming learning environment for all stakeholders. An area of improvement was that of community engagement, more specifically supporting students at home.

Supportive Learning Environment System (Includes maintaining order and safety, developing and monitoring a tiered system of supports, and ensuring a student learning community): Summarize the supportive learning environment 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?

SC1: Incorporation of rules, practices and procedures to maintain order and safety within the learning environment; These are implemented and reviewed for the first couple of weeks of school and reiterated after Christmas break; Town hall meetings are also held to review expectations of behavior for a safe and supportive learning environment.; wildcat expectations; school-wide behavior clip chart; behavior matrix; classroom discipline plan shared with parents; Class DoJo; Remind; IC messenger

SC2: Incorporation of more turn and talks or think-pair-shares within the classroom to build more positive relationships and sense of community/belonging; acceptance of each other's differences and backgrounds; more positive talk (bucket filling); use of Second-Step

SC3: Think of creative ways to incorporate colleges/universities so students can be "college and career ready". Decorate bulletin boards based on the school the teacher attended for first couple of weeks/month of school. For open house, teachers wear their alma mater shirts/paraphernalia. We will have college/career week. Mr. Brown can reach out to colleges identified and request info packets. Students can present on their college or trade. Field trip to Academy for Advanced Studies?

SC4: Goal setting for personal growth academically; data tracking using data binders/folders/charts; immediate feedback of assignments/assessments; behavior contracts to increase more positive behavior (check in/check out; sticker charts; reward systems)

SC5: Student of the month; wildcat fest, awards' day, PAWSitive office referrals; teacher/support staff of the month; staff shout outs; recognition of achievements during faculty meetings.

Summarize the student achievement trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

Based on both perception and trend data, extended/consistence use of modeling opportunities are necessary to support content acquisition, along with providing exemplars of quality performance tasks.
In addition, consistent opportunities for students to respond to open-ended questions in reading based on the F&P level of comprehension during both whole and small group is needed. The latter will be a targeted focus in scheduled PLCs. are evident in the area of reading,

In the area of math, it was observed that some students lack understanding in making sense of word problems both 1 and 2 steps. Teachers will continue to utilize the reading strategy of "visualization" and math notebooks so that students can record their thinking. Strategies to support teachers in this are will be supported through PLCs and the coaching cycle.

Summarize the demographic trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

In examining student work samples (practice activities and assessments) there is an observable learning gap as it relates to students understanding of the content. Specially in the area of math, evidence of students working through math tasks was not consistent, making it difficult to determine misconceptions and target areas of deficiency. Data analysis protocols have been incorporated and utilized in weekly PLCs in examining student work samples.

In the area of reading, a consistent practice/evidence of student referring to the text to respond to text-based questions is not evident which was observed during both Data Talks and classroom observations. A focus of providing on-going/specific feedback to support content acquisition will incorporated into weekly PLCs and observed during team observations and TKES observations.

Both math and reading journals will be utilized school-wide in both the area of reading and math to monitor student progress and examine the impact of student transfer of knowledge to both informal and formal assessments.

Summarize school climate trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

In reviewing the collected data from the School Climate survey, it was observed that administration demonstrates on-going support for all stakeholders, which is evident in their work with students, teachers and parents. Systems have been established to ensure on-going communication between school and community. A vision of commitment in involving all stakeholders in the process of establishing and maintaining a conducive learning environment is communicated and monitored. Administration supports teachers in analyzing performance data and working collaboratively in determining next steps to lift the level of learning.

Areas of focus include:
-Increasing opportunities for students to monitor their data
-Increase opportunities to provide parents/guardians with strategies to support students outside the school setting
-Increase opportunities for shared-leadership
-Ensure consistent use of tasks that promote critical thinking
-Build student stamina on tasks performance
-Ensure the use of Number Talks
-Support students in developing an understanding of word problems

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PART 4: Writing SMART Goals
- All schools should write three achievement goals based on the results of your Data Analysis.
- Goals should be written to reflect the percentage of students at the <u>proficient and distinguished</u> levels.
- Make sure goals are **S**pecific, **M**easurable, **A**ctionable, **R**easonable, and **T**ime-bound

- GUIDING QUESTIONS:
    a. Is the goal specific, measurable, actionable, reasonable, and time bound?
    b. Is the goal linked to student outcomes?
- Examples:
    o Increase the percentage of students in grades _3rd__ through _5th__ scoring proficient and above on the 2022 Georgia Milestones End-of-Grade assessment in English Language Arts from ___ to ____.
    o Increase the percentage of students in grades _3rd__ through _5th__ scoring proficient and above on the 2022 Georgia Milestones End-of-Grade assessment in Mathematics from ___ to ____.
    o Increase the percentage of students reading on or above grade level in __ grade from ___ to ___, in ___ grade from ___ to ___, and ____ grade from ___ to ___.
    o Increase the percentage of subgroups meeting CCRPI performance targets from ___ to ____.
    o Increase the percentage of ___ students (subgroup) scoring proficient or above on the 2022 Georgia Milestones End-of-Grade assessment in ____ from ___ to ____.
    o Increase the percentage of students with a student growth percentile of 41-99 from ___ to ____.
    o Increase the climate star rating from ___ to ___.

Student Performance Goal #1:
80% of LGE students will demonstrate 80% mastery or above on all common formative assessments and checkpoints in the area of math (70% of 3rd-5th grade students will perform at the Proficient and above level on the Georgia Milestone)

Student Performance Goal #2:
 80% of LGE students will demonstrate 80% mastery or above on all common formative assessments and checkpoints in the area of English Language Arts. (70% of 3rd-5th grade students will perform at the Proficient and above level on the Georgia Milestone)

Student Performance Goal #3:

Performance Goal: INCREASE SCHOOL CLIMATE RATING FROM A "4" TO A "5"

Goal: All staff will implement PBIS as outlined in the school's PBIS plan to improve school culture and reducing disciplinary actions.

Expected Learning Outcomes: Staff will consistently reward students using language and behaviors aligned to the school's PBIS Matrix tracked using the PBIS Rewards app and SWSS data. Rewards will be aligned to student individual interests.

Methods of Monitoring: Monthly Meetings of PBIS team for review of discipline data to identify key students/incident areas/behaviors/times of incidents, analyzed by teacher, class and student. Plans modified based on monthly data analysis. Review of Culture and Climate Data

PART 5: Prioritization of Identified Needs and Desired Outcomes
- Based on the results of your CNA and data analysis, identify your school's overarching priorities.
- Now determine a problem of practice related to each priority.
    - What system or process is not currently working or is missing?
    - Focus on adult processes and behavior currently hindering desired outcomes
    - Focus on high leverage, mission critical work that will accelerate achieving goals
- Desired outcomes should describe the adult behavior change in a measurable manner to promote accountability (actions can be easily observed and progress monitored)
- If the desired outcome is achieved, it will advance the school toward student achievement goals (but the desired outcome is not articulated as a student achievement goal)
- QUICK CHECK:
    a. Did our team identify and address strengths and challenges?
    b. Did our team establish and prioritize overarching priorities based on the identified trends and patterns?
    c. What specific data supports the identification of the overarching priorities?

Prioritized Needs & Problem of Practice *What are the problems of practice that must be addressed in order to reach our goals?*	Desired Outcomes *What will be different when the problem of practice is effectively addressed?*
Prioritized Need: Based on performance data, students struggle with making sense of word problems (1-Step and 2 Step word problems) **Problem of Practice**: Consistent use of the work-session where students are provided opportunities to engage in both 1-step and 2 step word problems (independently or with peers) where they progress through a	➢ Teachers will utilize "Know and Show" resource to construct standard-based lessons/activities to support content acquisition ➢ Teachers will use Math I Block to incorporate grade level task (HMH/Number Talks and 3-Act Tasks) ➢ Teachers will utilize Math II Block for small group instruction (3-Act Tasks, Teacher generated tasks

productive struggle in which to make sense of the problem is not evident.	➤ that include purposeful word problems (1-3 steps)in connection with current standards ➤ Teachers will provide explicit researched-based strategies in which to support students in solving word problems. ➤ Teachers will provide immediate feedback, (identifying misconceptions) to student work and will provide explicit instruction to address the identified misconception. Evidence of student's gradual understanding will be reflected in notebook, check pts. and CFA's ➤ Students will have consistent access to various types of manipulatives to support content acquisition ➤ Students will be able to articulate their thinking about their reasoning
Prioritized Need: Based on varied assessments, students struggle with responding to open-ended questions (about and beyond the text) **Problem of Practice:** While incorporating researched-based reading strategies was a targeted focus in PLCs, providing specific instruction in responding to text-based questions with specific feedback was not a targeted area.	➤ Teachers will utilize "Know and Show" resource to construct standard-based lessons/activities to support content acquisition ➤ Teachers will provide explicit researched-based strategies to support students in responding to varied text-based questions ➤ Teachers will provide immediate feedback, (identifying misconceptions) to student work and will provide explicit instruction to address the identified misconception. Evidence of student's gradual understanding will be reflected in notebook, check pts. and CFA's ➤ ⬚Students will be able to articulate their thinking about their reasoning
Prioritized Need: Based on F&P and Open Court Phonics, students struggle with applying understanding of phonemes into reading and writing. **Problem of Practice:** Consistent reference of Open-Court phonics sound cards and previously taught lessons during both mini-lesson and independent practice is evident to support students in reading and writing.	➤ Consistent use of all components of Open-Court are implemented daily ➤ Students will have continued access to Letter/Sound Cards displayed in the classroom, which will be referenced when the teacher is modeling both reading and writing during the mini-lesson and small group instruction ➤ Students will be held accountable for applying rules when reading and writing

	➤ Teachers will provide immediate feedback, (identifying misconceptions) to student work and will provide explicit instruction to address the identified misconception. Evidence of student's gradual understanding will be reflected in notebook, check pts. and CFA's

PART 6: Root Cause Analysis

- Conduct a root cause analysis using the 5-Why Protocol for each of your overarching priorities.
- The root cause analysis should be centered on identifying systemic challenges, adult behavior/processes that are contributing to the current state against the desired state.
- The root cause analysis should solve for the deepest underlying causes that if resolved, would result in significant improvement within the problem of practice.
- QUICK CHECK:
  - d. What root cause analysis process was used?
  - e. Is there proof that this specific root cause exists? (i.e., concrete, measurable and/or more than two data elements that provide evidence)
  - f. How does the root cause link to student outcomes?
  - g. Is the root cause the best explanation for the stated effect and no other alternative explanations exist that fit better?
  - h. If the root cause were eliminated, would the problem be solved?

Problem of Practice #1:   *State your problem here.*
Why is this a problem?   Based on performance data, students struggle with making sense of word problems (1-Step and 2 Step word problems).
Why…(answer to question above)?   Computation and problem solving are presented as two separate concepts.
Why…(answer to question above)?   Some teachers have a misconception that students must learn computation before they can problem solve
Why…(answer to question above)?   Mathematical resources emphasize computation prior to problem solving. Opportunities for teachers to engage students in problem solving is missed, because the emphasis has been on computation.

Why…(answer to question above)?
This may lead to the misconception that there should be an emphasis on computation and then once they have mastered this, then they can try to use that information to solve a word problem.

Problem of Practice #2:
State your problem here.

Why is this a problem?
Based on varied assessments, students struggle with responding to open-ended questions (about and beyond the text)

Why…(answer to question above)?
Consistent opportunities for students to engage in daily reading on their instructional level during both small-group/independent time, and responding to text-based questions is not evident.

Why…(answer to question above)?
Per feedback and observations, additional support in managing the time allocated toward the reading block to ensure students are engaged in reading and responding to text is necessary.

Why…(answer to question above)?
LGE had several new teachers during the 2020-2021SY who needed additional support in this area, as this was not a targeted focus in PLC's.

Why…(answer to question above)?

Problem of Practice #3:
State your problem here.

Why is this a problem?
Based on F&P and Open Court Phonics, students struggle with applying understanding of phonemes into reading and writing.

Why…(answer to question above)?
Based on observations and performance tasks, a connection to what is being taught as it relates to the isolated phonics skills to reading and writing in other content areas is not consistent.

Why…(answer to question above)?
Opportunities to make natural connections during mini-lessons, small group instruction during reading and writing were missed.

Why…(answer to question above)?

Expectations and support in the targeted area was not emphasized and will be priority in the 2021-2022SY.
Why…(answer to question above)?

PART 7: Creating 90-day Action Plans

- Each school will complete a 90-day plan outlining the actions they will take to address the problem of practice and reach the desired outcome.
- Effective action steps should be observable/measurable and produce evidence of completion.
- Effective action steps should be bite-sized and executed within a 2-4 week period of time.
- Effective action steps should be high leverage and have a direct impact on the root cause and desired outcome for the identified problem of practice.

PART 8: Title I Requirements and Planning Budget

- Federal funding option selected is traditional funding (all Federal funds budgeted separately)
- Factors used by the district to identify students in poverty: Free/Reduced meal applications

SCHOOLWIDE COMPONENTS
1. **Comprehensive Needs Assessment: Sec. 1114(b)(6)**
a. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;
Response: *Areas of concern were also found in survey and school climate data, achievement data, and demographic data.*
2. **Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)**
a. The school will be implementing to address school needs, including a description of how such strategies will: i. provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;

Response:

- *Economically disadvantaged (ED) students may experience a lack of opportunities or exposure to a variety of outside learning opportunities. At _LGE___, _____% of the student population are economically disadvantaged.*
- *Students with limited English proficiency often require instructional modifications to effectively have access to the curriculum to gain understanding. 4%___% of the student population at _*
- *LGE____ are students with limited English proficiency.*
- *Students with disabilities have individualized educational plans to support the most appropriate instructional strategies to utilize instructional modifications necessary to address their learning strengths and weaknesses. Students with disabilities make up __13_ % of our student body.*

ii.	use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
	• Describe opportunities for enrichment and acceleration such as tutoring (before, during, after school), summer school, fall and winter break programs, reduced class size teacher, etc. Include a description of any special program or strategy used to provide support to students (READ 180, EIP, LLI Kits, Focused Reading, etc.) funded by Title I AND how data is collected to determine effectiveness. Also list interventions provided via Title I funds (programs, strategies, activities, software, staff, etc.).

Response:

Locust Grove Elem will staff an Instructional Lead Teacher, 2 tutors (ELA (which includes non-fiction reading – that relates directly to Science comprehension) and Math), and a PIP with Title I funds.

The tutors will work with students in grades K-5 in the area of ELA and Math. The tutor will use the push-in model to serve students in 45 minute segments. Students will also participate in hands-on learning activities conducted by outside contractors that will support students in developing an extended understanding of a given concept while teaching across the content areas. An additional consultant in the area of math will also come and do classroom demonstrations with students as they work with teachers to enhance instructional practices in the identified areas that reflected a deficiency in student's understanding of math concepts.

During the academic year, students in grade 3rd -5th grade will have an opportunity to participate in Saturday School and or intersession in the areas of ELA, and Math. LGE will offer a Breakfast Club program that will focus on ELA, and Math. These 2 opportunities for extended learning time are offered for those students who need additional support to master the standards as it relates to word problems and responding to text-based questions.

The ILTs will provide on-going PL to teachers at LGE as determined by their individual needs. They will at times lead PL during grade level planning time, after school to the whole faculty or to grade level teachers, as well as work with individual teachers during planning.

The PIP will work as outreach to parents, keeping them informed, offering various learning opportunities, and provide them an opportunity to participate in their child's educational experience. The PIP offers parents an opportunity to provide feedback on a number of issues, including the Title I plan.

iii.   address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include— *(Respond to all that are applicable)*

   a.   counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
   -   Examples may include Foster Care Program, Education of Migratory Children, Programs for Neglected or Delinquent Children

Response:

Locust Grove Elementary currently have the following clubs designed to support both social and emotional growth:

   ➢ *Girl Power*
   ➢ *Young Men of Distinction*
   ➢ *Music*
   ➢ *Step-Team*
   ➢ *Ambassadors*
   ➢ *Beta Club*

   b.   preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools, Academy of Advanced Studies, CTAE);

Response: HIGH SCHOOLS ONLY

   c.   implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
   -   Examples include PBIS

Response:

LGE has implemented a Positive Behavior Intervention System to reduce the number of disciplinary concerns. The plan is tailored to address all subgroups. Disciplinary data will be reviewed on a monthly basis by the PBIS team and adjustments made based on the needs of the school.

   d.   professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers,

Response:
LGE has established a year-long professional development plan that readily aligns with our targeted areas for all staff members. Data collected from common formative assessments, district benchmarks and TKES will be utilized to examine impact of professional learning.

e. strategies for assisting preschool children in the transition from early childhood education.

Response: ELEMENTARY SCHOOLS ONLY
LGE has planned activities for assisting preschool children in the transition from early childhood programs to Kindergarten. LGE partners with the local pre-k and day cares to provide academic resources relating to entering Kindergarten. Families of Pre-K children are invited to attend LGE PAW (Parent Academic Workshop) Nights. During the month of May LGE host a Kindergarten Round-up, designed to support both parents and students in the transition to kindergarten. All parents are invited to tour the school as well as attend sessions designed to acquaint parents and students with how the school functions during the day and expectations for students.

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)
a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

Response:
The school was operating a school-wide program on the day before the date of the Every Student Succeeds Act. The following timeline was used in the development of the Title I plan:
• *Comprehensive Needs Assessment Staff Survey – **Complete by May 1***   • *Utilize CSIP Handbook to collect and analyze data and determine root causes – **Complete by June 1***   • *CSIP Planning Guide and Title 1 Preliminary Budget Draft #1- **Due June 1** – Assistant Superintendent will provide ongoing feedback as edits are made and submitted*   • *90-Day Action Plan Draft – **Due June 30***   • *Final Draft of CSIP Planning Guide, 90-Day Action Plan, and Title I Approval - **Due July 15***   • *CSIP Share Out- **During pre-planning week** schools are expected to have CSIPs finalized and shared with school staff to contextualize the focus of your school's work for the upcoming year.*

b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Response:

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive school improvement plan school-wide. Participants met as the School Improvement Team and discussed goals and strategies for the ==2021-2022 school ye==ar. Next, the Team shared the proposed goals and strategies with grade level and department chairs. Finally, the Team shared with teachers, staff, parents, and the community and revised the Comprehensive Needs Assessment accordingly. The Team reflected on various data instruments that detailed the subject and skill areas being taught in order to make decisions about the direction and focus of instruction. We utilized past and present data related to the state mandated assessment, Georgia Milestone Assessment System (GMAS).

The following personnel, parents, and community stakeholders were involved in the development of the Title I Plan:

School-based Team Member	Position/Role	Name
Team Member 1	Principal	Attenya Scott
Team Member 2	Assistant Principal	Sarah Marshall
Team Member 3	School Counselor	Lavon Brown
Team Member 4	Kinder Teacher	Amy Nation
Team Member 5	1st-Grade	Kimberly Hatcher
Team Member 6	2nd-Grade	Serveah Voyles
Team Member 7	EIP Teacher	Carrie Heath
Team Member 8	EIP Teacher	Shawnee Blake
Team Member 8	Parent	Christie Bind
Team Member 9	3rd- Grade	Jonni Laberis
Team Member 10	4th-Grade	Victoria Leavins
Team Member 11	5th-Grade	Holly Carr
Team Member 12	ILT	Becky Rainer
Team Member 13	ILT	Whitney Jones
Community Stakeholder	**Organization/Role**	**Name**
Stakeholder Member 1		

c. remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Response:
The plan will remain in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary.

d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Response:
A copy of the entire Title I Plan is on file in the Title I district office. In the school building, a copy is available in the front office and in the Parent Engagement Room. Additionally, a link to the Title I Plan is included on the school's website.

4. ESSA Requirements to Include in your Schoolwide Plan
a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Response:

The use of Professional Learning Communities and workshop are researched-based practices, that have been proven to have a direct impact on student achievement.

b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

Response:

During the 2021-2022 FY-LGE will offer various opportunities to work collaboratively with parents/guardians to increase reading comprehension, phonemic awareness and increase understanding of mathematical concepts through the following measures:

- *Face-to-Face/Virtual Workshops centered around targeted areas*
- *Title I Events centered around the targeted areas (i.e. Math and Literacy Night)*
- *The Parental Paraprofessional will collaborate with classroom teachers to identify students that may need additional support in specific areas and pull resources for parents*
- *The Care Team will work collaboratively with teachers to support students/families that may become disengaged due to COVID*
- *A monthly Parent Engagement calendar will be disseminated to provide parents with various strategies to keep students engaged*

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    c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—
       i. through coordination with institutions of higher education, employers, and other local partners; and
      ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Response: