

Park Elementary School

"Home of the Tiger Cubs"

"It's All about the Kids"

2013-2014

(706) 628-4997

www.harris.k12.ga.us



"Our Best is Yet to Come at Park...the Place to Be"

Comprehensive School-wide Plan

Contains the 10 Required Components as set forth in Section 1114 of the Elementary and Secondary Education Act (ESEA) of 1965.

**13185 US Hwy 27 N
Hamilton, Georgia 31811
706.628.4997
Grades Pre-K – 4**

Janice L. Owens, Principal
Bert Toney, Assistant Principal

**Harris County School District
Hamilton, Georgia**

*Revised March 25, 2015
Meets requirements of the NCLB Act 2001 Section 1116*

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Park Elementary School

MOTTO:

The Place to Be...where It's ALL About the Kids!

MISSION:

The mission of the Harris County School District, the foundational rock upon which futures are built, is to ensure each student succeeds in life, through a system distinguished by

- students who advance at their own pace through nontraditional pathways.
- student-driven, project-based learning.
- teachers empowered to be creative facilitators.
- the use of state-of-the-art technology to become global learners.
- authentic assessments aligned with real world experiences.
- the use of our community as a support system.

BELIEFS:

Each student will achieve his or her own personal and academic goals.

- ✓ 100% of our students will be a constructive influence on their community.
- ✓ 100% of our students will possess the highest moral character.
- ✓ 100% of our students will exceed the state and national assessment criteria.
- ✓ 100% of our students will graduate and succeed in their post-secondary endeavors of choice.

Parent Elementary School 2014-2015 School Improvement Committee

Janice Owens	Principal
Bert Toney	Asst. Principal
Cindi Kindrick	Kindergarten
Page Flynn	1 st Grade
Heather Westad	2 nd Grade
Jennifer Barbee	3 rd Grade
Kim Curry	4 th Grade
Brenda Mitchell	Specials
Melissa Smith	PreK/Sped
Patricia Holloway	Title I Parent Involvement

School Overview and Demographics with Poverty Criteria

Park Elementary School is located in Hamilton, Georgia, which is the county seat of rural Harris County. Harris County has a population of about 33,000 with a per capita income of about \$31,073. Established in 1986, Park Elementary School was built to consolidate Hamilton Elementary and Pine Mountain Elementary Schools. Located on the beautiful former site of the Mack Miller Park, Park Elementary School is one of four elementary schools, serving 504 students within the Harris County School District. Park serves students grades PK through 4th grades, including students with disabilities, from severe and profound to specific learning disability. It is located 25 miles north of Columbus and 90 miles south of Atlanta. It serves a population of students consisting of 57.8% White students, 34.5% Black students, 2.9% Hispanic students, and 4.3% Multi-Racial students. Park's student population is 53.5% male and 46.5% female. Due to its percent of economically disadvantaged students (66%), Park is the only School-wide Title I school in the district. Over 72% of the teachers at Park Elementary School hold a Master's Degree or higher and have an average of 12 or more years of experience. Park Elementary is a Title I School that made AYP for 10 consecutive years under the No Child Left Behind legislation. Park Elementary is not on Georgia's Focused schools list for targeted improvement under the College & Career Readiness Performance Index (CCRPI). Parents have all been notified via a letter mailed, school announcements and verbally during assemblies that Park received "No School Designation" under the ESEA Flexibility waiver.

Park Elementary houses the only Pre-Kindergarten program for students with disabilities in the county. Special programs for students with disabilities serve approximately 9% of the PK-4th grade student population. These services include one self-contained PK SPED teacher, one speech and language pathologist, one resource teacher, two self-contained Moderate Intellectual Disabilities (MOID) teachers, one Severe and Profound Intellectual Disabilities teacher, ten SPED paraprofessionals, as well as, physical and occupational therapists.

The Early Intervention Program (EIP) serves 50 students (10%). 3.2% of students qualify for the gifted and talented program, known as Odyssey. Less than one percent of the population qualifies for assistance through the English Language Learner (ELL).

The level of poverty at Park Elementary School is determined by the percentage of resident students who qualify for free and reduced-priced lunch, based on financial information submitted by the parents, annually. Currently, 66.1% of Park's students qualify for free or reduced lunch.

I. Comprehensive Needs Assessment

The Harris County School District has a Strategic Planning Team, which is responsible for leading the process of strategic planning and assessing needs at the system level. This team consists of the Superintendent, Assistant Superintendents, building administrators, classroom teachers, other central office personnel, parents and students. This team held work sessions to examine research findings in curriculum and instruction, analyze and disaggregate system achievement data, analyze root cause, and plan research-based strategies for addressing system needs to increase student achievement. When necessary, smaller Action Teams are organized to find solutions and/or devise plans of actions for specific topics. Each school employs a School Improvement Team, which is responsible for replicating the role of the district level planning team, at the school level. At Park Elementary, in addition to our School Improvement Team, we also have a Title I School-wide Committee. This committee is charged with developing, monitoring, updating and implementing the

Title I School-wide Plan, including a School Improvement Plan, Student-teacher-Parent Compact, and the Parent Involvement Plan.

The School Improvement Team contains a representative from each area of the school, and consistently gathers feedback to use in school planning and cascades information from the School Improvement Team to the grade levels. This organization is the framework the Harris County School District has adopted for school improvement. During the current school year, the District's School Improvement Team, after disaggregating the system test results, adopted the system-wide goals of Closing the Achievement Gap between the "all students" and "economically disadvantaged students" subgroups and between the "white students" and "black students" subgroups on all standardized assessments at all education levels. Since the system's improvement model serves as a framework for each school's improvement plan, Park follows the same process.

In keeping with the Harris County School District framework for school improvement, Park has a school level School Improvement (SI) Team that is responsible for developing, monitoring and managing all components of the School Improvement and Title I School-wide Plan. The members were chosen based on self-evaluations and administrative observations adopted from the Eight Roles of School Leaders of the Georgia Leadership Institute for School Improvement (GLISI). This team is charged with developing, reviewing, updating, and sharing the School Improvement Plan, as well as school policies and procedures. In addition, the members of this team are responsible for gathering and disseminating information and input to and from their grade level Professional Learning Communities. This team meets to develop, monitor and maintain the School Improvement Plan, review and disaggregate standardized test data, GRASP, LEXIA, RTI data, perception data, and to address the concerns of the faculty and staff.

In 1999, Park Elementary School was placed on Georgia's Needs Improvement list after the first administration of the state assessments. Throughout the next few years, Park students continued to make gains. By 2003, Park was removed from the Needs Improvement List after two consecutive years of making Adequate Yearly Progress (AYP). In November of 2004, Park was named a Georgia Distinguished Title I School. For the next eight(8) years, Park continued to make AYP, and was named one of Georgia's Title I Distinguished Schools for the next 8 consecutive years. Altogether, Park Elementary School made AYP for 10 consecutive years. Park continues to show gains in some grade levels in reading and math, while continuing to work to show improvement in others.

Despite the wonderful honor of being named a Distinguished School, the School Improvement Team recognized that there are prominent and consistent achievement gaps on the state assessments between the All subgroup and the black subgroups, as well as between the black subgroup and the white subgroup. There is also a disproportionate relationship between the number of white students who exceed standards and the number of black students who exceed academic standards in all subjects and grades at Park Elementary. Therefore, the School Improvement Team developed the grade level and school-wide assessment goals in the School Improvement Plan. Below is a summary of data used from the 2014 state assessments scores for the 2015 School Improvement and Title I School-wide Plan.

Language Arts: 3rd and 4th grades have the greatest deficiency in Reading for Meaning 21% of students in 4th are basic or below, 29% of students in 3rd are basic or below.

Strategies: Use mental imagery, reciprocal teaching, click or clunk, partner read, highlighter

Grammar: 11.4% of students in 3rd grade are below expectations in grammar.

Strategies: immerse students in writing so as to use grammar skills through all subjects, use a standard rubric for writing that is tied to the 6+1 writing and also attach a teacher rubric that scores for grammatical errors such as capitalization, punctuation, subject verb agreement; 3,2,1 writing and bulletin boards, Glows and Grows for Authors, Skill Focus

15.1% in 4th are below expectations in Research and Writing (use media center to research skills: nonfiction books, thesaurus, table of contents, index, etc.)

Math: 4th grade students were 28.8% deficient in geometry ; 3rd graders were 22.4% deficient in numbers and operations Strategies: need math vocabulary throughout the school, FIT review, vertical planning

Science : Life Science 18.8% deficiency in the 4th grade, Earth Science in 3rd graders showed a 28.2% deficiency

Soc. Studies: 42.4% are deficient in 4th grade concerning Geography;
43.3% deficiency in 3rd grade concerning Government

The Park Elementary School's school wide plan is written based on the new mandates of the College & Career Readiness Index (CCRPI), which is replacing AYP and the No Child Left Behind legislation. Our goals for 3rd and 4th grades are as follows:

- ELA-Reading: 80% of students will score “on track or “commendable” on the Georgia Milestones Assessments
- ELA-Writing: 80% of students will score “on track or “commendable” on the Georgia Milestones Assessments
- Math: 80% of students will score “on track or “commendable” on the Georgia Milestones Assessments
- Science: 80% of students will score “on track or “commendable” on the Georgia Milestones Assessments
- Social Studies: 80% of students will score “on track or “commendable” on the Georgia Milestones Assessments

II. School-wide Reform Strategies

The Park faculty, staff and students continue to work hard to take on the characteristics of a true family. The faculty, staff, and administrators are working collaboratively to assess the needs of our students, teachers, and parents and to work on improving student achievement and closing the achievement gap between our black & economically disadvantaged students and our all and white students. Certified teachers have been trained and will continue to receive professional learning on effectively implementing Standards-Based Instruction, including how to appropriately differentiate instruction. In addition, certified and classified staff members will receive professional learning on using the Georgia Performance Standards Frameworks to create effective unit plans and daily lesson plans. In an effort to find specific deficits in reading and math and to improve student literacy in

math and reading, every student, grades K-4, will be screened in math and reading fluency using a universal screening assessment. Progress-monitoring probes will then be used to monitor student progress in the basic skills. This is the school-wide model of Response to Intervention (RTI) that all teachers will use during classroom instruction.

After the initial universal screening, the data revealed that there is a school-wide problem with math fluency. In response, a Flexible Intervention Time (FIT) was implemented at the same time school-wide, each day. During this time, students are flexibly grouped based on their performance on the universal screener and progress-monitoring probes. Students are instructed for two weeks on their “instructional skill”, progress-monitored every two weeks, and re-grouped for instruction. Administration monitors to ensure that teachers are focusing on the deficit and extension skills, as well as application and standardized test prep. This flexible grouping framework serves as a model for teachers to differentiate instruction during class time in order to meet the needs of all students. Effective differentiated instruction will help increase the number of black and economically disadvantaged students who meet and exceed standards on the state assessments, as well as increase the number of students in the “all student’s subgroup” and the “white student’s subgroup” who exceed on the state assessments. To monitor the effect these strategies will have on state assessments scores, we will use the results of classroom assessments, GRASP and STAR assessments as leading indicators. The School Improvement Team will disaggregate the data and lead their respective teams in disaggregating the data and making data-based decisions.

In addition, teachers will receive school-based training, modeling, and support on implementing a Rapid Review of basic and prerequisite skills during the first 10 minutes of each class. In the current master schedule, all teachers have common grade level planning. We will work on our goal of ensuring grade level planning with their Special Education co-teacher, as well to provide vertical planning opportunities. In addition, the FIT is built into the master schedule. Also, a Computer/keyboarding technology class added to provide students with a “double/triple dip” for math and a “double dip” for reading. The school has inclusion, resource, self-contained and co-teaching classroom models in order to meet the needs of the exceptional education students. Teachers will attend professional learning workshops in order to learn research-based strategies and best practices in teaching at-risk students. Park uses an Early Intervention Program (EIP) to meet the needs of at-risk students in grades K-4, reduced class-sized models. Park also uses Title I funds to provide tutoring using an extended day model for highly qualified personnel to work with small groups of students.

Park Elementary School has shown gains in achievement in some areas of the state assessments over the last few years. While the school has made AYP for ten consecutive years, there remains much progress to be made, especially for our black and economically disadvantaged subgroups in the area of mathematics. After carefully analyzing various sources of data, the School Improvement Team decided to focus on improving Tier 1 Standards-based Instruction and RTI (Response to Intervention) to help improve the academic achievement of the “black students subgroup” and the “students with disabilities(SWD) subgroup” in the area of math and reading. Research shows that students with deficits, especially economically disadvantaged students may benefit substantially from small group, targeted instruction.

The administrators of Park Elementary School understand the importance of quality assessments, and will working diligently to provide professional learning, training, coaching, and support to all staff members on formative and summative assessments, and the importance of aligning the

assessments with the standards and the instruction. Student performance on assessments can be early indicators and predictors of how the students will perform on summative assessments. With that in mind, teachers give and analyze the results of formative assessments, common assessments, universal screenings, culminating activities, and performance tasks in addition to the state assessments. The School Improvement Team will conduct research on “Assessment for Learning” and “Assessment of Learning”, “How to use assessments to guide instruction and to increase student achievement”, and “How to align assessments with the content”. It is also important that the formative assessments reflect the depth, rigor and content of the summative assessments and the state standardized assessments, which is why staff PLCs will study how to create effective assessments for all students that align with the CCGPS content standards, , with an emphasis on students of poverty ; and how to differentiate during instruction.

III. Highly Qualified Teachers

Harris County School System assures that all teachers employed at Park Elementary School have met the federal and state requirements for Highly Qualified Teachers. The System Personnel Director works with school principals to assure that existing teachers and all new hires meet this qualification. Currently, Park has **100%** HQ teachers and paraprofessionals. Park has thirty-five teachers, all certified in the areas in which they teach. In addition, there are 26 paraprofessionals used primarily for instructional purposes. Students benefit from small class sizes with dedicated paraprofessionals in grades Pre-Kindergarten through first grade. Other paraprofessional staff is distributed as follows: special education-10 paraprofessionals, second through fourth grade – 1 paraprofessional per grade level, and computer lab- 1 paraprofessional. There are 3 Pre-Kindergarten classrooms, 1 special education Pre-Kindergarten, 5 kindergartens, 5 first grade classrooms, 5 second grade classrooms, 5 third grade classrooms and 4 fourth grade classrooms.

The teaching staff consists of ten individuals with a T-4 certification (29%), eighteen individuals with T-5 certification (49 %), and eight individuals with T-6 certification (23%). Presently, two staff members are pursuing higher degrees. Two teachers are Nationally Board Certified. Out of the 35 teaching staff members, 100% are InTech certified. Six members of the staff also have a Teacher Support Specialist (TSS) endorsement. Additionally, 74% of the teachers hold a Reading Endorsement certification.

The Harris County Personnel Department actively recruits at colleges and universities within a two hundred mile radius of Harris County. Additionally, Park Elementary works closely with nearby Columbus State University and Troy University to support pre-service teachers in hopes that they will become potential applicants. Harris County School District makes efforts to retain Highly Qualified Staff through a strong staff development program and support. This program includes a New Teacher Orientation. New teachers are also assigned a mentor during their first year to facilitate their learning of curriculum and instructional programs and practices. The System Personnel Director is responsible for informing principals of those not meeting Highly Qualified criteria, working with teachers to get them Highly Qualified through staff development courses, and tracking their progress toward Highly Qualified/Certified status. All teachers and administrators at Park Elementary meet both state Professional Standard Commission certification requirements and federal NCLB Highly Qualified requirements.

IV. High Quality Professional Learning

Title I, Title II and local funds for professional development will be used to provide the following training, but are not limited to these opportunities. We will provide specific training to teachers and staff, as part of the School Improvement Plan, professional development plans, and according to individual requests and needs assessments, including content courses, standards-based instruction, classroom management courses, and assessments, poverty and diversity trainings and RTI trainings. We will also provide trainings to teachers and paraprofessionals on research-based best practices used to increase student achievement in academic core areas. Additionally, we will provide professional learning opportunities for teachers and paraprofessionals to support students with disabilities, higher achieving students, and gifted students.

Professional Development Assurance

Park Elementary School will spend no less than 10% of Title I funds made available to the school for each fiscal year for the purpose of providing to the school's teachers and principal high-quality professional development. The high-quality professional development sessions offered will directly address the needs identified by staff needs assessments, system needs, and in the Professional Learning Plan, which is based on the School Improvement Plan. All professional development will meet the requirements for professional development activities under NCLB, section 1119; and is provided in a manner that affords increased opportunity for participating in that professional development. Staff development activities will also target strategies for working with subgroups that had deficiencies in core academic subjects. These subgroups include, but are not limited to economically disadvantaged students, black students, and students with disabilities.

▪ **Professional Development – Reading / Writing**

Staff development will be provided for teachers in the area of teaching Writing, based on the results of the Georgia Criterion Referenced Writing Assessment. At Park Elementary School, teachers will be trained in 6 Traits of Writing.

▪ **Professional Development - Mathematics**

Staff development will be provided for teachers who need training in areas of best practices in Standards-based mathematics, content mathematics, as well as teaching the CCGPS.

▪ **Other Professional Development Opportunities**

Park staff will receive professional learning in the areas of teaching the Common Core GPS, RTI, teaching math, reading, science, and writing, Standards-based instruction, and best practices in teaching, poverty and diversity.

Using these, and other, professional learning activities, Park Elementary School will be able to provide its teachers with high quality staff development that will help us meet academic goals for progress each year. Substitute teachers will also be secured using professional development funds when necessary for staff to attend professional learning sessions and workshops.

Teacher Mentoring Program

Park Elementary School provides support and assistance to new teachers through the Harris County School System Induction Program for New Teachers during the summer proceeding the new school year. Topics covered include, but are not limited to, system profile and driving principles, Georgia Code of Ethics, child abuse, and testing. New teachers are also grouped by grade level and provided orientation regarding current programs and instructional strategies used in their respective grade levels. Teachers also receive the TKES evaluation orientation. During the induction period, new teachers also report to their schools for individualized assistance with regard to current instructional practices and techniques being implemented as well as any particular programs that are pertinent to their grade level. New teachers will also be assigned a mentor that has proven to demonstrate effective classroom management skills and mastery of instruction techniques. Mentors will initially meet with the new teachers everyday after school for the first two weeks to reflect upon practices and problems that the new teacher is encountering. Mentors will help new teachers learn effective classroom management skills and assist in planning quality lessons. Mentors will continue to meet with new teachers throughout the year to discuss concerns, progress, and upcoming plans. New teachers will continue to be mentored for a period of two years and not be given any extra duties to fulfill. Professional development will be directed to new teachers to help them solidify their classroom management techniques and instruction practices.

V. **Parental Involvement** (Park employs a separate Parent Involvement Plan.)

Parental involvement is an integral part of the school community in Harris County Schools, as evident by the parent activities provided, efforts made to involve and communicate with parents, and the parent representatives on the School Council. Parents are invited to volunteer at the school through the Parent Teacher Association (PTA), through the “Eye of the Tiger” newsletter, and by invitation and advertisements in the local newspaper for special events such as the Book Fair, Family Reading, Math & Science Night, Parent Conferences, and PTA sponsored events.

All parents are invited to attend meetings of the School Council through newsletters and webpage postings, and notices posted in the entry areas of the school. All parents are encouraged to attend literacy activities at the school through the “Eye of the Tiger”, flyers, individual conferences, phone calls from teachers, and ConnectEd outreach calls. Parent conferences are scheduled as requested by parents or teacher to communicate with every parent about their child’s academic achievement and progress toward meeting the Georgia Performance Standards. The week following the distribution of Progress Reports, teachers will hold scheduled parent conferences to allow parents the opportunity to discuss student progress. Parents of students who are in danger of not meeting benchmark promotion criteria are invited to meet with the Tier committee to plan further interventions. This may include tutoring, extended year, Summer Enrichment Program, double dipping in core subject areas, suggested home activities, and a variety of instructional strategies in the classroom.

The Title I Parent Involvement Coordinator will act as liaison between the school and parents. Through the Parent Involvement Coordinator, parents are given opportunities to provide feedback on school policies and procedures, events, activities, Parent Involvement Plan, and School Improvement Plan.

An active PTA remains a Park Elementary School tradition. Parent volunteers provide extra services to the students in classrooms, on field trips, and in the media center. Others serve as adult mentors for students, participate in fundraisers for extra school materials and supplies, or visit for Career Day events. Records of Open House and our Annual Title I Meeting attendance indicate

record attendance. Parental representation is also very high at the annual Park Elementary Fall Festival and the “Rocking Around the Christmas Tree” event. The PTA has helped provide updated playground equipment, and refreshments for several family activities. In addition, the PTA plans to purchase another swing set for the playground and provide funding for teacher supplies, and to purchase items to make the playground more accessible to our wheelchair-bound students.

A School Council made up of community business representatives, parents, students, and staff members meets throughout the year with the principal to discuss the school’s progress and to promote a positive relationship and open communication among all stakeholders in the school community.

Varieties of local businesses maintain formal partnerships with the school through the Partners in Education Program and they provide academic support to the students as well as incentives such as free hockey tickets. Business Partners include Diverse Power, Callaway Gardens, King’s Pasture, New Harvest Assembly, The Front Porch Gang (volunteer readers), individual volunteers, The Home Depot, Cottonmouths, Chick-Fil-A, IMPACT 360, and Alan Arrington, D.M.D.

In a rural community like Harris County, there are few daycare centers for students to attend. In addition, many of Park’s parents are employed in nearby Columbus, Georgia and must commute to work daily. In order to support these parents and students, Park has an After-School Enrichment Program (ASEP). Approximately 70 students participate in ASEP on a daily basis. At ASEP, students are provided a snack, homework support, technology, and physical activity at a nominal charge of \$30 per week.

The comprehensive needs assessment indicated several needs relating to parent involvement at Park Elementary. In order to address these needs, school staff and parents collaborated to devise the following strategies:

- Send out periodic parent surveys to gather ongoing information about important issues related to the school environment, student learning and parent-child relationships.
- Conduct conferences with parents and teachers relating to academic issues.
- Provide parents with weekly newsletters about classroom activities.
- Continue hosting Sneak-A-Peek event where parents and students come to school to meet their teacher and see their classroom.
- Assist the PTA and Title I Parent Involvement Coordinator in obtaining speakers to address important issues to parents.
- Maintain the parent information room in the school to create a wealth of current information for parents to draw upon.
- Send parents a recruitment survey to encourage parents to participate in a variety of school activities.
- Conduct parental involvement program survey.
- Continue Partners In Education.

These strategies and others are used to improve and strengthen parental involvement at Park Elementary. Some of the activities for parents/guardians of Park Elementary School include, but are not limited to:

- Parent Night/Day where state assessments data, strategies and curriculum are shared with parents in order to help them understand test data and expectations for their child
- Family Reading Night
- Parent Workshops
- Family Math/Science Night/Day
- PTA
- Muffins for Moms and Doughnuts for Dads
- Thanksgiving Luncheon
- Grandparent's Day
- School Council
- Chat With the Principal sessions
- Read Across America Day
- Career Day
- Volunteer Program(See Parent Involvement Coordinator or PTA officers)
- Family Movie Night
- Partners In Education
- Park Relay for Life
- Veteran's Day Program

Right to Know Notice to Parents

Park Elementary School informs parents about the School Improvement Plan (SIP), School-wide Title I Plan, Student-Parent-Teacher Compact, and Parent Involvement Plan via an Annual Title I Meeting, PTA & School Council meetings, periodic Title I Parent Review Meetings, website postings, classroom newsletters, and "Eye of the Tiger" Newsletters. The Student Handbook contains the Harris County Board of Education's policy on the promotion. The Parent-Student-School Compact contains the parent's, student's, and school's responsibilities. The Parent Involvement Plan includes the written "Parents Right to Know" statement.

Student work is regularly sent home, in weekly folders. Teachers are in regular communication with parents through weekly class and grade-level newsletters, grade level web pages, required phone calls, and agenda notes. Information is also communicated via PTA & School Council meetings, the school webpage, and informal meetings. The principal also corresponds with parents and the community with a newsletter that goes out every grading period, as well as with ConnectEd outreach calls.

VI. Assisting Transition of Students to and from Elementary School Programs

A transition program is in place to assist parents of students moving from the local Pre-K program to the Kindergarten program at Park Elementary School. A transition program is also in place between Park Elementary School and Creekside Transitional School. Administration will assist the staff with the coordination of transition activities among the various school programs. Students entering kindergarten at Park Elementary School from the CAFI Headstart program, local daycare centers in the community and students who attend Pre-K at Park Elementary School are invited to a registration fair in the spring. Parents will be notified in a timely manner of the PreK registration dates and procedures.

We provide transitioning support to the school population leaving the 4th grade at Park and entering the 5th grade at Creekside School. In the spring, activities are conducted to assist students in making this transition. The transition activities include, but are not limited to: a 5th grade tour of Creekside School and an introduction to extra-curricular activities and requirements for

participation. Parents of 4th grade students are invited to attend a 5th grade Open House at Creekside School each year in April.

VII. Teachers' Role in Decision Making

Based on the organizational structure of Park Elementary, the teachers provide and receive feedback on decision-making at all levels. The School Improvement Team serves as the governing body of the school, and is made up of members from each grade level and area. These team members meet at least once per month and are responsible for analyzing, disaggregating, and collecting all data that is used to guide the decision-making and school improvement process. They collect feedback from their respective team or are and share that feedback with the School Improvement Team. The School Improvement Team makes decisions based on the data and teacher feedback. Via each team member, the decisions are cascaded back down to each grade level, area, and teacher. The re-delivery process is bi-directional. These decisions include the needs assessments of all areas of the school, strategies for school improvement, and procedures and protocols. Park's annual Local and Title I budget is requested and allotted based on teachers' requests and feedback.

VIII. Coordination and Integration of Services and Programs

The population of at-risk children is served through several programs. Title I Funds are used to provide services for at-risk children. Title I funds continue to be used for those children who perform below expected achievement levels. Title IV assists with materials and training to support a safe and drug-free school environment. Title VI-B funds support services, materials and equipment for all students with identified disabilities and have been used to purchase materials for classrooms serving students in a collaborative model.

Supplemental services for children and their families, who form this larger target population, including homeless and migratory children and their families, are provided by the system social worker and school counselors, and through other resources such as, the Department of Family and Children Services, the Homeless Liaison, Juvenile Court Services and community after-school service providers. These entities coordinate services to avoid fragmentation and overlap and to increase program effectiveness. Family information is collected from the Georgia Department of Education's Parent Occupational Survey, which is completed as part of the student enrollment packet and is sent home in August of each year with each student for parents to complete and return.

Title II funds are used to recruit Highly Qualified teachers and to retain them through Staff Development. Both Title I and Title II funds are utilized to pay for needed math training as reflected in the School Improvement Plan. Park Elementary assesses students' needs to determine class size reduction needs and assesses teacher qualifications to determine professional development needs. Student test results are used to determine weaknesses in curriculum and strategies that can, in turn, identify teacher-training needs. All decisions on funding are driven by the school improvement goals.

SPLOST funds and other local funding sources are used to supplement QBE funding when necessary to provide materials, structures, and resources needed to provide quality education to all students prior to applying Title funds.

The Harris County School System hires the services of an auditing firm to verify school financial records annually. Results of the system and school audits are provided to the School Board for review each year. In compliance with SACS/AdvancED expectations, the principal of Park Elementary School is the highest paid employee at the school.

IX. Interventions for Students Experiencing Difficulties

- Title I Tutors to serve Kindergarten through 4th grade students with math and/or reading deficits
- Flexible grouping strategies in reading within the classroom.
- Forty-five minute Flexible Intervention Time (F.I.T.)
- Use Coach Booklets for Grades 1st - 4th. Utilize this instructional resource to expose students to the language of the test, provide state assessments practice, and diagnose students' areas of strengths and weaknesses.
- Develop a Data Team. This team will meet regularly to analyze student achievement and progress monitoring data as well as attendance and behavior data to be used to drive school improvement.
- All teachers participate in School Improvement based Professional Learning Communities (PLC).
- Early Intervention Program (EIP) meet the needs of underachieving students in math and reading
- Weekly and bi-monthly progress-monitoring probes
- Universal Screeners administered 3 times per year
- Professional learning for teachers in RTI, Autism, GAA, ADHD, ADD and other areas geared to train teachers on how to identify struggling students and to implement effective interventions.
- Parent conferences and preliminary promotion/retention meetings to discuss student progress

Student difficulties are identified in various ways and using a variety of measures, including the previous year's (state assessment) results, school-wide Universal Screenings, classroom assessments, benchmarks, and teacher observations. Staff members are provided the opportunity to participate in trainings to teach them strategies for identifying difficulties in student learning and providing appropriate interventions. This is largely addressed through our Response To Intervention (RTI) plan. Teachers must request a conference with the parents of students, especially those who have been identified as at-risk students. Each grading period (9 weeks), each teacher meets with administration to identify students who are failing, and to outline an intervention plan.

Responsibilities of School, LEA, and SEA

Park Elementary School has the responsibility:

1. To provide high-quality instruction to meet the academic needs of all students;
2. To use allocated funds for the purchase of materials and resources which have proven to impact the learning of all students;
3. To provide staff development which will increase the teachers' knowledge of instructional methods to diversify and differentiate instruction;
4. To provide opportunities for collaborative planning among teachers, parents, administrators, and system level personnel; and,
5. To provide opportunities to analyze and discuss student data to determine areas of strength and weakness for curriculum and instructional planning.

Harris County School System has the responsibility:

1. To support Park Elementary School's improvement initiatives;
2. To provide appropriate staff development sessions to increase the teachers' knowledge of instructional methods to diversify and differentiate instruction;
3. To allocate funds for the purchase of materials and resources which have proven to impact the learning of all students;
4. To provide opportunities for collaborative planning among teachers, parents, administrators, system level personnel, and state level agencies;
5. To provide technical assistance from consultants including, but not limited to system level trainers, RESA, GADOE facilitators, and paid consultants.

Georgia Department of Education has the responsibility:

1. To support Harris County School System's school improvement initiatives;
2. To allocate funds for the purchase of materials and resources which have proven to impact the learning of all students.

X. Communicating Student Assessment Results

Individual student assessment results and data will readily be communicated to the parents. Upon receiving the results of assessments, including ITBS, COGAT, STATE ASSESSMENTS, GAA, Benchmarks, etc., the parent information sheet will be sent home to the parents along with explanations of how to interpret the scores. Parents will also be informed to contact the Parent Involvement Coordinator or their homeroom teacher if they would like to set up a conference to have the results explained. Each teacher will communicate student progress weekly by sending home a "Graded Papers" Folder, along with a behavior chart or Student Planner.

XI. Collecting & Disaggregating Achievement Data

The Harris County Board of Education's Office of Curriculum and Instruction disseminate all student achievement and assessment results. The Superintendent of Curriculum and Instruction receives state assessment data from the Georgia Department of Education and begins the disaggregation process.

XII. Data Validity & Reliability

In order to ensure that the disaggregated assessment results are valid and reliable, the Park Elementary School Data Team works collaboratively with the Harris County Department of Curriculum and Instruction to receive the data from the Georgia Department of Education. Then the LEA disaggregates the data while the Park Data team does the same. All data results are compared to determine validity and reliability.

XIII. Public Reporting of Disaggregated Data

Park Elementary School's disaggregated data is made public via the Harris County Board of Education Office of Curriculum and Instruction, as well as via the Georgia Department of Education Office of Accountability.

XIV. One Year Period Plan Development

The Park Elementary School Title I School-wide Plan, Parent-Student Compact, and Parent Involvement Policy will be updated annually.

XV. Community Involvement

Great effort is made to encourage and develop community involvement and support. Business, alumni, and individuals are invited to sponsor our students for field trips, school supplies, clothes closet, etc. The community is always invited and encouraged to participate in school events. We will use local churches, recreation departments, and other community-based venues to advertise our school events and to solicit parental support and involvement. Recognition will be given throughout the year to volunteers and community partners as well as during the end-of-the-year awards ceremony. Parent, student and staff surveys, are conducted each year. The results from these surveys are compiled and used as a part of the needs assessment process as well as to update our SIP, if necessary. Additionally, the Parent Involvement Coordinator will inform the parents of school and community events held at Park, the local library or other locations to benefit parents and students. A representation of all stakeholders is used to develop, monitor, and update the Park Title I Comprehensive School-Wide Plan.

XVI. Plan Availability

Park's Title I Comprehensive School-Wide Plan and all supplement documents and policies will be made available for review by parents, staff, PTA, School Council, community members, Partners In Education, and the LEA. A Parent/Student Handbook will also be provided for parents and students. All Title I documents will be available on our school website, and a review copy will be on display in the Media Center.

Park Elementary School Structure/Organization

School Improvement Team

Our School Improvement Team leads our school, which is representative of our faculty and staff. These members were invited. This committee authors our School Improvement Plan, based on the analysis of previous test data, school improvement plan and the school's profile. The School Improvement Team is charged with analyzing data and situations, analyzing root causes, finding solutions and cascading information and findings to their respective grade level teams. In addition to a School Improvement Team, Park will have fully functioning dynamic teams, such as a behavior intervention team, events team, and RTI teams.

Professional Learning Communities(PLC)

Each grade level team will function as a Professional Learning Community (PLC), researching topics and conducting work that is directly driven by the School Improvement Plan. The School Improvement Team, administrator, PLC facilitator, or any member of the PLC may assign these topics and assignments related to professional learning.

RTI Team

This team consists of the designated RTI chair, the PLC, a psychologist, and an administrator. This team is the only team that may meet and move a child from Tier to Tier after examining the supporting data.

Behavior Intervention Team

Through the efforts of our Behavior Intervention Team, Park Elementary School will provide opportunities for students to develop good character and leadership, civic, social, and personal responsibility. The school supports and encourages student behavior that promotes honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline, and respect. We ensure that students are safe through the implementation of the school safety plan and through the efforts of all staff. Outside doors are locked during the school day. The front entrance is monitored by security camera and visitors must request entrance via security buzzer. Visitors are required to sign-in and obtain a visitor's pass upon entering the building. Fire and tornado drills are practiced on a regular schedule. Students understand and can appropriately respond to various alerts/alarms.

Events Team

This team promotes positive culture and organizes school-wide events, and celebrations. This promotes a family-oriented atmosphere by sponsoring monthly staff celebrations, while promoting a healthy and fun environment.

XVII. Plan Translation

The Park Elementary Title I Comprehensive School-wide Plan will be translated into any language, as deemed necessary by our student demographics and Home Language Survey data. Currently, we have two students who do not speak fluent English. Park will use the TransAct software that is provided by the Central Office, the ELL instructor, or other resources for translating documents for ELL students and families.

XVIII. Section 1116 Provisions

This plan was developed according to the school improvement provisions of Section 1116 of the No Child Left Behind Legislation.