

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
<b>School Name:</b> Park Elementary School	<b>District Name:</b> Harris County School District	
<b>Principal Name:</b> Janice Owens	<b>School Year:</b> 2016-2017	
<b>School Mailing Address:</b> 13185 Hwy 27 N, Hamilton, GA 31811		
<b>Telephone:</b> 706-628-4997		
<b>District Title I Director/Coordinator Name:</b> Dr. Betty Dunlap		
<b>District Title I Director/Coordinator Mailing Address:</b> 132 Barnes Mill Rd, Hamilton, GA 31811		
<b>Email Address:</b> dunlap-b@harris.k12.ga.us		
<b>Telephone:</b> 706-628-4206 x 1213		
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b> (Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/> NA	<b>Focus School</b> <input type="checkbox"/> NA	
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b> 04/26/2016	<b>Revision Date:</b>	<b>Revision Date:</b>

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### SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA). *President Obama signed into law on December 10, 2015 the new Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). Formula grant recipients will continue to operate in the 2016-2017 school year under the plans, procedures, and requirements that are in place for the 2015-2016 school year. Full transition to ESSA will take place in the fall of FY2017-18.*
- Please submit your School Improvement Plan as an addendum after the header page in this document.



Georgia Department of Education  
Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members – April 26, 2016, 10:15 AM – Park ES

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Janice Owens		Principal
Melissa Hayes		Assistant Principal
Brandilyn Edwards		Counselor
Cindi Kindrick		Teacher
Page Flynn		Teacher
Heather Westad		Teacher
Clara Wilson		Teacher
Kimberly Curry		Teacher
Melissa Smith		Teacher
Lynell Strickland		Teacher
Patricia Holloway		Parent Inv. Coordinator
Tamika Adams		Parent
Josephine Bray		Community Rep.
Sondra Moss		Parent
Pamela Cotton		Parent
LeAnne Harden		Parent
LaTricia Battle		Paraprofessional
Betty Dunlap		Title I Director - HCS
Tawana D. Miller		Technical Consultant
Rachel Crumbley		Business Partner
LaChandra Brundage		Homeless/Migrant/SSW – Harris County

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

#### *Response:*

*President Obama signed into law on December 10, 2015 the new Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). Formula grant recipients will continue to operate in the 2016-2017 school year under the plans, procedures, and requirements that are in place for the 2015-2016 school year. Full transition to ESSA will take place in the fall of FY2017-18.*

Park Elementary School is located in the heart of Hamilton, Georgia at 13185 US Highway 27 N. 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, PES serves students grades PK through 4<sup>th</sup>, including students with disabilities, from severe and profound to specific learning disability. Park Elementary houses the only Pre-Kindergarten and severe/profound program for students with disabilities in the county. It is located 25 miles north of Columbus and 90 miles south of Atlanta.

The 2014 total population in Harris County was 32,876. The median household income was \$69,060 and the median home value was \$208,880. There are approximately 9500 families/12,240 households with an average family/household size of 3.05/2.67. The median age is 43.1 years.

The Park Elementary School (PES) vision supports the Harris County School District (HCSD) mission, which is included below.

#### **District 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 that 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 assessment aligned with real world experiences; and
- the use of our community as a support system.

#### **Park Elementary School Vision and Motto: The Place to Be...Where It's ALL About the Kids! 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.

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Federal legislation requires that a school operating a Title I program annually evaluate the implementation of, and results achieved by the Title I Schoolwide program. The school must evaluate annually the outcomes and the plan's implementation to determine:

- whether the academic achievement of all students, and particularly low-achieving students, improved; and
- whether the goals and objectives contained in the plan were achieved.

### Program Evaluation Purpose



- The Title I program evaluation is an annual review of Title I activities to determine if they are contributing to the desired outcomes:

- Improved student achievement – to evaluate the effectiveness & impact of federal programs on student achievement outcomes
- Improved effective family engagement
- Provided high-quality professional development
- To assess the impact of federally-funded strategies on the school's performance
- To determine the degree to which program funds met the intended purposes
- To guide future program decisions

Adapted from the No Child Left Behind Program Series – Evaluation

A Title I Program evaluation will be conducted annually to determine the effectiveness and feasibility of the plan as described in the pages that follow.

The evaluation summary for the FY2015-16 Title I Schoolwide/School Improvement Plan for Park Elementary School (PES) is described below. The survey was conducted during the week of May 9 - 15, 2016. The survey included questions to assess the impact of the Title I Schoolwide Program specifically in the academic areas of reading and math.

Question 1 - Total Participants: Elementary - 48

#### Reading

Question	Positive impact for most students	Positive impact for all students	Total Impact for most and all students	Rank (1 = low and 5 = high)
Question 2	32.32%	49.49%	81.81%	4.36%
Question 3	31.31%	48.48%	79.79%	4.34%
Question 4	26.53%	35.71%	62.24%	4.17%
Question 5	26.00%	55.00%	81.00%	4.44%
<b>Average</b>			<b>76.21%</b>	<b>4.33%</b>

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### Math

Question	Positive impact for most students	Positive impact for all students	Total Impact for most and all students	Rank
Question 6	37.50%	42.71%	80.21%	4.34%
Question 7	36.73%	43.88%	80.61%	4.33%
Question 8	33.68%	34.74%	68.42%	4.31%
Question 9	28.57%	52.04%	80.61%	4.50%
<b>Average</b>			<b>77.46%</b>	<b>4.37%</b>

Question 10: Allocation Spent: Elementary School Title I Budget 51-75%.

Comments from the Elementary School Participants:

#### Reading:

1. I think it is a wonderful program and it has benefited students in a positive way.
2. The Title I Reading Program has been extremely beneficial to our school this year. The growth we have seen in our students has been phenomenal. We are very appreciative of the funding to help with the resources we use and the trainings we are able to attend.
3. Any school that can invest additional time and resources in less fortunate students to enhance their education will reap the benefits for all the students and raise morale and enthusiasm among staff. I am so thankful for Title I.
4. We have an awesome Title I Program
5. I know that the Title I Supplement has helped greatly because my student data is an indicator of the growth they have made.

#### Math:

1. I think the Title I Math Program has been a great addition to the school and it has benefited students greatly.
2. I do feel that our parents make use of the instructional help we have at our school to the extent they could.
3. Same comment for Math as Reading. The growth has been phenomenal. The trainings are very beneficial as well as the manipulatives we are able to receive to help with instruction.
4. As stated before, I believe that it has had a positive effect because the data and student feedback shows growth. Students are learning.
5. The Title I Math Program was very effective for my students who were struggling with whole group work. Small group work including one-on-one with the teacher provided the students with greater understanding of the subject matter.

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To assist with the reading of the school's Title I plan is a list of frequently used acronyms and their definitions below:

BAS	Benchmark Assessment System
CCGPS	Common Core Georgia Performance Standards
CCRPI	College and Career Readiness Performance Index
CRCT	Criterion-Reference Competency Tests (set of tests administered at public schools in the state of Georgia that are designed to test the knowledge of first through eighth graders in Reading, English/Language Arts, and Mathematics, and third through eighth graders additionally, in Science and Social Studies.
ED	Economically Disadvantaged refers to the subgroup population of students who receive free or reduced lunch
ELA	English Language Arts
ELL	English Language Learners refers to the subgroup population of students who are learning the English Language in addition to their native language.
EOG	End of Grade Summary
ESEA	Elementary and Secondary Education Act of 1965
ESSA	Every Student Succeeds Act (December 10, 2015)
ESOL	Program for teaching English to Speakers of Other Languages
GaDOE	Georgia Department of Education
GKIDS	Georgia Kindergarten Inventory of Developing Skills is a yearlong performance based assessment aligned to the state mandated content standards.
GMAS	Georgia Milestones Assessment Systems is a comprehensive summative assessment program Spanning grades 3 through high school.
GRASP	Georgia RESA Assessment of Student Progress
HQT	Highly Qualified Teacher
LEXIA	A Literacy curriculum for students of all abilities in grades Pre-Kindergarten to 5.
PES	Park Elementary School
RtI	Response to Intervention
STAR	Skilled based test items in reading and math [Renaissance Learning] that have been reviewed as reliable, valid and efficient.
SWD	Students with Disabilities refers to the subgroup population of students who may have specific educational needs that make it difficult for them to do well on assessments without proper accommodations or adaptations.

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The school has 422 students for the 2015-2016 school year. A more detailed student enrollment subpopulation breakdown is below:

Federal Ethnicity	Enrollment Ct.	Enrollment %
American Indian/Native	2	0%
Asian	0	0%
Black/African American	133	32.0%
Haw/Pac Islander	0	0%
Hispanic	19	5.0%
Multi-Racial	14	3.0%
White	254	60.0%
<b>Grand Total</b>	<b>422</b>	<b>100.00%</b>

Lunch Plan	Enrollment Ct.	Enrollment %
Free	235	55.7%
Reduced	42	22.3%
<b>Grand Total</b>	<b>277</b>	<b>100.00%</b>

Instructional Setting	Enrollment Ct.	Enrollment %
General Education	334	79.1%
Gifted	8	1.9%
Remedial/EIP	35	8.1%
Special Ed	44	10.2%
ESOL	1	0.2%
<b>Grand Total (unduplicated ct.)</b>	<b>422</b>	<b>100.00%</b>

Gender	Enrollment Ct.	Enrollment %
Female	205	48.6%
Male	217	51.4%
<b>Grand Total</b>	<b>422</b>	<b>100.00%</b>



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*Response:*

- A. We have developed, and will revise yearly, our Title I Schoolwide/School Improvement plan with the participation of individuals (teachers, administrators, central office staff, community members and parents) who will help carry out our comprehensive schoolwide/school improvement plan.

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement plan. All the information was collected, analyzed and long term goals were developed based on the input received. The Title I Committee also surveyed parents to assess the school.

Meetings to discuss the plan were held on the following dates:

Title I Parent Involvement Committee (PIC)	January 25, 2016
Title I PIC	March 16, 2016
Title I Committee	April 26, 2016

Flyers were sent home to inform parents about meetings. The meeting focused on presenting school test data, discussing the schoolwide plan and seeking their input for our Parent Involvement Policy and Parent/School Compact.

- B. We have used the following instruments, procedures, or processes to obtain this information.

Formative and summative assessments will be utilized to determine whether participating (targeted) students are meeting state and local expectations. To determine the level of accomplishment of establish goals, the following data will be used:

- 2013, 2014 CRCT Scores
- Lexiles
- STAR
- G.R.A.S.P. Reading and Math assessments
- Georgia Milestones Assessment System
- Student Learning Objectives (SLO)
- Universal Targeted Screening
- Quarterly Benchmarks Results
- Promotion/Retention Data
- End of Grade Summaries - Milestones
- Teacher Observations
- Parent focus groups that were representative of our demographics
- Parent and staff surveys
- Student Feedback
- Anecdotal Notes

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- Changing trends in our school demographics
- Harris County School System FY16 Evaluation of Title I Schoolwide Program

All data will be used in conjunction with formal/informal assessments to evaluate student performance and to drive instruction.

Brainstorming was a strategy used to further analyze student source data and help determine specific courses of actions to determine and address academic needs for the upcoming school year. We will review these data sources periodically throughout the implementation of our plan to monitor the plan's effectiveness.

- C. We have taken into account the needs of migrant children and these are the procedures we would follow should those students be in attendance:

Although there are no migrant students attending PES, migrant students who enroll will follow district, state, and federal guidelines to ensure that migratory students will achieve the same goals set for all students. The following migrant student procedures are in place:

1. Student enrollment sheets are distributed and the Occupational Survey section of the form is checked by the registrar.
2. All new students receive an Occupational Survey form, as well as the registration form. This will be checked and verified by the registrar.
3. We will work closely with our counselor, school social worker, and our central office liaison to ensure that the student's needs are met for any students identified.
4. We will provide intervention programs and additional assistance for any migrant student who might be identified and is experiencing academic deficiencies.
5. Students will be considered for additional services based on formative data and classroom assessments.
6. Students will benefit from the instructional programs at Park Elementary to include Response to Intervention (RtI) and supplemental tutoring in the core content academic areas as needed.
7. Students who may be homeless will be monitored by the Harris County School District Homeless Liaison for any additional services.

Economically Disadvantaged- 65.64% of the students at Park are eligible for free and reduced lunch.

- a. Migrant-Park has no migrant students
- b. LEP-Park has 6 LEP students
- c. Homeless- Park has 10 homeless students

These students will be served using both the *push in* and *pull out* methods of support to meet their identified needs.

- D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

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### 2015 and 2014 College and Career Ready Performance Index (CCRPI)

		YEAR 2015	YEAR 2014	GAIN/LOSS (+/- %)
ELEMENTARY SCHOOL INDICATORS	BENCHMARK FOR INDICATOR (%)	PERFORMANCE INDICATOR (%)	PERFORMANCE INDICATOR (%)	
% Students scoring at Developing Learner or above in ELA	100%	51.3%	91.1%	-39.8%
% Students scoring at meets or exceeds in reading	100%	NA	94.8%	
% Students scoring at Developing Learner or above in math	100%	55.3%	85.2%	-29.9%
% Students scoring at Developing Learner or above in science	100%	57.0%	86.7%	-29.7%
% Students scoring at Developing Learner or above in social studies	100%	43.4%	86.7%	-43.3%
% of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	91.3%	NA	NA	NA
% of Students with Disabilities served in general education environments greater than 80% of the school day	65%	72.9%	71.1%	1.8%
% Students scoring at meets or exceeds on the Grade Five Writing Assessment	100%	NA	NA	NA
% Students in Grade 3 achieving a Lexile measure equal to or greater than 650	100%	36.5%	63.3%	-26.8%
% Students in Grade 5 achieving a Lexile measure equal to or greater than 850	100%	NA	NA	NA
% Students in Grades 1-5 completing the identified number of grade specific career awareness aligned to Georgia's 17 Career Clusters	100%	100.0%	99.7%	0.3%
Percent of students missing fewer than 6 days of school	68.3%	75.1%	97.1%	-22.0%
Percent of students' assessments scoring at Proficient or Distinguished Learner on EOG	100.0%	29.0%		

Regarding Georgia's 2015 CCRPI, the school's CCRPI of 62.0 is below the state's CCRPI score of 76.0 for all elementary schools. Regarding Georgia's 2014 CCRPI, the school's CCRPI score of 80.4 is above the state's CCRPI score of 72.7 for all elementary schools in the state of Georgia.

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### Spring 2015 Georgia Milestones End-of-Grade Assessment - Grades 3&4 - School Level - November 16, 2015

English Language Arts								
	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above

PARK ELEMENTARY	88	488.9	42.0	28.4	26.1	3.4	58.0	29.5
State 3	131,790	502.8	33.1	30.0	26.5	10.4	66.9	36.9
PARK ELEMENTARY	66	501.5	22.7	47.0	22.7	7.6	77.3	30.3
State 4	128,768	504.9	29.2	33.7	28.0	9.1	70.8	37.1

Mathematics								
	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above

PARK ELEMENTARY	88	491.8	33.0	44.3	22.7	0.0	67.0	22.7
State 3	132,515	512.8	21.4	40.5	30.3	7.7	78.6	38.1
PARK ELEMENTARY	66	517.6	18.2	36.4	40.9	4.5	81.8	45.5
State 4	129,480	516.2	20.2	39.5	31.3	9.0	79.8	40.3

Science								
	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above

PARK ELEMENTARY	88	501.4	28.4	40.9	20.5	10.2	71.6	30.7
State 3	132,348	507.3	24.4	41.2	24.0	10.4	75.6	34.3
PARK ELEMENTARY	66	503.6	24.2	47.0	24.2	4.5	75.8	28.8
State 4	129,369	504.8	29.0	37.5	26.7	6.8	71.0	33.5

Social Studies								
	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above

PARK ELEMENTARY	88	479.6	42.0	52.3	5.7	0.0	58.0	5.7
State 3	131,732	503.7	26.2	44.1	19.7	10.0	73.8	29.6
PARK ELEMENTARY	66	501.7	22.7	45.5	30.3	1.5	77.3	31.8
State 4	128,744	505.4	28.9	36.4	26.4	8.3	71.1	34.8

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

2015 Content Mastery by Group				
School Name	Reporting Category	Assessment Type	Assessment Subject	Proficiency Rate
Park ES	ALL Students	EOG	English Language Arts	51.333
Park ES	Asian/Pacific Islander	EOG	English Language Arts	No Data
Park ES	Black	EOG	English Language Arts	26.471
Park ES	Hispanic	EOG	English Language Arts	Too Few Students
Park ES	American Indian/Alaskan	EOG	English Language Arts	No Data
Park ES	White	EOG	English Language Arts	64.045
Park ES	Multi-Racial	EOG	English Language Arts	Too Few Students
Park ES	Students With Disability	EOG	English Language Arts	Too Few Students
Park ES	English Learners	EOG	English Language Arts	Too Few Students
Park ES	Economically Disadvantage	EOG	English Language Arts	41.089
Park ES	ALL Students	EOG	Mathematics	55.298
Park ES	Asian/Pacific Islander	EOG	Mathematics	No Data
Park ES	Black	EOG	Mathematics	34.314
Park ES	Hispanic	EOG	Mathematics	Too Few Students
Park ES	American Indian/Alaskan	EOG	Mathematics	No Data
Park ES	White	EOG	Mathematics	64.607
Park ES	Multi-Racial	EOG	Mathematics	Too Few Students
Park ES	Students With Disability	EOG	Mathematics	30
Park ES	English Learners	EOG	Mathematics	Too Few Students
Park ES	Economically Disadvantage	EOG	Mathematics	44.118
Park ES	ALL Students	EOG	Science	56.954
Park ES	Asian/Pacific Islander	EOG	Science	No Data
Park ES	Black	EOG	Science	26.471
Park ES	Hispanic	EOG	Science	Too Few Students
Park ES	American Indian/Alaskan	EOG	Science	No Data
Park ES	White	EOG	Science	72.472
Park ES	Multi-Racial	EOG	Science	Too Few Students
Park ES	Students With Disability	EOG	Science	36.667
Park ES	English Learners	EOG	Science	Too Few Students
Park ES	Economically Disadvantage	EOG	Science	46.078
Park ES	ALL Students	EOG	Social Studies	43.377
Park ES	Asian/Pacific Islander	EOG	Social Studies	No Data
Park ES	Black	EOG	Social Studies	23.529
Park ES	Hispanic	EOG	Social Studies	Too Few Students
Park ES	American Indian/Alaskan	EOG	Social Studies	No Data
Park ES	White	EOG	Social Studies	53.933
Park ES	Multi-Racial	EOG	Social Studies	Too Few Students
Park ES	Students With Disability	EOG	Social Studies	40
Park ES	English Learners	EOG	Social Studies	Too Few Students
Park ES	Economically Disadvantage	EOG	Social Studies	37.255

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### 2013-2014 CRCT Results – Park Elementary School by subgroup

School Name	Reporting Category	Assessment Type	Assessment Subject	FY14 Meets Exceeds Rate %	FY13 Meets Exceeds Rate %	Gain/Loss
PARK ES	<b>ALL Students</b>	CRCT	<b>English Language Arts</b>	91.3%	88.4%	2.9%
PARK ES	<b>Black</b>	<b>CRCT</b>	<b>English Language Arts</b>	<b>86.5%</b>	<b>75.7%</b>	<b>10.8%</b>
PARK ES	White	CRCT	English Language Arts	93.2%	93.2%	0.0%
PARK ES	Multi-Racial	CRCT	English Language Arts	TFS	TFS	NA
PARK ES	<b>SWD</b>	<b>CRCT</b>	<b>English Language Arts</b>	<b>66.6%</b>	<b>35.7%</b>	<b>30.9%</b>
PARK ES	ED	CRCT	English Language Arts	86.5%	82.6%	3.9%
PARK ES	<b>ALL Students</b>	CRCT	<b>Mathematics</b>	84.7%	78.2%	6.5%
PARK ES	Black	CRCT	Mathematics	75.6%	70.2%	5.4%
PARK ES	<b>White</b>	<b>CRCT</b>	<b>Mathematics</b>	<b>88.8%</b>	<b>80.6%</b>	<b>8.2%</b>
PARK ES	Multi-Racial	CRCT	Mathematics	TFS	TFS	NA
PARK ES	<b>SWD</b>	<b>CRCT</b>	<b>Mathematics</b>	<b>40.0%</b>	<b>21.4%</b>	<b>18.6%</b>
PARK ES	<b>ED</b>	<b>CRCT</b>	<b>Mathematics</b>	<b>79.0%</b>	<b>70.1%</b>	<b>8.9%</b>
PARK ES	<b>ALL Students</b>	CRCT	<b>Reading</b>	95.6%	92.5%	3.1%
PARK ES	<b>Black</b>	<b>CRCT</b>	<b>Reading</b>	<b>91.9%</b>	<b>83.8%</b>	<b>8.1%</b>
PARK ES	White	CRCT	Reading	97.7%	96.1%	1.6%
PARK ES	Multi-Racial	CRCT	Reading	TFS	TFS	NA
PARK ES	<b>SWD</b>	<b>CRCT</b>	<b>Reading</b>	<b>83.3%</b>	<b>64.3%</b>	<b>19.0%</b>
PARK ES	ED	CRCT	Reading	93.8%	87.6%	6.2%
PARK ES	<b>ALL Students</b>	CRCT	<b>Science</b>	84.7%	83.0%	1.7%
PARK ES	<b>Black</b>	<b>CRCT</b>	<b>Science</b>	<b>75.7%</b>	<b>64.8%</b>	<b>10.9%</b>
PARK ES	White	CRCT	Science	87.7%	89.3%	1.6%

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

School Name	Reporting Category	Assessment Type	Assessment Subject	FY14 Meets Exceeds Rate	FY13 Meets Exceeds Rate	Gain/Loss
PARK ES	Multi-Racial	CRCT	Science	TFS	TFS	NA
PARK ES	SWD	CRCT	Science	60.0%	35.7%	24.3%
PARK ES	ED	CRCT	Science	76.5%	72.6%	3.9%
PARK ES	ALL Students	CRCT	Social Studies	85.4%	85.0%	0.4%
PARK ES	Black	CRCT	Social Studies	78.4%	73.0%	4.4%
PARK ES	White	CRCT	Social Studies	88.8%	88.3%	0.5%
PARK ES	Multi-Racial	CRCT	Social Studies	TFS	TFS	NA
PARK ES	SWD	CRCT	Social Studies	46.7%	28.6%	18.1%
PARK ES	ED	CRCT	Social Studies	77.8%	76.3%	1.5%

### Historical CRCT – 3<sup>rd</sup> and 4<sup>th</sup> Grades – Park Elementary School

School Year	Subject	Number Tested	Does Not Meet	Meets	Exceeds	Meets + Exceeds
2013-14	English Language Arts	137	8.8%	57.7%	33.6%	91.3%
	Mathematics	137	15.3%	34.3%	50.4%	84.7%
	Reading	137	4.4%	44.5%	51.1%	95.6%
	Science	137	15.3%	36.5%	48.2%	84.7%
	Social Studies	137	14.6%	60.6%	24.8%	85.4%
2012-13	English Language Arts	147	11.6%	51.7%	36.7%	88.4%
	Mathematics	147	21.8%	34.7%	43.5%	78.2%
	Reading	147	7.5%	43.5%	49.0%	92.5%
	Science	147	17.0%	40.1%	42.9%	83.0%
	Social Studies	147	15.0%	68.0%	17.0%	85.0%
2011-12	English Language Arts	167	12.0%	56.3%	31.7%	88.0%
	Mathematics	167	22.2%	34.1%	43.7%	77.8%
	Reading	167	9.0%	46.7%	44.3%	91.0%
	Science	168	24.4%	40.5%	35.1%	75.6%
	Social Studies	168	29.2%	56.5%	14.3%	70.8%



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including

- Economically disadvantaged students
- Students from Major racial and ethnic groups
- Students with disabilities

### All Students:

In the spring of 2015 according to the Georgia Milestones End of Grade Assessment the following results are listed.

- Park ES's CCRPI Math percentage (45.5%) of proficient learner and above at 4<sup>th</sup> grades is 5.2 points higher than the state's CCRPI score for the same category.
- Park ES students lag behind the district, RESA and the state in most areas on the Georgia Milestones Assessment System (GMAS) [see chart below]

Grade	Subject	Proficient Learner/Above %
3	ELA	29.5%
4	ELA	30.3%
3	Math	22.7%
4	Math	45.5%
3	Science	30.7%
4	Science	28.8%
3	Social Studies	5.7%
4	Social Studies	31.8%

### **G.R.A.S.P 2015**

Gr.	Winter Reading % not meeting cut score	Winter Math % not meeting cut score
K	32.0% letter recognition	39.7% number recognition
1	32.2% sight words/ 26.9% letter sounds	57.5% concept/application
2	28.0% fluency/ 30.4% maze	33.7% fluency
3	39.4% maze	42.6% fluency
4	48.9% fluency	52.0% concept/application

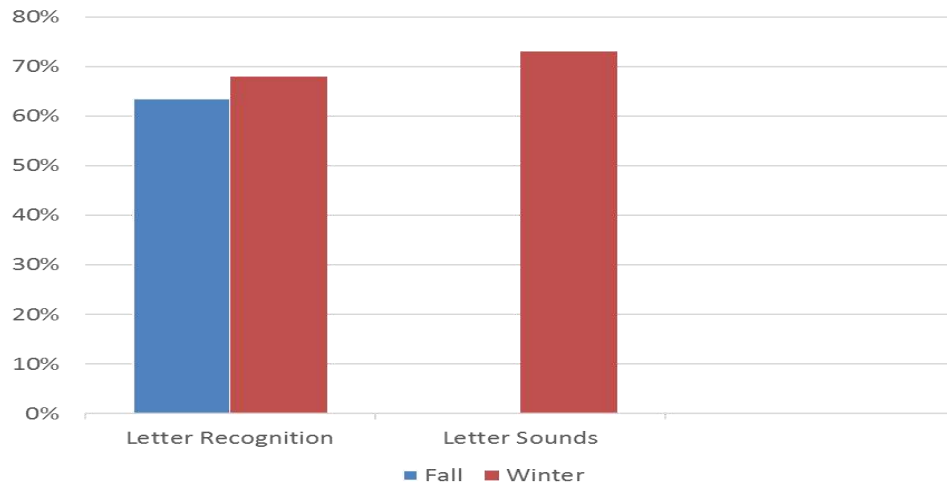
While 95.6% of all 3<sup>rd</sup> and 4<sup>th</sup> graders and 91.3% of all 3<sup>rd</sup> and 4<sup>th</sup> graders met or exceeded expectations on the 2014 CRCT in Reading and ELA, our scores increased the most in math from 78.2% in FY13 to 84.7% in FY14 or 6.5 percentage points.



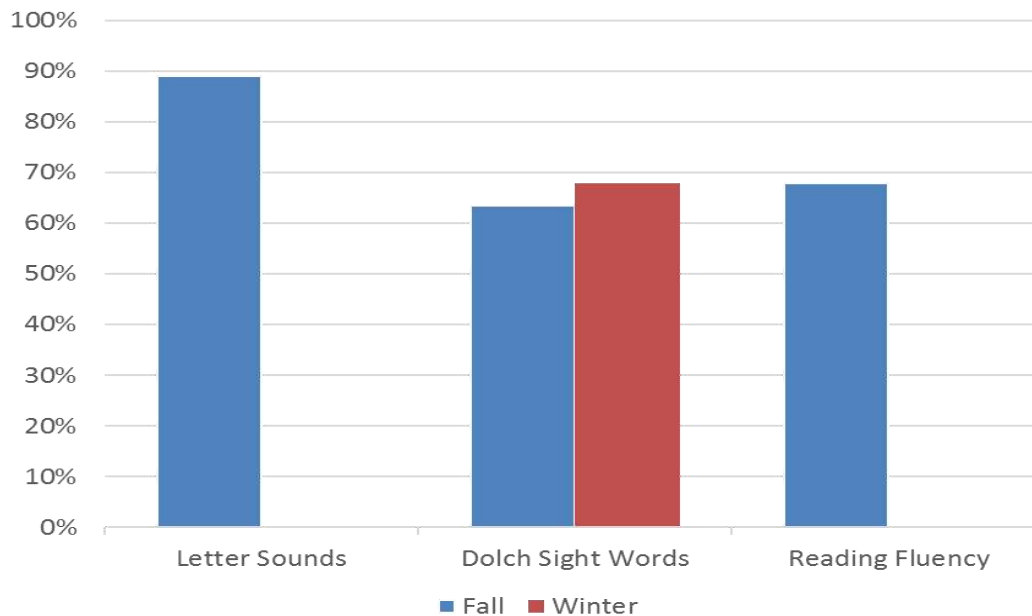
## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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**Kindergarten GRASP Reading**



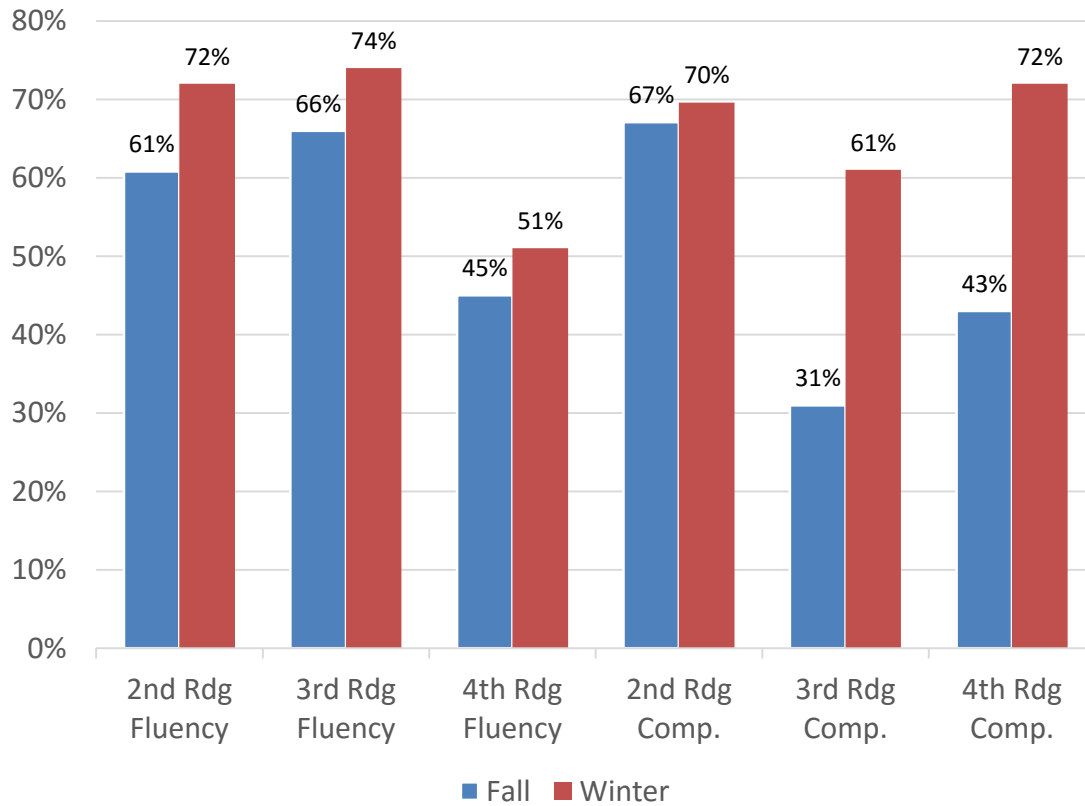
**1<sup>st</sup> Grade GRASP Reading**



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

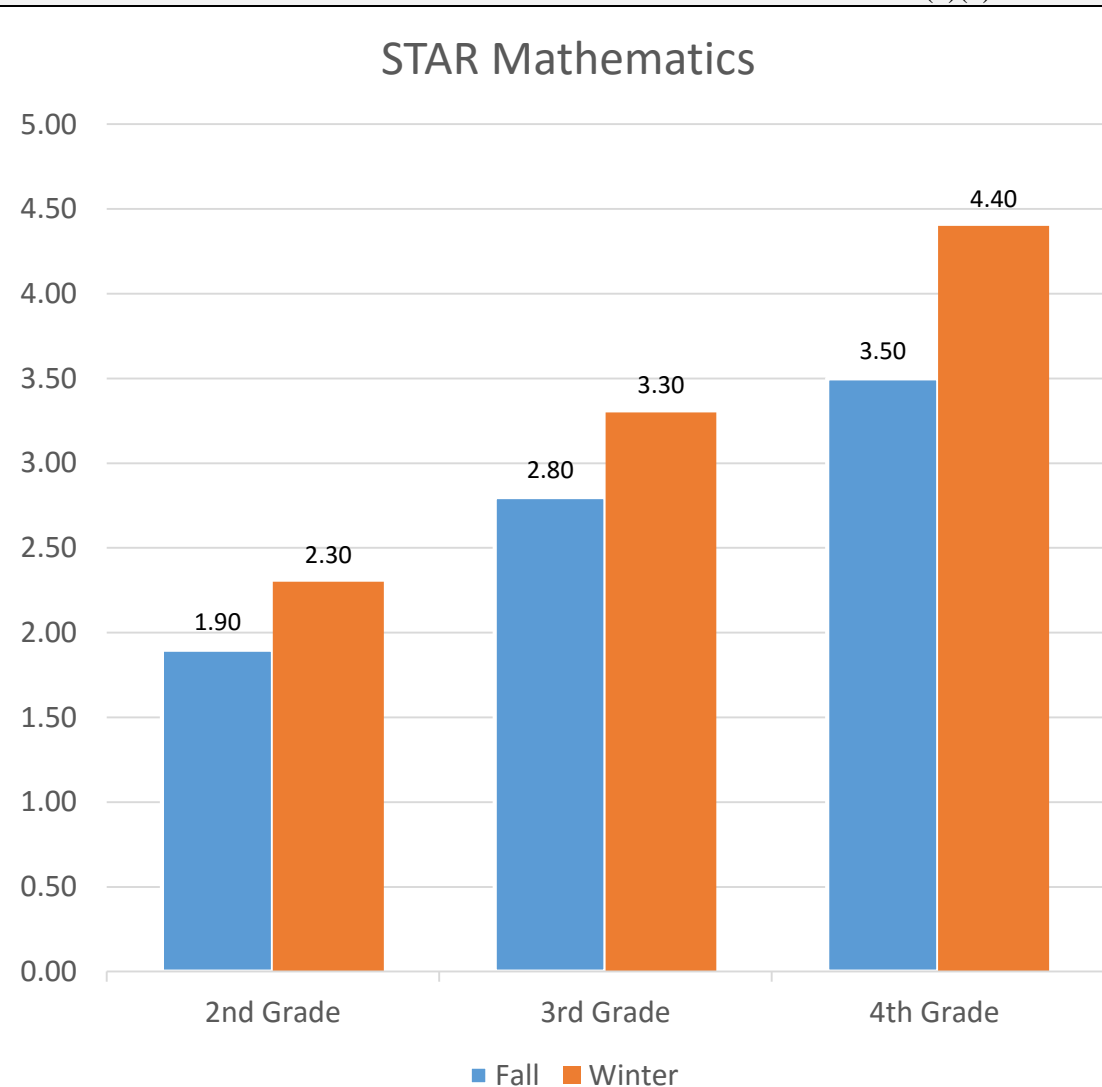
1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

### 2<sup>nd</sup> - 4<sup>th</sup> Grade GRASP Reading



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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STAR results are reported in grade level equivalency (GE). The GE for a fall second grader would be 2.0 GE. The expected GE for winter for the same student would be 2.5 or one semester growth to remain on target for the year.

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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Georgia is implementing the student growth percentile (SGP) methodology. SGPs describe the amount of growth a student has demonstrated relative to academically-similar students from across the state. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and **higher percentiles indicating higher academic growth**. With SGPs, all students – regardless of their achievement level – have the opportunity to demonstrate all levels of growth.

### Georgia Student Growth Model

#### Park Elementary School – Median Growth Percentile

Subject	# of students reported FY15/FY14	FY2014-2015	FY2013-2014	Difference
ELA	64/70	42.5%	50.5%	<b>-8.0</b>
Math	64/70	46.0%	42.5%	3.5
Science	64/70	38.0%	59.0%	<b>-21.0</b>
Social Studies	64/70	43.5%	56.0%	<b>-12.5</b>

#### Overall Summary

- Grades K-4<sup>th</sup> grade students lag behind district and nationally normed groups in STAR reading and math groups
- 25% of all Kindergarten students are identified as eligible to receive Early Intervention Program (EIP) services
- The Fall administration of G.R.A.S.P. revealed that 30% of the students did not meet the cut score in K- 4<sup>th</sup> grades.
- Fewer than 20% of all 3<sup>rd</sup> and 4<sup>th</sup> grades students met the standard for Extended Writing tasks and narrative responses on the GMAS
- The Georgia Student Growth Model and student growth percentiles reveal significant discrepancies in ELA, Science and Social Studies.

#### African-American Students:

Students began using the Georgia Milestones Assessment System in the Spring of 2015. The proficiency rate for African-American students on the Georgia Milestones End of Grade Assessments was 26.5% in ELA, 34.3% in math, 26.5% in science and 23.5% in social studies. In 2014, 91.9% of the African-American students met or exceeded expectations in math on the CRCT in reading as compared to 83.8% in 2013. In science 75.7% of the African American met or exceeded expectations as compared to 64.8% in 2013 which equates to an increase of 10.9 percentage points.

#### Hispanic Students:

Too Few Students to report

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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### **Students with Disabilities:**

In 2015, the proficiency rate on the GMAS for Students with Disabilities was 30.0% in mathematics, 36.7% in science and 40.0% in social studies. In 2014, 66.6% of the students with disabilities met or exceeded expectations in ELA on the CRCT as compared to 35.7% in 2013; which was a phenomenal 30.9 percentage point gain. Also in 2014, students with disabilities at Park ES experienced gains in all core academic areas as follows: math - 40.0% (+18.6 gain); reading - 83.3% (+19.0 gain); science 60.0% (+24.3 gain) and social studies – 46.7% (+18.1 gain)

### **ELL Students:**

Too Few Students to report.

### **ED Students:**

In 2015, the proficiency rate on the GMAS for Economically Disadvantaged (ED) students was 41.1% in ELA, 44.1% in math, 46.1% in science, and 37.3% in social studies. In 2014, 79.0% of the ED students met or exceeded expectations in mathematics on the CRCT, an increase of 8.9 percentage points from 70.1% in 2013. In reading 93.8% of the ED students met or exceeded expectations on the FY14 CRCT as compared to 87.6% in 2013

### **The major needs we discovered were:**

- ELA, Reading, Math, Science and Social Studies
- ELA, Reading, writing, mathematics and social studies are critical areas targeted for improvement in grades 3<sup>rd</sup> and 4<sup>th</sup>
- The school's FY2015 CCRPI score of 62.0 is 14.0 points **lower** than the state's CCRPI score Of 76.0 for elementary schools. There were significant dips in all core academic areas on the new Georgia Milestones Assessment System.

F. The data has helped us reach conclusions regarding achievement or other related data.

### **The major strengths we found in our program were:**

- The school's FY2014 CCRPI score of 80.4 is 7.7 points higher than the state's CCRPI score of 72.7 for elementary schools.
- Our sub-groups on the whole showed progress from 2013 to 2014 in most areas especially SWD with an increase of 30.9 points on the CRCT in ELA.
- The percentage of African American students who met or exceeded expectations in ELA on the CRCT increased by 10.8 percentage points.
- Letter recognition and sounds are very strong at 1<sup>st</sup> grade. Math concepts and applications are strong in 1<sup>st</sup> grade as measured by G.R.A.S.P.

### **The needs we will address are:**

- Provide more differentiated instruction in the core academic tested areas with an emphasis in math and science.

## Georgia Department of Education

### Title I Schoolwide/School Improvement Plan

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

- Vocabulary development in all subject areas.
- Implement additional higher order thinking skills and project based learning strategies, particularly in the areas of math, social studies and science.
- Writing across the curriculum with an emphasis on understanding social studies, math and science content.

**The specific academic needs of those students that are to be addressed in the schoolwide program plan will be:**

- Social Studies
- Math, and particularly numbers and operations
- Science
- Reading/English Language Arts – writing across all content areas

**The ROOTCAUSE/s that we discovered for each of the needs were:**

**Math:**

Deficits in basic, prerequisite math fact/skills  
Using explicit problem solving strategies  
Difficulty understanding math conceptually [abstract and concrete]  
Struggling with math vocabulary  
Teachers struggling with error analysis  
Need for more staff development in state adopted content standards and curriculum  
Need for more professional development in best practices in Tier 1 instructional strategies

**Science:**

Struggling with vocabulary  
Lack of common assessments to monitor progress/mastery  
Need more focus on hands-on lessons  
Need more project based learning  
Need more writing across content area

**Social Studies:**

Struggling with vocabulary  
Need more writing across content areas  
Need for more project-based learning

**Language Arts:**

Struggling with vocabulary  
Need more writing across content areas  
Large deficits in how to teach reading/comprehension  
Phonics/phonemic awareness

**Name 2-3 areas you have identified to be your goal areas for improvement.**

Math, particularly the domains of numbers and operations and measurement and data analysis  
ELA – writing/comprehension across all content areas  
Vocabulary development in Science, Math and Social Studies

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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**G. The measurable goals/benchmarks we have established to address the needs were:**

Students will excel academically for the **2016-2017** school year as noted below.

- Increase the Median Growth Percentile in Science [Georgia Student Growth Model] by 25% from 38.0% to 48.0% by the end of the FY2017 school year.
- Increase the Achievement Gap Progress score (CCRPI) in Math from 1 to 2 by the end of the FY2017 school year.
- Increase the Median Growth Percentile in ELA [Georgia Student Growth Model] by 50% from 42.5% to 64.0% by the end of the FY2017 school year.

**H. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including**

- Economically disadvantaged students
- Students from Major racial and ethnic groups
- Students with disabilities

*Response:* Staff and parent surveys were administered to complete a needs assessment. Student test scores were also used to evaluate our needs and determine the strategies we will implement school-wide.

- Increase the use of standards-based instructional activities
- Monitor student performance using the DOE checklists, rubrics, and common formative and summative assessments
- Deliver parent workshops on state curriculum standards, transitional activities, new Georgia Milestones Assessment System, and writing strategies
- Integrate technology [student-focused] into daily instruction
- Train teachers on effective higher order teaching strategies
- Increase the use of student learning inventories

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

2.	Schoolwide reform strategies that:
	<ul style="list-style-type: none"> <li>Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).</li> </ul>
	<p><i>Response:</i> The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:</p> <p>Identified students will be given the opportunity for:</p> <ul style="list-style-type: none"> <li>Extended Day two days a week after school from Fall until Spring for Kindergarten – 4th- grades based upon funding.</li> <li>Counselor and staff will conduct learning styles inventory</li> <li>Early Intervention Program (EIP) services daily</li> <li>Tutors (Title I funded) Employee and contract to serve Kdg. – 4<sup>th</sup> with <b>primary</b> focus on 2<sup>nd</sup> -4<sup>th</sup> grades in the core academic content areas and <b>secondary</b> focus on Kdg. and 1<sup>st</sup> based upon funding and prioritized academic needs. Services will be provided during school, after school, and during summer acceleration with reading, math, science and social studies.</li> </ul>
	<ul style="list-style-type: none"> <li>Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> <li>strengthen the core academic program in the school.</li> <li>increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum</li> <li>include strategies for meeting the educational needs of historically underserved populations</li> </ul> </li> </ul>
	<p><i>Response:</i> Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.</p> <p>Using information from books such as <u>Professional Learning Communities</u> by R. DuFour (2004), <u>Bloom's Taxonomy</u> by B. Bloom; <u>Authentic Assessment in action : Studies of Schools and Students at Work &amp; Standards-based Grading</u> by T. Guskey (2009), <u>Classroom Instruction that Works</u> by R. Marzano (2001), <u>Student Involved Assessment FOR Learning</u> by R. Stiggins (2004), <u>Learning Focused Strategies</u> by M. Thompson, <u>Differentiated Instruction</u> by C. Tomlinson (2003), and <u>Understanding by Design</u> by G. Wiggins &amp; J. McTighe (2005), the following interventions will be implemented:</p> <ul style="list-style-type: none"> <li>Differentiated Instruction with a focus on math processes and products</li> <li>Team Teaching Common Core Math</li> <li>During/Before/After or Saturday-School Reading, ELA, Math, Social Studies and Science Tutoring</li> <li>Project based Math, Social Studies and Science Instruction</li> <li>Schoolwide Science Lab for hands on lessons</li> <li>Math Workshops for parents</li> <li>Higher Order Thinking Skills (HOTS©) program (<a href="http://hots.org/">http://hots.org/</a>)</li> </ul>



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Writing across content areas
- Bell-to-Bell Instruction
- Flexible Intervention Time (FIT)
- Saxon Phonics
- Accelerated Reader
- Accelerated Math
- Thinking Maps
- G.R.A.S.P. assessments
- Coach for Common Core and Georgia Standards for Excellence (GSE)
- Mountain Language and Math
- Supplemental instructional paraprofessionals for core academic areas

All supplemental materials are further supported by the research of Wells, Rosenshine, Meister and Benson; The National Reading Panel and Vygotsky's Zone of Proximal Development.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs; and

*Response:* We will increase the amount and quality of learning time by:

- Bell-to-Bell Instruction
- Extended Day (Reading, Math, Social Studies and Science)
- Differentiated Instruction with a focus on math processes, math fluency and products
- Team Teaching Math standards
- Before/During/After-School Reading, Math, Social Studies and Science Tutoring
- Project based Math, Social Studies and Science Instruction
- Math Workshops
- Higher Order Thinking Skills
- Writing across content areas
- Developing a science lab rotation for all students in K-4, to provide hands-on learning
- Providing supplemental instructional paraprofessionals for core academic areas

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Address how the school will determine if such needs have been met; and
  - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

*Response:* Once teachers have identified our at-risk students using test data, we provide supplemental support in all the core subjects. Teachers assess students at the beginning of the year using STAR and GRASP Math and Reading. This data is used to create flexible small groups for instruction and intervention. Student progress is monitored monthly using the same assessment tools. The instructional program is adjusted as needed through the year.

Students have various learning styles that impact their academic growth and performance. State and local funding will be utilized for at-risk [Tier 2 and Tier 3] students and Title I funding will be used for supplemental instruction/tutorial. At-risk students are targeted for additional pull-out instruction and/or after school tutorial as well as other supports to assist them in mastering basic, prerequisite, grade level skills to show academic growth. The needs of the students will be addressed by using small group direct instruction, differentiated instruction and one-to-one assistance by the teacher or tutor. Students can also receive Early Intervention Program (EIP) services. Park ES uses the strategies below to ensure that the needs of all students have been met. Documentation/data is maintained by classroom teachers for verification that the needs have been addressed and students' progress is monitored on a weekly/bi-weekly basis.

- Standards and Essential Questions are posted, clearly stated/introduced and explained to students.
- Reading lessons include the five components [phonics, phonemic awareness, vocabulary, comprehension and fluency]. The Reading lesson will include the Guided Reading Model or the Daily 5 framework to facilitate instruction. All lessons will begin with an activator to connect standards to real-life applications. Lessons will include *Rapid Review* (fast-paced, spiral review).
- Goals will be set by the teacher and student to determine mastery and benchmarks for achieving goals.
- Students will understand that a standard states the purpose and direction the content is to take.
- Teachers will identify elements that are part of the content standard, specific learning goals, level of rigor and scope of work
- Lessons are rigorous and linked to real life. The importance of learning the standard/element will be communicated to the student.
- Interdisciplinary approaches will be used to demonstrate connectivity

A variety of assessment will be used including higher order questioning [synthesize, evaluate, summarize, compare, contrast, make inferences, draw conclusions] to check for understanding. Assessment may include: informal assessments, formative assessments, (GRASP, STAR, common assessments, unit tests) and summative assessments (Georgia Milestones – spring, LEXIA, STAR).

- Differentiation
- Closure (student knows how the lesson links to the learning)
- Previewing next lesson
- Teacher reflection

The lessons will include applicable strategies.

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Students have input and will develop rubrics for self-assessment
- Manipulatives, sponge activities, demonstrations
- Enhanced curriculum focusing on problem solving, analyzing, evaluating, comparing, contrasting, inferring, goal setting and teamwork
- Incorporation of technology – iPads, laptops, Chromebooks
- Higher performing students will focus on the extension and application of knowledge. Development of major products [research papers, independent study, project based learning, inquiry based learning, STEM activities, writing, oral reports].

Teachers will guide students through their discoveries, selecting appropriate activities for their age. Students will also have opportunities to experience learning outside of the classroom through various educational fieldtrips. **These trips will not be funded with Title I, Part A funds.**

### 3. Instruction by highly qualified professional staff

***Response: All (100%) teachers at Park Elementary School (PARK ES) are highly qualified and certified. All (100%) paraprofessionals at PARK ES are highly qualified.***

The goal and intent of Harris County School System is to hire teachers who are “Highly Qualified” in the content area/s of instruction and thus maintain 100% of teachers who are highly qualified. Should a teacher not have the status of “Highly Qualified,” a plan must be developed and signed by both teacher and principal. The plan reflects steps which may include professional learning that will occur to correct the status of the non-HiQ teacher. This may include testing or change of placement. Title II-A provides reimbursement for the teacher taking and passing GACE testing in order to become HiQ (see attached plan and process).

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.

Seventy-three percent (73%) of PARK ES teachers hold a Master’s Degree or higher

The Principal Verification and Attestation Form contains the names of the teachers who are not HiQ (if applicable)

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

A. ***Response:*** We have included teachers, principals, para-professionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Beyond the professional development provided by the school system, the school personnel also participate in trainings that enable all children in the school to learn. The staff trainings focus on needs improvement content areas.

### **District attracts highly qualified teachers by:**

- **The district participates in recruitment activities at colleges and universities in order to** attract highly qualified new teachers. The Harris County Personnel Department advertises openings on the TeachGeorgia website. This provides assistance to principals and schools with the initial hiring process in the selection of "Highly Qualified" teachers.

### **School**

- Our Principal and Assistant Principal train faculty on all system-wide initiatives and programs.
- Grade levels and departments are involved in Professional Learning Communities (PLCs) that address data analysis, curriculum standards and effective instructional practices in core academic tested areas.
- Grade levels and departments collaborate weekly to facilitate integration between content areas, particularly social studies and science.
- Teachers receive and incorporate interactive instruction through projects and technology.
- Teachers receive and implement on-going balanced assessments aligned to grade level standards.
- The Master schedule allows for teacher collaboration and allows for teachers to gain an understanding of complete bell-to-bell instruction.

- B. We have aligned professional development with the State's academic content and student academic achievement standards.

Professional development is aligned based on the school's student achievement data. The professional development planned is:

- Reading, ELA, writing, math, science and social studies PD provided by the Harris County District Curriculum Coordinators & West Georgia RESA and Griffin RESA
- Columbus Regional Math Collaborative
- National Conference on Differentiated Instruction
- GCEL, ASCD, Orton-Gillingham trainings,
- The 57th Georgia Mathematics Conference at Rock Eagle will be October 19-21, 2016
- Muscogee Reading Council/Georgia Reading Association Conference
- Whole Brain Teaching
- Love & Logic
- Daily 5, and Daily Math 3, Staff Development for Educators (SDE)
- 6+1 Traits for Writing
- Learning Focused Strategies

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

- Professional Development for paraprofessionals in how to effectively support instruction/interventions in the core content areas
- Professional Development for teachers in the effective use of technology and the impact on instructional strategies for students in reading, science, math and social studies.
- Professional Development for teachers and support staff on effective differentiation for students in mathematics.
- Professional Development for teachers to build capacity as it relates to interpersonal communication skills and parental involvement.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems at Park ES.

- Grade levels and/or departments meet during the school day and afterschool each month to review student data (state, local, and school level).
- We have developed our master schedule to provide common planning time for teachers.
- The administration (Principal and Assistant Principal) also facilitate meetings to keep teachers informed of system level requirements.
- Substitute teachers are provided as needed to provide classroom coverage for teachers attending professional development opportunities
- Additional federal funds, state and local resources that the school has available to carry out professional development.

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- HCSD has provided training to all teachers on the RtI process to implement effective strategies and monitor student progress in Math, Science, Social Studies, and Reading as it impacts all the content areas
- Teacher teams participate in Professional Learning Communities. They will meet weekly and monthly to examine student work samples and to analyze student assessment data. The teams will brainstorm action steps to address areas of needs for students performing below grade level.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

## Georgia Department of Education

### Title I Schoolwide/School Improvement Plan

*Response:* PARK ES follows the procedures of the Harris County School District for recruiting only teachers that are highly qualified in the core academic areas as well as all areas for which they are hired. The teaching faculty and paraprofessionals for the FY2016-17 school year are 100% highly qualified. Teachers and paraprofessionals are provided certification updates and requirements for certification renewal. They are provided information on the Georgia Assessments for the Certification of Educators (GACE), registration fees, and professional learning opportunities at West Georgia RESA and Harris County School District.

***The District attracts highly qualified teachers by:***

- The district participates in recruitment activities at colleges and universities in order to attract highly qualified new teachers. Candidates are also screened through the Human Resources Department. This provides assistance to principals and schools with the initial hiring process in the selection of "Highly Qualified" teachers.

Additionally, we provide the following resources at PARK ES:

- Harris County School District participates in recruitment activities at colleges and universities
- The Harris County Personnel Department advertises vacancies on the HCSD website and TeachGeorgia.
- Park ES's website highlights the school thus making it attractive to teachers looking for employment.
- New teachers are mentored by the principal, mentors, master teachers and teacher leaders.
- Park ES also partners with Columbus State and Troy University for teacher interns and student teachers to attract HiQ teachers upon graduation.

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 every day 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 instructional practices.



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

*Response:*

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan.

Parental Involvement at Park Elementary School is strongly encouraged. Administration and staff work closely with PTA, Title I Committee, and the Local School Council to develop strategies and programs/events to provide opportunities which promote parent involvement.

- B. We have developed a Parent Involvement Policy and School/Parent Compact included with our school Title I documentation that:
- includes strategies to increase parental involvement and build parent capacity with an emphasis on empowering parents to help students increase academic performance in the areas of math, science and social studies,
  - describes how the school will provide individual student academic assessment results, including an interpretation of those results,
  - makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters),
  - requires parent/school/student compacts – included with the policy. The compact defines goals, expectations, and shared responsibilities of each partner for student learning and achievement, and
  - includes completed Parent Involvement Policy and School-Parent Compact checklists.
- C. Research has shown that parents play a critical role in the development of a child's education. Parental Involvement has positive effects not only on the children, but teachers, administrators and the entire school learning environment. In order to increase parent participation and build parent capacity, the activities listed below will be implemented or continued during the upcoming school year.
- Parent workshops covering a range of topics to include household budgets and mathematics, Understanding Georgia State Standards, Georgia Milestones, Parenting Skills and Grandparents Raising Grandchildren.
  - 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 Day/Night, Parent Conferences, and PTA sponsored events
  - Increased use of the Parental Portal – Infinite Campus which provides information on classroom assignments, activities, grades and other important academic materials.
  - Sneak-a-Peak event so that parents and students can meet teachers prior to the first day of school. Parents will be able to participate in discussions regarding school improvement efforts, academic expectations, discipline and school climate.
  - Designated days for teacher/parent conferences.
  - Sponsor mailings to parents regarding report cards, attendance, opening and closing – school events

## Georgia Department of Education Title I Schoolwide/School Improvement 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.

All parents are invited to attend Title I meetings, School Council, Parent Advisory Committee meetings through newsletters, webpage postings, school marquee, flyers, mailouts 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 BlackBoard Connect outreach calls. Parent conferences are scheduled every nine weeks following the distribution of progress reports to communicate with every parent about their child's academic achievement and progress toward meeting the required Georgia State Standards.

The week following the distribution of progress reports, teachers will hold scheduled parent conferences to allow parents the opportunity to discuss student progress. This may include progress made during 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 the 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 Title I Schoolwide/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.

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 Church, New Harvest Assembly, The Front Porch Gang (volunteer readers), individual volunteers, The Home Depot, Cottonmouths, Chick-Fil-A, IMPACT 360, and Hamilton Family Dentistry.

Harris County Family Connections Inc., is a 501c3 non-profit organization located in a beautiful sector of West Central Georgia and is comprised of 5 small towns. This organization works to broaden partnerships and strengthen collaborative programs/services by engaging all sectors of the community in order to improve school success. More specifically, Harris County Family Connections Inc., works collaboratively with Park Elementary School to help impact reading in grades PreK to 4<sup>th</sup> grade through the ELA Challenge. The ELA Challenge is a reading and attendance initiative that will provide 4 tablets, gift cards, pizza parties and other incentives to impact and support an expected 20% increase in reading at Park Elementary School. There is also a summer collaborative supported by Harris County Family Connections Inc., between the Franklin D. Roosevelt State Park and Park Elementary School. This summer initiative/camp encompasses a curricula involving the outdoor environment, reading, science and water safety. This collaborative will support up to 20 Park ES - second and third grade students.



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

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.
- Schedule parent events at flexible times
- Revisit transportation options to increase attendance at meetings/conferences
- Video meetings, online streaming, SKYPE, webinars
- Build teacher/staff capacity as it relates to communication with parents and developing effective relationships.

<b>GOAL(S)</b> *list at least 2 goals	<b>ACTION/ACTIVITY</b>	<b>DATE(S)</b>	<b>GRADE LEVEL(S)</b>	<b>RESOURCES NEEDED</b>	<b>PERSON RESPONSIBLE</b>
To increase attendance of parents at Curriculum related events	Curriculum Night	September 2016	Grades K,1,4 Grades 2,3,	*Communication sent home in English *Teacher contacts parent personally to invite them *Parent Liaison calls parent to remind them	Principal/ Teachers/Parent Coordinator
To increase attendance of parents at Curriculum related events	Math GSE workshops and Writing workshops	August 2016 to May 2017	Grades K-4	*Communication sent home in English *Teacher contacts parent personally to invite them *Parent Liaison calls parent to remind them * Teacher/ presenter develop	Principal/ Teachers/Parent Coordinator

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

				hands on math activities	
<b>Desired Results for the goal(s):</b> To help parents assist their child with schoolwork and improve performance particularly in the core academic content areas. Our goal is to encourage parents to understand how we teach and be actively involved in their child's education.					
<b>How will the goal(s) be measured?</b> Attendance using sign-in sheets Surveys sent to parents at the end of the event					
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.					
<b>Response:</b> <b>Response:</b> <ul style="list-style-type: none"> <li>➤ Following are our plans for assisting preschool children in the transition from early childhood programs and students being promoted to the middle school. Also included are transition plans for students entering from private schools plus students entering the school throughout the year.               <ul style="list-style-type: none"> <li>➤ <b>Pre-Kindergarten to Kindergarten Transition:</b> <ul style="list-style-type: none"> <li>• Students entering kindergarten at Park ES coming from the CAFI Head Start program or local daycare centers in the community are invited to a registration in the spring. Parents are notified in a timely manner of the registration dates and procedures via the school's website, community newspapers and BlackBoard Connect calls and flyers.</li> <li>• In the spring, PK teachers and Kindergarten teachers meet to discuss registration expectations for kindergarten student needs.</li> <li>• Kindergarten teachers provide parents with an outline of the Kindergarten curriculum.</li> <li>• At the close of each year the parents of PK students receive a summer information guide to help prepare their students for Kindergarten.</li> <li>• Parents are provided with a book about kindergarten. It gives them helpful hints as to how to prepare their child for school. This book is available in Spanish as well.</li> <li>• Pre-K students are given a basic screening of kindergarten readiness skills.</li> <li>• Local pre-K providers also bring their students for a tour of our school and kindergarten classrooms.</li> <li>• Our Administration team meets with prospective parents if they request a tour.</li> </ul> </li> <li>➤ <b>Creekside School transition (4<sup>th</sup> to 5<sup>th</sup> grade):</b> <ul style="list-style-type: none"> <li>• In the spring, information is communicated to parents of rising 5<sup>th</sup> grade students of the Creekside 4<sup>th</sup> grade parents' Open House.</li> <li>• Creekside 5<sup>th</sup> grade teachers hold transition/IEP meetings on students with disabilities.</li> <li>• Park ES 4<sup>th</sup> grade teachers complete the transition spreadsheet with student data for rising 5<sup>th</sup> grade students.</li> <li>• Park ES 4<sup>th</sup> grade students take a fieldtrip to Creekside School.</li> </ul> </li> </ul> </li> </ul>					

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

- **Students entering from local daycare centers:**
- Students will be assessed to determine appropriate placement (gifted, EIP, Students with Disabilities).

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

*Response:* The ways that we include teachers in decisions regarding use of academic assessment are: Teachers will plan with the Principal, Assistant Principal and their grade level to administer common assessments. The Principal and Assistant Principal will help teachers analyze data. Teachers will access the State Longitudinal Data System (SLDS) and analyze data to make instructional decisions. Teachers will also work in Professional Learning Communities to create common assessments and analyze data.

Teachers participate in grade level common planning time in which they collaboratively analyze assessment data [STAR, GRASP, LEXIA] and develop/plan strategies to improve targeted instruction and differentiation. Teachers are given analytical feedback on test design to determine if their assessments meet the criteria [standardized format, standards-based, rigor, high-level questioning]. Grade level PLCs work to build common assessments in the core academic subjects, analyze test results and plan/revise instruction.

Due to the organization make-up and division of authority, teachers are able to provide and receive feedback on decisions at all levels. The School Improvement Team serves as the governing body of the school and consists of members from each grade level and area. This team meets monthly and is responsible for collecting, analyzing, disaggregating and reporting schoolwide data for the school improvement/reform process. A bi-directional process is used to deliver and share information back and forth. These decisions involve the comprehensive needs of all areas of the school, strategies for school improvement, procedures and protocols. Park's annual local and federal budgets are allocated based upon prioritized academic needs, teacher requests, teacher feedback, parent, community and stakeholder input.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*Response:* Park ES provides activities to ensure that students who are experiencing difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Teachers, support staff and administrators use a variety of measures to include the following.

- Georgia Milestones Assessment results
- Universal screeners and benchmarks, formative assessments, teacher observations
- Response to Intervention strategies and action steps

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

Tier 1 – Quality Instruction based on state standards, differentiation, universal screeners for Reading/Math, evidence based and research based interventions, formative assessments, progress monitoring and parent communication

Tier 2 – Targeted students participate in differentiated learning in addition to Tier 1 expectations, formalized new research based interventions, small group (3-5) instruction, double dosing, increased rate of interventions, formative assessments and progress monitoring

Tier 3 – Targeted students participate in higher doses of strategic instructional intensity, in addition to Tiers 1 & 2 expectations, systematic interventions, small group instruction, in-school pull-out instruction, progress monitoring, RtI meetings

All teachers are involved in staff development opportunities at the system level as well as the school level. Supplemental staff trainings are provided in the areas of:

- Mathematical reasoning and error analysis
- Differentiated Instruction with a focus on math processes and products
- Differentiated Instruction
- Data Analysis/Using Assessments to guide instruction
- The Culture of Poverty
- Georgia Milestones Implementation
- One-to-One Direct Instruction
- Before/During/After/or Saturday School Math, Reading, Social Studies and Science Tutoring
- Small Group Math, Social Studies, ELA, Reading and Science Instruction
- Book Clubs to discuss reading, science, math or social studies topics
- Higher Order Thinking Skills

Title I resources are used to ensure children meet the Georgia Performance Standards. Please be reminded that the four major uses of funds are:

- Personnel – Class Size Reduction, Before/During/After/Saturday or Summer Tutorial Services
- Professional Development
- Parental Involvement
- Materials/Supplies – core academic areas

Based on the needs assessment data, Title I funds and other sources will be used to support effective and efficient instruction for all content areas at all grade levels. Title I funds will be used to support supplemental instruction by adding additional staff. This staff includes teachers, paraprofessionals, professional learning, instructional materials and supplies, technology, during and after school tutoring intervention and summer school.

Listed below are supplemental items that may be provided from Title I funds.

### **Personnel**

Title I Teachers (2)

Title I Paraprofessional (1)

Title I Teacher (employee) tutors and contracted tutors (Before/During/After/ or Saturday school)

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### **Professional Development**

Subs for professional development days  
Differentiated Instruction Conferences, trainings and workshops  
Understanding the Culture of Poverty - workshops

### **Instructional Technology**

SmartBoards  
Projectors  
iPads  
Google ChromeBooks  
Science lab

### **Instructional Materials/Supplies**

Scholastic Writing Workbooks (for students in grades K-4)  
Saxon Phonics Materials  
SRA & Open Court Resources/Materials  
Reading, Math, Science workbooks (consumables)  
iPad Carts  
Printer Ink  
Pencils  
Copy Paper

### **Parent Involvement**

Parent Pamphlets (other than textbooks)  
Copy Paper, Ink cartridges, pencils, pens  
Elementary School Years - newsletters  
Booklets for parents to build capacity

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

*Response:* Most of the resources being used in the classrooms by Park Elementary School (PARK ES) were purchased by the Harris County School District. Based upon the comprehensive needs assessment and the prioritized academic needs, Park Elementary School will be using the majority of our Title I allocated funds for personnel to support student instruction and parental involvement. The school principal during the annual budget planning process – reviews all funding sources from federal, state and local (general) funds to ensure that the district is providing equitable services to all schools in the district to avoid instances of supplanting even in Title I Schoolwide programs.

Supplemental services for children and their families and their families to include homeless and migrant; are provided services through social workers, counselors and the district homeless liaison. Title II funds pay for additional professional development to support High Quality teachers at Park ES. SPLOST funds are used to supplement state QBE funding.

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

Harris County Family Connections Inc., is a 501c3 non-profit organization located in a beautiful sector of West Central Georgia and is comprised of 5 small towns. This organization works to broaden partnerships and strengthen collaborative programs/services by engaging all sectors of the community in order to improve school success. More specifically, Harris County Family Connections Inc., works collaboratively with Park Elementary School to help impact reading in grades PreK to 4<sup>th</sup> grade through the ELA Challenge. The ELA Challenge is a reading and attendance initiative that will provide 4 tablets, gift cards, pizza parties and other incentives to impact and support an expected 20% increase in reading at Park Elementary School. There is also a summer collaborative supported by Harris County Family Connections Inc., between the Franklin D. Roosevelt State Park and Park Elementary School. This summer initiative/camp encompasses a curricula involving the outdoor environment, reading, science and water safety. This collaborative will support up to 20 Park ES - second and third grade students.

Additional Collaboration:

- Harris County Family Connection Inc., - Back to School Rush – July 28, 2016.
- Federal Funds (Title II, IDEA, Title III) and state funds are included in coordination and integration of funds

11. Description of how individual student assessment results and interpretation will be provided to parents.

*Response:* We receive two copies of student test results. We give one copy to parents through the mail, in student packets, or during parent/teacher conferences. The interpretation of the test results is also provided to parents during conferences and upon request. Parents will be advised to contact the Parent Involvement Coordinator and/or homeroom teacher to set up conferences to discuss testing results. Teachers will communicate weekly student progress via a "Graded Papers Folder" along with a behavior chart or student planners.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

*Response:* One identified area of growth, as determined by our comprehensive needs assessment was to better monitor student learning. We have used the following instruments, procedures, or processes to obtain student data:

- Our data was disaggregated by subgroup, grade level and content areas.
- We reviewed the history of individual student test data through the grades. Teachers complete Test Item Analysis Reports to determine student achievement as measured by Georgia Performance Standards and the Georgia Milestones Assessment System.
- We reviewed trends in test scores at each grade level to identify strengths and weaknesses at the grade level.
- We review test scores for the same cohorts as they move from one grade level to another.
- We also review and include appropriate data collected from TKES and AdvancED surveys that pertain to student learning.



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

These data sources have been reviewed to determine our needs for the upcoming year. We will review these data sources periodically throughout the implementation of our plan to monitor the plan's effectiveness.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

- *Response:* The data we collect is from the Governor's Office of Student Achievement on the GaDOE website <http://gosa.georgia.gov/report>, or data sent to us by our Assessment Coordinator. These student test [Georgia Milestones, GAA, GKIDS) results administered by the state are valid and reliable. The data we receive from both sources has already been disaggregated by subgroup by the GaDOE. Student information and test results are available via the student information system – Infinite Campus. Test information is validated at the school and district level prior to official release of information.
- At the local school level, the assessments we use show student data on a standardized graph.

14. Provisions for public reporting of disaggregated data.

- *Response:* The data we collect is from the Governor's Office of Student Achievement on the GaDOE website <http://gosa.georgia.gov/report>, or data sent to us by our Assessment Coordinator. These student test results administered by the state are valid and reliable. The data we receive from both sources has already been disaggregated by subgroup by the GaDOE.
- Test reports are posted on the GaDOE site.
- Our Title I Schoolwide/School Improvement plan is posted on the school website.
- School administration shares school data with the Local School Council, Open House/Sneak-A-Peak, Annual Title I Meeting, and at parent meetings.
- Local Newspaper or newsletters

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

*Response:* This plan was reviewed, updated and approved during the FY 2015-2016 school year. Meetings were held with parents and staff on February 17, February 22, March 16 and April 26, 2016 (Full Title I Schoolwide/School Improvement Committee).

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

*Response:* On April 26, 2016, a Title I Schoolwide/School Improvement Committee consisting of teachers, administrators, parents, central office staff, and community members met to analyze the school data. The committee members present helped revise the schoolwide plan to ensure the needs of all students are met.

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

17.	Plan available to the LEA, parents, and the public.
<p><i>Response:</i> The school's plan is available to the school system, parents, and the public. The process for the provision of the plan is:</p> <ul style="list-style-type: none"> <li>• Once the draft of our plan is completed, it will be shared with our staff and stakeholders by the administration</li> <li>• We will use their feedback to make final revisions to the plan. After completed, our plan will be made available to all of our stakeholders.</li> <li>• Our school improvement and parent involvement plans will be sent home in our beginning of the year information packets for students.</li> <li>• We will also post our plans on the school website and distribute copies at our PTA and school council meetings to any interested stakeholders.</li> </ul> <p>Additional copies of the plans will be available in the front office for distribution to newly enrolled students, or upon request.</p>	
18.	Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
<p><i>Response:</i> A copy of our Title I Schoolwide/School Improvement Plan and Parent Involvement policy, as well as our School-Parent Compact, will be translated into other languages if applicable after it is written and reviewed with Title I Schoolwide/School Improvement Plan Committee. Currently, our demographics are such that English is the only language spoken by our student population. Park ES does not have a significant percentage of non-English speaking parents at this time. Park ES will use TransAct software that is provided by Harris County School District, the ELL instructor or other resources to translate documents for our families who require such. Copies of these plans are posted on the school website and/or distributed as needed. Copies of these documents are also housed in the office area.</p>	
19.	Plan is subject to the school improvement provisions of Section 1116.
<p><i>Response:</i> All priority and focus schools will complete and participate in all requirements according to state and federal guidelines. We will offer flexible learning programs (FLP) if applicable if we should enter the FLP requirement that requires specific interventions. We will work with the GaDOE and our District to complete all requirements for improvement. Park Elementary School is <b>not</b> a Priority or Focus school.</p>	

### HARRIS COUNTY SCHOOL SYSTEM – FY16 EVALUATION OF TITLE I

The end of year Title I Program Evaluation Survey will be used to determine the effectiveness of the FY16 Park Elementary School (PES) Title I Schoolwide/School Improvement Program. Surveys were distributed to administrators, teachers, paraprofessionals and tutors in PES during the week of May 9, 2016.

Results of the FY16 Park ES Title I Program Evaluation Survey are included in Section 1 of the Comprehensive Needs Assessment in this FY2016-17 Title I Schoolwide/School Improvement Plan for Park Elementary School.