



PARK ELEMENTARY SCHOOL

FY2017-18

DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

A. SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

NAME OF SCHOOL/PRINCIPAL:

Park Elementary School
Principal, Mrs. Janice Owens
13185 US Hwy 27
Hamilton, GA 31811

NAME OF DISTRICT/SUPERINTENDENT:

Harris County School District
Superintendent, Dr. James D. Martin
132 Barnes Mill Rd.
Hamilton, GA 31811

- ☐ *Comprehensive Support School* ☐ *Targeted Support School* ☒ *Schoolwide Title I School* ☐ *Targeted Assistance Title I School*
☐ *Non-Title I School* ☐ *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

B. Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title I Director _____ Date _____

(Title I Schools only)

Planning Committee Members (SW- 7, 9, 14, 15, 18) – Meeting on May 16, 2017

Name	Position/Role	Signature
Janice Owens	Principal	
Melissa Hayes	Assistant Principal	
Brandilyn Edwards	Counselor	
Jennifer Barbee	Teacher	
Cindi Kindrick	Teacher	
Kimberly Curry	Teacher	
Lynell Strickland	Teacher	
Sondra Moss	Parent	
Ann Hammond	Parent	
Mrs. Josephine Bray	Community Member	
Patricia Holloway	Parent and Family Engagement Coordinator	
Dr. Betty Dunlap	Title I Director – Harris County School District	
Dr. Tawana D. Miller	Title I Consultant	

Title I only (SWP 9, 14, 18;)

The Letter of Intent for Title I Schoolwide was submitted on: NA – Existing Title I Schoolwide_____

Please indicate the programs that are consolidated in this plan: This plan includes no other consolidated funds, only Title I Part A.

School Designated as a Priority School No (Yes or No)

School Designated as a Focus School No (Yes or No)

C. Needs Assessment/ Data Review Results (Include Charts/Graphs)
(SWP 1, 10, 11, 12, 13, 16)

PARK ELEMENTARY SCHOOL – Student Population and Economically Disadvantaged

School Name	Student Subgroup	%
Park Elementary	White	70%
Park Elementary	Black	30%
Park Elementary	Hispanic	Less than 1 %
Park Elementary	Two or more races	0%
Park Elementary	Asian	0%
Park Elementary	American Indian or Alaska Native	0%
Park Elementary	Economically Disadvantaged	62%

PARK ELEMENTARY SCHOOL – Comprehensive Needs Assessment 3-year profile

CCRPI COMPONENT		2014	2015	2016	3-yr Avg.
District	CCRPI Score	77.7	79.4	80.2	79.1000
State	CCRPI Score	72.7	76	71.7	73.4667
School	CCRPI Score	80.4	62	63.3	68.5667
Ind #	1. ACHIEVEMENT Pts (40)	47.6	25.4	26.4	33.1333
1	ELA (%)	91.1	51.3	54.9	65.7767
2	Reading (%)	94.8	NA	NA	94.8000
2	Mathematics (%)	85.2	55.3	58.8	66.4327
3	Science (%)	86.7	57.0	53.9	65.8513
4	Social Studies (%)	86.7	43.4	47.5	59.1923
Achievement: Content Mastery Category Performance		0.8890	0.5174	0.5380	0.6481
Content Mastery Points Earned (40)		21.336	20.696	21.513	21.1817
Content Mastery Weighted Performance		0.3556	0.2068	0.2152	0.2592
5	Positive Movement for ELL's	NA	NA	NA	NA
6	SWD in Gen Ed \geq 80%	71.1	72.874	62.538	68.8373
	5th grade Writing Assessment	NA	NA	NA	NA
7	3rd graders with Lexile \geq 650	63.3	36.471	56.32	52.0303
8	5th graders with Lexile \geq 850	NA	NA	NA	NA
9	\geq 2 Career Assessment Lessons	99.7	100	100	99.9000
10	Student Attendance Rate	97.1	75.1	76.852	83.0173
Achievement: Post ES Readiness Category Performance		0.8275	0.7110	0.7370	0.7585
Post MS Readiness Points Earned (40)		24.83	28.44	29.47	27.5787
Post MS Readiness Weighted Performance		0.2483	0.2133	0.2211	0.2276

Division of School and District Effectiveness | School Improvement PLAN

11	% Pass 4 content and CRCT Meet or Exceed/ %Proficient or Distinguished Learner on GA. Milestones EOG	91.6	29.022	30.663	50.4283
	% Exceeds on CRCT	65.7	NA	NA	65.7000
Achievement: Predictor for HS Category Performance		6.3000	2.9022	3.0663	4.0895
Predictor for HS Grad Points Earned (10)		6.3	2.9022	3.0663	4.0895
Predictor for HS Grad Weighted Performance		0.189	0.87066	0.91989	0.6599
2. PROGRESS Pts (40)		17.5	29.9	31.9	26.4333
Progress Pts Component Performance		# Typ SGP/ Total SGP's	# Typ SGP/ Total SGP's	# Typ SGP/ Total SGP's	
P	ELA (%)	0.672	0.581	0.542	0.5983
P	Reading (%)	0.701	NA	NA	0.7010
P	Mathematics (%)	0.582	0.581	0.651	0.6047
P	Science (%)	0.776	0.532	0.494	0.6007
P	Social Studies (%)	0.776	0.597	0.759	0.7107
3. ACHIEVEMENT GAP Pts (12)		13	3.3	5	7.1000
Achievement Gap Component Performance		Gap Size or Gap Change/12	Gap Size or Gap Change/12	Gap Size or Gap Change/12	
A	ELA (%)	0.0833	0.0833	0.0833	0.0833
A	Reading (%)	0.1666	NA	NA	0.1666
A	Mathematics (%)	0.25	0.0833	0.1666	0.1666
A	Science (%)	0.1666	0.0833	0.0833	0.1111
A	Social Studies (%)	0.25	0.0833	0.1666	0.1666
4. CHALLENGE Pts (ED/EL/SWD + ETB (up to 10))		2.3	3.4	0	1.9000
ED/EL/SWD		1.8	2.9	0	1.5667
Exceeding the Bar		0.5	0.5	0	0.3333
5. School Climate Rating (up to 5 stars)		5	4	4	4.3333

Park Elementary School

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Student Data Profile		2014	2015	2016	3-yr Avg.
	Total Student Enrollment				#DIV/0!
	Student Attendance (%)	96.5	73.707	73.651	81.2860
	Discipline Incidences	99.074	96.593	96.454	97.3737
	On Grade Level Lexile (%)				#DIV/0!
	Above Grade Level Lexile Percentage				#DIV/0!

PARK ELEMENTARY SCHOOL

2015 & 2016 Georgia Milestones Content

Mastery by Group

Highlighted Areas Indicate Performance Flags

School Name	Grade Cluster	Reporting Category	Assessment Type	Assessment Subject	2015 Proficiency Rate	2016 Proficiency Rate	Gain/Loss
Park ES	E	ALL Students	EOG	English Language Arts	51.333	54.972	3.639
Park ES	E	Asian/Pacific Islander	EOG	English Language Arts	No Data	No Data	NA
Park ES	E	Black	EOG	English Language Arts	26.471	25	-1.471
Park ES	E	Hispanic	EOG	English Language Arts	Too Few Students	Too Few Students	NA
Park ES	E	American Indian/Alaskan	EOG	English Language Arts	No Data	No Data	NA
Park ES	E	White	EOG	English Language Arts	64.045	66.957	2.912
Park ES	E	Multi-Racial	EOG	English Language Arts	Too Few Students	Too Few Students	NA
Park ES	E	Students with Disability	EOG	English Language Arts	Too Few Students	34.615	NA
Park ES	E	English Learners	EOG	English Language Arts	Too Few Students	Too Few Students	NA
Park ES	E	Economically Disadvantaged	EOG	English Language Arts	41.089	41.667	0.578
Park ES	E	ALL Students	EOG	Mathematics	55.298	58.791	3.493
Park ES	E	Asian/Pacific Islander	EOG	Mathematics	No Data	No Data	NA
Park ES	E	Black	EOG	Mathematics	34.314	31.731	-2.583
Park ES	E	Hispanic	EOG	Mathematics	Too Few Students	Too Few Students	NA
Park ES	E	American Indian/Alaskan	EOG	Mathematics	No Data	No Data	NA
Park ES	E	White	EOG	Mathematics	64.607	70.69	6.083
Park ES	E	Multi-Racial	EOG	Mathematics	Too Few Students	Too Few Students	NA
Park ES	E	Students with Disability	EOG	Mathematics	30	32.692	2.692


Division of School and District Effectiveness | School Improvement PLAN

School Name	Grade Cluster	Reporting Category	Assessment Type	Assessment Subject	2015 Proficiency Rate	2016 Proficiency Rate	Gain/Loss
Park ES	E	English Learners	EOG	Mathematics	Too Few Students	Too Few Students	NA
Park ES	E	Economically Disadvantaged	EOG	Mathematics	44.118	47.391	3.273
Park ES	E	ALL Students	EOG	Science	56.954	53.867	-3.087
Park ES	E	Asian/Pacific Islander	EOG	Science	No Data	No Data	NA
Park ES	E	Black	EOG	Science	26.471	24.038	-2.433
Park ES	E	Hispanic	EOG	Science	Too Few Students	Too Few Students	NA
Park ES	E	American Indian/Alaskan	EOG	Science	No Data	No Data	NA
Park ES	E	White	EOG	Science	72.472	66.957	-5.515
Park ES	E	Multi-Racial	EOG	Science	Too Few Students	Too Few Students	NA
Park ES	E	Students with Disability	EOG	Science	36.667	38	1.333
Park ES	E	English Learners	EOG	Science	Too Few Students	Too Few Students	NA
Park ES	E	Economically Disadvantaged	EOG	Science	46.078	40.435	-5.643
Park ES	E	ALL Students	EOG	Social Studies	43.377	47.5	4.123
Park ES	E	Asian/Pacific Islander	EOG	Social Studies	No Data	No Data	NA
Park ES	E	Black	EOG	Social Studies	23.529	26.923	3.394
Park ES	E	Hispanic	EOG	Social Studies	Too Few Students	Too Few Students	NA
Park ES	E	American Indian/Alaskan	EOG	Social Studies	No Data	No Data	NA
Park ES	E	White	EOG	Social Studies	53.933	57.018	3.085
Park ES	E	Multi-Racial	EOG	Social Studies	Too Few Students	Too Few Students	NA
Park ES	E	Students with Disability	EOG	Social Studies	40	29.167	-10.833
Park ES	E	English Learners	EOG	Social Studies	Too Few Students	Too Few Students	NA
Park ES	E	Economically Disadvantaged	EOG	Social Studies	37.255	36.842	-0.413


Park Elementary School

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GaDOE CCRPI Scores (2016)



College and Career Ready
Performance Index (CCRPI)



Richard Woods
Georgia's School Superintendent

2016 College and Career Ready Performance Index (CCRPI)

District:
Harris County - 672

School:
Park Elementary School - 0186

Title I School:
Yes

Grades:
PK, KK, 01, 02, 03, 04

Choose a Report Type:
School
Elementary School

CCRPI Score
Achievement
Progress
Achievement Gap
ED/EL/SWD Performance
Exceeding the Bar
Performance Flags
Financial Efficiency
School Climate

CCRPI Score

CCRPI Score						
63.3						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
28.4	31.9	5	0	0	NA	★★★★
			0			

Legend:

Achievement: Utilizes All Indicators

Progress: Utilizes Student Growth Percentiles (SGPs)

Achievement Gap: Utilizes Lowest Quartile Scale Scores

Challenge Points: ED/EL/SWD Performance Points + Exceeding the Bar Points (not to exceed 10 points)

N: No

Y: Yes

0: 0% of students met the indicator criteria


NA: Indicator is not applicable OR data are not available

Too Few: Information is not reported on student groups with fewer than 15


Park Elementary School

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2016 Park Elementary School



College and Career Ready Performance Index (CCRPI)
 Richard Woods
 Georgia's School Superintendent



2016 College and Career Ready Performance Index (CCRPI)

District: Harris County - 672
 School: Park Elementary School - 0188

Title I School: Yes
 Grades: PK, K, 01, 02, 03, 04

Choose a Report Type:
☒ School ☐ Elementary School

CCRPI Score Achievement Progress Achievement Gap ED/EL/SWD Performance Exceeding the Bar Performance Flags Financial Efficiency School Climate

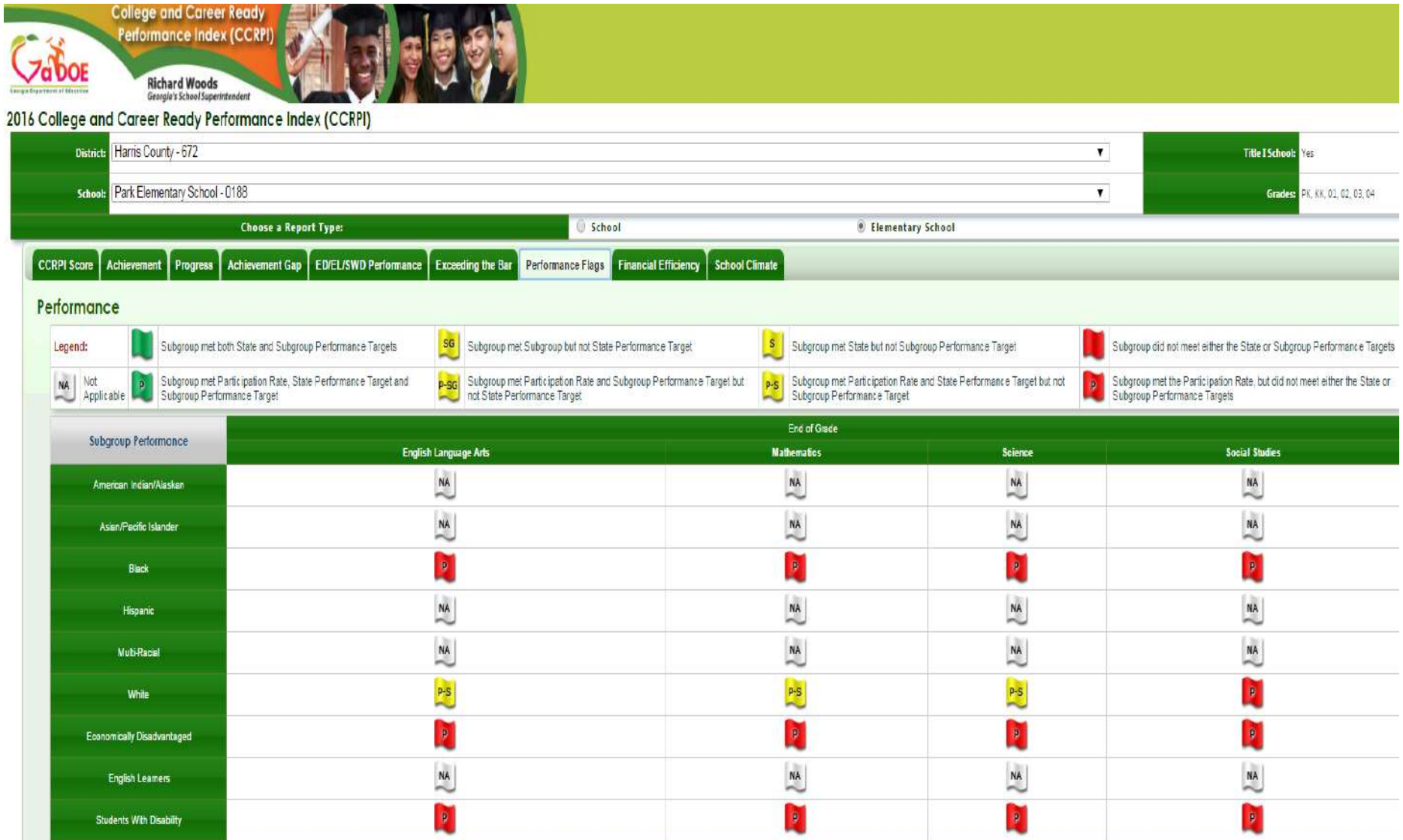
Achievement

	Elementary School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1 Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate >= 95%)	100	54.972	NA	10	5.497
	2 Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate >= 95%)	100	58.791	NA	10	5.879
	3 Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate >= 95%)	100	53.667	NA	10	5.367
	4 Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate >= 95%)	100	47.500	NA	10	4.75
	Total Points				40	21.513
	Category Performance %					.538
	Category Weight					40%
	Weighted Performance					.2152
POST ELEMENTARY SCHOOL READINESS	5 Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	91.3	Too Few Students	Too Few Students	Too Few Students	Too Few Students
	6 Percent of Students With Disabilities served in general education environments at least 80% of the school day	65	40.000	61.538	10	6.154
	7 Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG	100	56.322	NA	10	5.632
	8 Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG	100	NA	NA	NA	NA
	9 Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters	100	100.000		10	10
	10 Percent of students missing fewer than 8 days of school	68.3	52.490	76.852	10	7.685
	Total Points				40	29.471
	Category Performance %					.737
	Category Weight					30%
	Weighted Performance					.2211
PREDICTOR FOR HIGH SCHOOL GRADUATION	11 Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOGs	100	30.663		10	3.066
	Total Points				10	3.066
	Category Performance %					.307
	Category Weight					30%
	Weighted Performance					.0921
Content Mastery Weighted Performance						.2152
Post High School Readiness Weighted Performance						.2211
Graduation Rate Weighted Performance						.0921
Sum of Weighted Performances						(.526)*50
Total Achievement Points Earned						26.4

For Content Mastery calculations, Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5.
 For schools with any combination of grades 1-2 only, Content Mastery will be based on the third-grade ELA and mathematics results, tracking students only from an elementary school(s) in the same district. Students included in the calculation must be full academic year (FAY) at both their primary school (previous year) and the elementary school (current year).

Park Elementary School

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Division of School and District Effectiveness | School Improvement PLAN

2016 College and Career Ready Performance Index (CCRPI)

District	Harris County - 672	Title I School	Yes
School	Park Elementary School - 0188	Grades	PK, KK, 01, 02, 03, 04

Choose a Report Type: ☐ School ☒ Elementary School

CCRPI Score Achievement Progress Achievement Gap ED/EL/SWD Performance Exceeding the Bar Performance Flags Financial Efficiency **School Climate**

School Climate




School Climate Components		Score
Survey	Student Response (Georgia Student Health Survey 2.0)	72.814
	Teacher/Staff/Administrator Response (Georgia School Personnel Survey)	79.807
	Parent Response (Georgia Parent Survey)	93.502
	Survey Score	82.041
Student Discipline	Weighted Suspension Rate	96.454
	Student Discipline Score	96.454
Safe and Substance-Free Learning Environment	Student Drug Related Incidents (Data)	100.000
	Violent Incidents (Data)	100.000
	Bullying and Harassment Incidents (Data)	100.000
	Student Drug Related Incidents (Survey)	NA
	Violent Incidents (Survey)	NA
	Bullying and Harassment Incidents (Survey)	NA
Safe and Substance-Free Learning Environment Score	100.000	
School Wide Attendance	Student Attendance	73.651
	Average Daily Personnel Attendance	95.800
	Average Daily Administrator Attendance	97.317
	Average Daily Staff Attendance	97.832
	School Wide Attendance Score	91.050
Initial Score	Initial Score (Average of 4 components)	92.386
Additional Considerations	Personalized Climate Research/Evidence-based Program or Practice that supports the 4 components of School Climate = 5 points added	N
	Unsafe School Choice Option USCO Distinction for 2 consecutive years = 1 Star removed USCO Distinction for 3 consecutive years = 2 Stars removed	NA
Final Score and Rating	Final Score	92.4
	Final Star Rating	★★★★★

Score Range		Stars
Elementary Schools	Middle/High Schools	
82.5 and below	71.1 and below	★
82.6 to 87.1	71.2 to 77.2	★★
87.2 to 91.7	77.3 to 83.3	★★★
91.8 to 96.3	83.4 to 89.4	★★★★
96.4 and above	89.5 and above	★★★★★

Legend:

ID: Incomplete Data – Data is not complete for unexcused student attendance
 IP: Insufficient Participation – Less than 15 participants in Georgia Parent Survey
 U: Low Incidence - Total incidents-to-FTE-1 ratio is less than or equal to the difference between the mean and the standard deviation with respect to schools with total incidents-to-FTE-1 ratios less than or equal to 1
 LP: Low Participation – Survey participation does not meet the mandated 75% participation requirement
 NA: Indicator is not applicable OR data are not available
 NP: No Participation
 NS: No Score

GaDOE CCRPI Scores (2015)

2015 College and Career Ready Performance Index (CCRPI)

Districts: Harris County - 672

School: Park Elementary School - 0188

Title I School: Yes

Grades: PK, KK, 01, 02, 03, 04

Choose a Report Type:
School
Elementary School

CCRPI Score
Achievement
Progress
Achievement Gap
ED/EL/SWD Performance
Exceeding the Bar
Performance Flags
Financial Efficiency
School Climate

CCRPI Score

CCRPI Score						
62						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
25.4	29.9	3.3	2.4	.5	NA	★★★★
			3.4			

Legend:

Achievement: Utilizes All Indicators

Progress: Utilizes Student Growth Percentiles (SGPs)

Achievement Gap: Utilizes Lowest Quartile Scale Scores

Challenge Points: ED/EL/SWD Performance Points + Exceeding the Bar Points (not to exceed 10 points)

N: No

Y: Yes

0: 0% of students met the indicator criteria


NA: Indicator is not applicable OR data are not available

Too Few: Information is not reported on student groups with fewer than 15


Park Elementary School

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2015 Park Elementary School



College and Career Ready
Performance Index (CCRPI)



Richard Woods
Georgia's School Superintendent

2015 College and Career Ready Performance Index (CCRPI)

District: Harris County - 672

School: Park Elementary School - 0188

Title I School: Yes

Grades: PK, K, 01, 02, 03, 04

Choose a Report Type:

School
 Elementary School

CCRPI Score Achievement Progress Achievement Gap ED/EL/SWD Performance Exceeding the Bar Performance Flags Financial Efficiency School Climate

Achievement

		Elementary School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator	
CONTENT MASTERY	1	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate >= 95%)	100	51.333	NA	10	5.133	
	2	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate >= 95%)	100	55.298	NA	10	5.53	
	3	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate >= 95%)	100	56.954	NA	10	5.695	
	4	Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate >= 95%)	100	43.377	NA	10	4.338	
	Total Points					40	20.696	
	Category Performance %						.517	
Category Weight						40%		
Weighted Performance						.2068		
POST ELEMENTARY SCHOOL READINESS			Elementary School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
	5	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	91.3	Too Few Students	Too Few Students	Too Few Students	Too Few Students	
	6	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	65	47.368	72.874	10	7.287	
	7	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG	100	36.471		10	3.647	
	8	Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG	100	NA	NA	NA	NA	
	9	Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters	100	100.000		10	10	
	10	Percent of students missing fewer than 6 days of school	68.3	51.293	75.1	10	7.51	
	Total Points					40	28.444	
	Category Performance %						.711	
	Category Weight						30%	
Weighted Performance						.2133		
PREDICTOR FOR HIGH SCHOOL GRADUATION			Elementary School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
	11	Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOGs	100	29.022		10	2.902	
	Total Points					10	2.902	
	Category Performance %						.29	
	Category Weight						30%	
Weighted Performance						.087		
Content Mastery Weighted Performance							.2068	
Post High School Readiness Weighted Performance							.2133	
Graduation Rate Weighted Performance							.087	
Sum of Weighted Performances							(.508)*50	
Total Achievement Points Earned							25.4	

For Content Mastery calculations, Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5.

For schools with any combination of grades 1-2 only, Content Mastery will be based on the third-grade ELA and mathematics results, tracking students only from an elementary school(s) in the same district. Students included in the calculation must be full academic year (FAY) at both their primary school (previous year) and the elementary school (current year).

Park Elementary School

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2015 College and Career Ready Performance Index (CCRPI)

District
Harris County - 672

School
Park Elementary School - 0188

Title I School: Yes

Grades: PK, KK, 01, 02, 03, 04

Choose a Report Type:

School

Elementary School

CCRPI Score

Achievement

Progress

Achievement Gap

ED/EL/SWD Performance

Exceeding the Bar

Performance Flags

Financial Efficiency

School Climate

Performance

Legend:

Subgroup met both State and Subgroup Performance Targets

Subgroup met Subgroup but not State Performance Target

Subgroup met State but not Subgroup Performance Target

Subgroup did not meet either the State or Subgroup Performance Targets

Not Applicable

Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target

Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target


Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target

Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets


Subgroup Performance	End of Grade			
	English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA
Black	P	P	P	P
Hispanic	NA	NA	NA	NA
Multi-Racial	NA	NA	NA	NA
White	P-S	P-S	P-S	P
Economically Disadvantaged	P	P	P-SG	P
English Learners	NA	NA	NA	NA
Students With Disability	NA	P	P-SG	P-SG

Park Elementary School

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College and Career Ready
Performance Index (CCRPI)



Richard Woods
Georgia's School Superintendent

2015 College and Career Ready Performance Index (CCRPI)

District: Harris County - 672

School: Park Elementary School - 0188

Title I School: Yes

Grades: PK KK 01 02 03 04

Choose a Report Type:

School

Elementary School

CCRPI Score Achievement Progress Achievement Gap ED/EL/SWD Performance Exceeding the Bar Performance Flags Financial Efficiency School Climate

School Climate

School Climate Components		Score
Survey	Student Response (Georgia Student Health Survey 2.0)	72.840
	Teacher/Staff/Administrator Response (Georgia School Personnel Survey)	82.132
	Parent Response (Georgia Parent Survey)	92.197
	Survey Score	82.360
Student Discipline	Weighted Suspension Rate	96.593
	Student Discipline Score	96.593
Safe and Substance-Free Learning Environment	Student Drug Related Incidents (Data)	100.000
	Violent Incidents (Data)	100.000
	Bullying and Harassment Incidents (Data)	100.000
	Student Drug Related Incidents (Survey)	NA
	Violent Incidents (Survey)	NA
	Bullying and Harassment Incidents (Survey)	NA
Safe and Substance-Free Learning Environment Score	100.000	
School Wide Attendance	Student Attendance	73.707
	Average Daily Personnel Attendance	95.274
	Average Daily Administrator Attendance	98.140
	Average Daily Staff Attendance	96.711
School Wide Attendance Score	90.958	
Initial Score	Initial Score (Average of 4 components)	92.485
Additional Considerations	Personalized Climate Research/Evidence-based Program or Practice that supports the 4 components of School Climate = 5 points added	NA
	Unsafe School Choice Option USCO Distinction for 2 consecutive years = 1 Star removed USCO Distinction for 3 consecutive years = 2 Stars removed	NA
Final Score and Rating	Final Score	92.5
	Final Star Rating	★★★★★

Score Range		Stars
Elementary Schools	Middle/High Schools	
80.6 and below	67.7 and below	★
80.7 to 85.4	67.8 to 74.3	★★
85.5 to 90.2	74.4 to 80.9	★★★
90.3 to 95.0	81.0 to 87.5	★★★★
95.1 and above	87.6 and above	★★★★★

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Park Elementary School Elementary CCRPI GA Milestones Analysis (2015-2016)			
Elementary School Indicators	2015	2016	Gain/Loss + / -
Weighted % of students scoring at Developing Learner or above on the GA Milestones ELA EOG	51.333	54.972	3.64
Weighted % of students scoring at Developing Learner or above on the GA Milestones Mathematics EOG	55.298	58.791	3.49
Weighted % of students scoring at Developing Learner or above on the GA Milestones Science EOG	56.954	53.867	-3.09
Weighted % of students scoring at Developing Learner or above on the GA Milestones Social Studies EOG	43.377	47.5	4.12
Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the GA Milestones ELA EOG	36.471	56.322	19.85
Percent of students' assessments scoring at Proficient or Distinguished Learner on GA Milestones EOGs	29.022	30.663	1.64

Comprehensive Needs Assessment (SW 1)

Data Review Summary

“Root Cause Analysis”

	Strengths	Weaknesses	Needs (Highlight 3 Prioritized Needs)	Prioritized Needs
Achievement Data	<ul style="list-style-type: none"> Overall weighted % of students scoring Developing Learner or above on the 2016 GA Milestones ELA EOG increased by 3.64%, from 51.333% to 54.972% Overall weighted % of students scoring Developing Learner or above on the 2016 GA Milestones Math EOG increased by 3.49%, from 55.298% to 58.791% Overall weighted % of students scoring Developing Learner or above on the 2016 GA Milestones Social Studies EOG increased by 4.12%, from 43.37% to 47.5% 	<ul style="list-style-type: none"> 45% of 3rd-4th grade students did not score at Developing Learner or Above on the 2016 GA Milestones ELA EOG 41% of 3rd-4th grade students did not score at Developing Learner or Above on the 2016 GA Milestones Math EOG 47% of testing students did not score at Developing Learner or Above on the 2016 GA Milestones Science EOG 53% of testing students did not score at Developing Learner or Above on the 2016 GA Milestones Science EOG 44% of 4th grade students did not achieve a Lexile measure equal to or greater than 650 on the GA Milestones ELA EOG in 2016 GA Milestones Science EOGs have declined from 2015-2016, from 56.954% to 53.867% Black/Economically Disadvantaged/Students in Disability subgroups did not meet either the State or Subgroup Performance Targets on 2016 Georgia Milestones ELA/Math/Science/Social Studies EOGs 	<ul style="list-style-type: none"> Address ELA and writing areas of concern for K-4th grade students Address Math areas of concerns for K-4th grade students Address Science and Social Studies areas of concern for K-4th grade students <hr/> <p>Root Causes</p> <ol style="list-style-type: none"> 1) Additional teacher Professional Development (PD) needed in Georgia Standards of Excellence and the CCRPI 2) Additional teacher PD needed on K-4th ELA Reading and Vocabulary, and Writing and Language 3) Additional teacher PD needed in 4th grade Math Operations and Algebraic Thinking, Numbers and Operations, 4) Additional teacher PD needed in Science and Social Studies 5) Additional teacher PD needed in Differentiated Instruction 	<p>Prioritized Need 1: Increase student achievement in English Language Arts & Writing in grades K-4.</p> <p>Prioritized Need 2: Increase student achievement in Math in grades K-4.</p> <p>Prioritized Need 3: Increase student achievement in Science and Social Studies in grades K-4.</p>

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Perception Data	<ul style="list-style-type: none"> • School received a 4 star CCRPI climate rating in 2016 • All teachers are highly qualified. • 74% of teachers hold a Reading Endorsement Certification • Two teachers are National Board Certified • Staff attendance overall is 97.632% • Parent survey response rate is 93.502% 	<ul style="list-style-type: none"> • School received a 4 star CCRPI climate rating in 2016 • Increase CCRPI climate rating to 5 Star for 2017 • Increase periodic parent surveys about school environment, student learning and parent-child relationship 		
Observation Data	<ul style="list-style-type: none"> • TKES data indicates that most teachers received Level III ratings in Positive Learning Environment and Professional Knowledge • Focus Walks indicate that 100% of teachers have standards posted and lessons aligned with the Georgia Standards of Excellence 	<ul style="list-style-type: none"> • TKES data indicates that Level II ratings identified were in: <ul style="list-style-type: none"> a) Academically challenging environment and differentiation 		

Needs Assessment/ Data Review Results
(SWP 1, 10, 11, 12, 13, 16, 17)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> Reading/ELA challenges in grades K-4 	<ul style="list-style-type: none"> GA Milestones 2015 and 2016 CCRPI Report 2015 and 2016 GRASP Fluency and Comprehension Screener Lexia assessments District Pre/Post Tests STAR Reading/ Math End of Unit Tests/ 9 week exams 	<ul style="list-style-type: none"> Principal/leadership team Teachers Parent and Family Engagement Coordinator Parents 	<ul style="list-style-type: none"> Georgia Dpt. Of Ed. – CCRPI Reports School website Report Cards Teacher/Parent Conferences PTA Meetings
<ul style="list-style-type: none"> Math challenges in grades K-4 	<ul style="list-style-type: none"> GA Milestones 2015 and 2016 CCRPI Report 2015 and 2016 District Pre/Post Tests STAR Reading/ Math End of Unit Tests/ 9 week exams 	<ul style="list-style-type: none"> Principal/leadership team Teachers Parent/Family Engagement Coordinator Parents 	
<ul style="list-style-type: none"> Science challenges in grade K-4 Social Studies challenges in grades K-4 	<ul style="list-style-type: none"> GA Milestones 2015 and 2016 CCRPI Report 2015 and 2016 District Pre/Post Tests STAR Reading/ Math End of Unit Tests/ 9 week exams 	<ul style="list-style-type: none"> Principal/leadership team Teachers Parent and Family Engagement Coordinator Parents 	

D. SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SW 2, 6, 8, 9)

Smart Goal #1 (ELA/Reading): For the 2017-2018 school year, all students will increase from 55% to 70% on the GA Milestones ELA assessment.
For the 2017-2018 school year, Black students will increase from 25% to 40% on the GA Milestones ELA assessment.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies (Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
	(SWP 9)		Artifacts	Evidence		
<p>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</p> <p>Professional Learning Standard 5: Allocates resources and establishes systems to support and sustain effective PD</p>	ALL	<ul style="list-style-type: none"> Implement Flexible Skill Time (FST) to target Implement explicit and systematic phonics instruction in grades K-2. Implement after – school tutorial to help students improve in reading/writing/ ELA Implement Accelerated Reader to increase student literacy Review and monitor content skill matrix. 	<p>Lesson plans, observations, sign-in sheets, agendas, technology reports</p> <p>Lexia Assessments/ AR Reports</p> <p>Journals, reading logs, AR charts</p> <p>Data notebooks, FST schedules</p> <p>GRASP, class schedule</p> <p>Literacy team agendas/minutes</p>	<p>School Leaders Demonstrate: Initiate and sustain change to increase staff performance and student learning.</p> <p>Teachers Demonstrate: Clear learning targets and success criteria aligned to curriculum standards</p> <p>Students Demonstrate: Ability to work independently and in teams to solve real-world problems that require advanced effort, decision making, and creative thinking</p> <p>Higher performance on STAR, Lexia Assessments, STEM projects</p>	<p>Title I Director provides guidance and oversees Title I cross-functional monitoring of program</p> <ul style="list-style-type: none"> - Technical School Visits - Plan/Budget Analysis - Professional Development and Guidance <p>Principal and AP</p> <ul style="list-style-type: none"> - Admin TKES walkthroughs and formative assessments - Admin Informal Observations - District Level Observations and Reports - Monitor monthly reports from AR, Lexia, STAR, Data reports, Literacy Team reports <p>Teachers</p> <ul style="list-style-type: none"> - Observations - Grade Level Meetings - TKES 	<p>Title I Budget</p> <p>Personnel Costs per available budget Salaries/Benefits for CSR teachers - \$190,328 (2 teachers/2 Para pros);</p> <p>\$25,000 for During the day and after school tutoring K-4)</p> <p>Software – Lexia, Accelerated Reading, STAR, Reading Streets</p> <p>Leveled Readers/Books</p> <p>Professional Development – differentiation, reading interventions for struggling learners</p>

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SW 2, 6, 8, 9)

Smart Goal #2 (Math): For the 2017-2018 school year, all students will increase from 59% to 75% on the GA Milestones Math assessment.
For the 2017-2018 school year, Students with Disabilities will increase from 33% to 43% on the GA Milestones Math assessment.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies (Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
	(SWP 9)		Artifacts	Evidence		
<p>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</p> <p>Professional Learning Standard 5: Allocates resources and establishes systems to support and sustain effective PD</p>	ALL	<ul style="list-style-type: none"> Implement fact fluency for addition, subtraction, multiplication, and division <ul style="list-style-type: none"> -Benchmarks per grade level -Super Speed Math -Touch Math -Recognition Program Implement Daily 3 -Accelerated Math -IXL Engage students in math comprehension activities <ul style="list-style-type: none"> - Exemplars - Performance Tasks - STEM activities - Math Writing (journaling) Provide parent workshops in math with a focus on numbers, operations, expressions, equations and geometry during Math night Develop a math team and implement vertical planning Review and monitor content skill matrix. Implement enhanced GSE – focused math assessments and instructional units. Provide Professional Development to teachers in Georgia Standards of Excellence, STEM, Differentiated Instruction and Project-Based Learning 	<p>Lesson plans, observations, sign-in sheets, agendas, technology reports</p> <p>GRASP scores</p> <p>Math Journals</p> <p>Math Team agendas, minutes, sign-in sheets, calendar</p>	<p>School Leaders Demonstrate: Initiate and sustain change to increase staff performance and student learning. Training for Daily 3 and Touch Math</p> <p>Teachers Demonstrate: Clear learning targets and success criteria aligned to curriculum standards</p> <p>Students Demonstrate: Ability to work independently and in teams to solve real-world problems that require advanced effort, decision making, and creative thinking</p> <p>At/Above standards on GA Milestones</p>	<p>Title I Director provides guidance and oversees Title I cross-functional monitoring of program</p> <ul style="list-style-type: none"> - Technical School Visits - Plan/Budget Analysis - Professional Development and Guidance <p>Principal and AP</p> <ul style="list-style-type: none"> - Admin TKES walkthroughs and formative assessments - Admin Informal Observations - District Level Observations and Reports [GRASP] <p>Teachers</p> <ul style="list-style-type: none"> - Observations - Grade Level Meetings - TKES 	<p>Title I Budget</p> <p>Personnel Costs per available budget</p> <p>Professional Development – Daily 3 & 5 \$149@ person – online seminar</p> <p>Software – Math Programs – (TenMarks) \$2000</p> <p>MIND Research Institute Spatial Temporal Math \$5,000</p> <p>Instructional materials and supplies for Math Day/Night. Parent workshops \$2000</p>

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SW 2, 6, 8, 9)

Smart Goal #3 (Science): For the 2017-2018 school year all students will increase from 54% to 75% on the GA Milestones Science assessment.
For the 2017-2018 school year, black students will increase from 24% to 45% on the GA Milestones Science assessment.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies (Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
	(SWP 9)		Artifacts	Evidence		
<p>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</p> <p>Professional Learning Standard 5: Allocates resources and establishes systems to support and sustain effective PD</p>	ALL	<ul style="list-style-type: none"> Increase student exposure to scientific inquiry through the implementation of a science lab Implement GSE standards-based writing strategies to improve Informative, Expository, and Persuasive writing, content related text, and lab reflections into instructional Science units Implement STEM training for professional learning to equip teachers with background knowledge Protect instructional time for teaching science in grades K-4. Implement Science Day to involve parents in student learning. Build common assessment for science to monitor student performance towards meeting the GSE. Unpack and implement the GSE or science. Review and monitor content skill matrix. 	Lesson plans, observations, sign-in sheets, agendas, technology reports	<p>School Leaders Demonstrate: Initiate and sustain change to increase staff performance and student learning. Monitoring teacher engagement, science lab and facilitating STEM training</p> <p>Teachers Demonstrate: Clear learning targets and success criteria aligned to curriculum standards, STEM lessons, and student investigation</p> <p>Students Demonstrate: Ability to work independently and in teams to solve real-world problems that require advanced effort, decision making, and creative thinking</p> <p>At/Above performance on GA Milestones</p>	<p>Title I Director provides guidance and oversees Title I cross-functional monitoring of program</p> <ul style="list-style-type: none"> - Technical School Visits - Plan/Budget Analysis - Professional Development and Guidance <p>Principal and AP</p> <ul style="list-style-type: none"> - Admin TKES walkthroughs and formative assessments - Admin Informal Observations and Reports, STEM redelivery <p>Teachers</p> <ul style="list-style-type: none"> - Observations - Grade Level Meetings - TKES 	<p>Title I Budget</p> <p>Personnel Costs per available budget</p> <p>Professional Learning</p> <p>Instructional Materials and Supplies for Science Day/Night, Science lab \$1000</p> <p>Science lab materials \$2000</p>

SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SW 2, 6, 8, 9)

Smart Goal #4 (Social Studies): For the 2017-2018 school year, all students will increase from 48% to 65% on GA Milestones Social Studies assessment.

For the 2017-2018 school year, black students will increase from 27% to 50% on GA Milestones Social Studies assessment.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies (Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
	(SWP 9)		Artifacts	Evidence		
<p>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Instruction Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</p> <p>Professional Learning Standard 5: Allocates resources and establishes systems to support and sustain effective PD</p>	ALL	<ul style="list-style-type: none"> Implement GSE standards-based instruction. Unpack the GSE for social studies. Facilitate living history exhibits, guests with personal experience, and social science fairs, careers days to help expose students to the content. Purchase schoolwide Weekly Reader subscription. Trivia game during Tiger TV Build common assessment for social studies to monitor student performance towards meeting the GSE. Schoolwide activities for the social studies content at each grade level. Review and monitor content skill matrix. Build common assessment for science to monitor student performance towards meeting the GSE. Protect instructional time for teaching social studies in grades K-4. 	<p>Lesson plans, observations, sign-in sheets, agendas, technology reports</p> <p>Bubble maps, schoolwide social studies questions, student projects, newspaper articles</p>	<p>School Leaders Demonstrate: Initiate and sustain change to increase staff performance and student learning</p> <p>Teachers Demonstrate: Clear learning targets and success criteria aligned to curriculum standards</p> <p>Students Demonstrate: Ability to work independently and in teams to solve real-world problems that require advanced effort, decision making, and creative thinking</p> <p>At/Above standards on GA Milestones</p>	<p>Title I Director provides guidance and oversees Title I cross-functional monitoring of program</p> <ul style="list-style-type: none"> - Technical School Visits - Plan/Budget Analysis - Professional Development and Guidance <p>Principal and AP</p> <ul style="list-style-type: none"> - Admin TKES walkthroughs and formative assessments - Admin Informal Observations - District Level Observations and Reports <p>Teachers</p> <ul style="list-style-type: none"> - Observations - Grade Level Meetings - TKES 	<p>Title I Budget</p> <p>Personnel Costs per available budget</p> <p>Weekly Reader books \$3,000</p> <p>I Read to Write books \$4,000</p> <p>Professional Development</p> <p>Materials</p>

E. Professional Learning Plan to Support School Improvement Plan (SW 3)

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> Corruption, Fraud, Waste, and Abuse Title I Personnel responsibilities and duties (if applicable). To include personnel who may be providing a Title I before/after/Saturday/Summer school program Title I inventory procedures (if applicable) Title I Complaint Process 	Preplanning in August 2017	\$0	Title I Director provides guidance to Principal and Principal trains staff	Title I Office Monitoring	Agenda, Sign- in Sheet, Handouts, Investigation Report
K-4 th grade Teachers participate in Georgia Standards of Excellence professional development for all core content areas	Ongoing August 2017-May 2018	\$2,000 Title I	Principal, AP, and Teachers	Principal & Teachers	Agenda, Sign-in Sheets, Handouts STAR Reading District Benchmarks/ 9 wk. exams GRASP Fluency/Comprehension
K-4 th grade Teachers participate in PD for differentiated instruction, balanced assessments, and Depth of Knowledge	Ongoing August 2017-May 2018	\$2,000 Title I	Principal, AP, and Teachers	Principal & AP	Agenda, Sign-in Sheets, Handouts STAR Reading District Benchmarks/ 9 wk. exams GRASP Fluency/Comprehension
K-4 th grade Teachers participate in Guided Reading through Content Professional Development	August 2017-May 2018	\$1000 Title I	Principal, AP, and Teachers	Curriculum Support Teacher and Principal	Agenda, Sign-in Sheets, Handouts STAR Reading District Benchmarks/ 9 wk. exams GRASP Fluency/Comprehension

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K-4 th grade Teachers participate in Math PD	August 2017-May 2018	\$2,000 Title I	District Personnel, Principal, AP, teachers	Teachers, Assistant Principal, Principal	Agenda, Sign-in Sheets, Handouts STAR Reading District Benchmarks/ 9 wk. exams GRASP Fluency/Comprehension
K-4 th grade Teachers participate in Science and Social Studies PD	August 2017-May 2018	\$1000 Title I	District personnel Principal, AP, teachers	Teachers, Assistant Principal, Principal	Agenda, Sign-in Sheets, Handouts STAR Reading District Benchmarks/ 9 wk. exams GRASP Fluency/Comprehension

G. Parent and Family Engagement and Communication (SW 4)

Parent & Family Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<p>Parent and Family Engagement Plan</p> <p>Family and Community Engagement Standard #2: Establishes partnerships and decision making processes that build capacity for family engagement in the success of students</p> <p>Family and Community Engagement Standard #5: Collaborates about available school interventions as well as support strategies that can be used at home to enhance academic achievement</p>	<p>Revised and submitted for approval with FY18 (new) GADOE checklist by September 15, 2017</p> <p>Distributed by October 15, 2017</p> <p>Ongoing distribution throughout the year for new, incoming students – should be documented</p>	<p>\$500 Title I</p> <p>Provide personnel to assist in building parent capacity (parent and family engagement plan (PFEP)/ revision, compact, parent workshops/ meetings) to help improve student achievement</p>	<p>Principal Parent/Family Engagement Coordinator, Staff Parents</p>	<p>Education Checklist (new template for FY18) (Met, Did Not Meet, N/A) Must include a parent feedback and suggestion option at the end which must have a question or request for revisions to the PFEP's content (This is separate from the input meeting feedback form.) Parent survey including questions which are relevant to content included in the PFEP Summary of survey results</p>	<p>Parent Input Meetings</p> <ul style="list-style-type: none"> • Agenda • Feedback forms • Minutes • Evidence of feedback form availability <p>Evidence of Distribution (2 or more):</p> <ul style="list-style-type: none"> • School website (screenshot) with an active link to the PFEP • Sent home (book bag) • "All Teachers/Staff" email requesting they send home the PFEP with students • Available at school for pickup (photos) • School Messenger w/ Script, notifying parents when and how PFEPs will be sent home and/or where to pick up a copy if not received. • Parent Information Room visitors log indicating parent notification pick-up • Annual Title I Meeting (entire packet) indicating PFEP distribution as handout at the meeting

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<p>Compact</p> <p>Family and Community Engagement Standard #2: Establishes partnerships and decision making processes that build capacity for family engagement in the success of students</p> <p>Family and Community Engagement Standard #5: Collaborates about available school interventions as well as support strategies that can be used at home to enhance academic achievement</p>	<p>Revised/Approved by Sept. 15, 2017</p> <p>100% compacts collected by Oct. 15, 2017</p>	<p>\$0</p>	<p>Principal Parent/Family Engagement Coordinator, Staff Parents Students (K-4)</p>	<p>Georgia Department of Education Checklist (new for FY18) (Met, Did Not Meet, N/A)</p> <p>Parent survey including questions which are relevant to content included in the compact</p> <p>Summary of survey results</p>	<p>Staff Input Meetings: Grade level collaboration to establish target learning goals</p> <ul style="list-style-type: none"> Agenda/Sign-In Sheets Meeting Minutes <p>Parent input meeting invitations (minimum of 2 different modes)</p> <p>Parent Input Meetings</p> <ul style="list-style-type: none"> Agenda Feedback forms Minutes Evidence of feedback form availability <p>Evidence of Distribution (2 or more):</p> <ul style="list-style-type: none"> Returned signature page signed and dated by parent and teacher School website (screenshot) with an active link to the compact Sign-in sheets/invitations and documentation that compacts were used in parent-teacher conferences Signed and dated teacher dissemination statement indicating the compact was sent home with each student Email with parent distribution list indicating compact attached Available at school for pickup (photos) School Messenger w/ Script, notifying parents when and how compacts will be sent home and/or where to pick up a copy if not received. Parent Information Room visitors log indicating parent
<p>Title I Parent Input Meeting and 1%</p> <p>Title I Annual Meeting</p> <p>Family and Community Engagement Standard #2: Establishes partnerships and decision making processes that build capacity for family engagement in the success of students</p> <p>Family and Community Engagement Standard #5: Collaborates about available school interventions as well as support strategies that can be used at home to enhance academic achievement</p>	<p>April-May 2017</p> <p>August 31, 2017</p>	<p>\$0</p> <p>\$0</p>	<p>Principal Parent/Family Engagement Coordinator, Staff Parents</p>	<p>Georgia Department of Education Checklists for compact and PFEP (Met, Did Not Meet, N/A)</p>	<p>Minimum of 2 different all-parent invitations</p> <ul style="list-style-type: none"> School website (required) Flyer, Marquee, School Messenger Refer to agenda, minutes and feedback form templates provided by Title I (parent/family engagement coordinator and portal) <p>Annual Title I Meeting is the only title allowed. Refer to GADOE and HCSD Title I templates (parent/family engagement coordinator/portal)</p> <ul style="list-style-type: none"> Agenda Sign-in sheets Minutes PowerPoint Min. 2 all-parent invitations Distribution evidence of compact and PFEP <p>If Priority/Focus School, inform parents</p> <ul style="list-style-type: none"> U.S. mailed letter

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Student Assessment & Results Parent Meeting (SW 10, 11, 12, 13)	Throughout the school year	\$0	Parent/Family Engagement Coordinator, Teachers Assistant Principal	Title I Parent Workshops/Meetings evaluations	<ul style="list-style-type: none"> • School-parent compact • Parent-Teacher conferences (required for elementary schools) • Parent workshops • Annual Title I Meeting
Transition Meetings (Preschool Programs) (SW 6)	Throughout the year and at least once per semester August 2017-May 2018 May 12, 2017 – rising 5 th graders	\$0	Parent/Family Engagement Coordinator, Teachers Counselor		<ul style="list-style-type: none"> • Agenda • Sign-in sheets (for incoming parents) • Presentation (PowerPoint) • Handouts
Parent Resources	August 2017-May 2018	Varies depending on 1%	Parent/Family Engagement Coordinator, Principal		<ul style="list-style-type: none"> • Feedback from Parent Input Meeting • Photos • Flier with hours/days of operation • Open House (flier) • Parent event calendar/schedule • Visitor log • Computer usage/materials check-out log • Other evidence of a PRC
Monthly Title I Parent Meetings/Family Nights Family and Community Engagement Standard #2: Establishes partnerships and decision making processes that build capacity for family engagement in the success of students Family and Community Engagement Standard #5: Collaborates about available school interventions as well as support strategies that can be used at home to enhance academic achievement	September 2017 – May 2018 Sept. 2017 Oct. 2017 Dec. 2017 Jan. 2018 Feb. 2018 Mar. 2018	\$1500 Title I	Principal Parent/Family Engagement Coordinator, Teachers	Title I Parent Workshops/Meetings evaluations	<ul style="list-style-type: none"> • School Parent and Family Engagement Plan • Compact • Parent calendar of events • Documentation packet for each: agenda, sign-in sheets, evaluation, handouts, presentation Examples <ul style="list-style-type: none"> • Family connections cohort • Literacy/Math Nights/events • Building parent/staff capacity • Core content • Understanding State academic standards and assessments

H. Highly Qualified Staff (SW 3, 5)

All courses are taught by highly qualified staff. YES (Yes or No)

If no, explain:

List efforts to recruit highly qualified teachers to your school.

- Use website to promote school initiatives and culture and climate
- Provide school based principal mentorship to newly arriving teachers
- Utilize social media such as Facebook and Twitter to promote school highlights and accolades
- Utilize current staff to recruit highly qualified teachers

I. GaDOE Title I Components

Comprehensive Needs Assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309 (1) 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

We have considered the needs of migrant children by following these procedures:

- All new students receive an Occupational Survey form, as well as the registration form. This will be checked and verified by the registrar.
- 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.
- Providing intervention programs and additional assistance for any migrant student who might be identified and is experiencing academic deficiencies.
- Students will be considered for additional services based on formative data and classroom assessments.
- Students who may be homeless will be referred to the Harris County Schools Homeless Liaison for possible services.

Currently, there are no Migrant students attending our school.

There are no Neglected and Delinquent group home students currently enrolled at the school.

Student Transition Plan

Response

- 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.
 - **Pre-Kindergarten to Kindergarten Transition:**
 - 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 ConnectED calls and flyers.
 - In the spring, PK teachers and Kindergarten teachers meet to discuss registration expectations for kindergarten student needs.
 - Kindergarten teachers provide parents with an outline of the Kdg. curriculum
 - At the close of each year the parents of PK students receive a summer information guide to help prepare their students for Kdg.
 - 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.
 - Pre-K students are given a basic screening of kindergarten readiness skills.
 - Local pre-K providers also bring their students for a tour of our school and kindergarten classrooms.
 - Our Administration team meets with prospective parents if they request a tour.
 - Our PTA sends home a "Back to School" guide to all families at the end of summer.
 - **Creekside School transition (4th to 5th grade):**
 - In the spring, information is communicated to parents of rising 5th grade students of the Creekside 4th grade parents' Open House.
 - Creekside 5th grade teachers hold transition/IEP meetings on students with disabilities.
 - Park ES 4th grade teachers complete the transition spreadsheet with student data for rising 5th grade students.
 - Park ES 4th grade students take a fieldtrip to Creekside School.
 - **Students entering from private schools:**
 - Students will be assessed to determine appropriate placement (gifted, EIP, advanced math)
 - Students are paired with a partner

Any Additional Funds/Carryover

Response: The plan for utilizing any additional funds is as follows:

- Acquisition of instructional materials and supplies (GA Milestones ELA/Math student workbooks, math manipulatives, pencils,)
- Technology, and related supplies (computers, Smartboards, Activity tables, headphones and adapters)
- Instructional programs and software (Spatial Temporal, ReadWorks, Reading Streets, TenMarks)

- Parental involvement materials and supplies

Annual Evaluation

Response

HARRIS COUNTY SCHOOL SYSTEM – FY17 EVALUATION OF TITLE I

The end of year Title I Program Evaluation Survey will be used to determine the effectiveness of the FY17 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 15, 2017.

J. Comprehensive Needs Assessment

Resources

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>
 Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>
 System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>
 Title I - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>
 QCIS (Indistar) - <http://www.indistar.org/>
 Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>

Source Document

Data Sources: Achievement Data:	Perception Data:	Observation Data:
Georgia Milestones	TKES Surveys	TKES Data
GKIDS	Title I Parent Survey	Content Walkthroughs (if applicable)
SLDS – Georgia Milestones, Student Growth	Title I Teacher Survey	
CCRPI	Title I Student Survey	
SLOs	Climate Survey	
Promotion/Retention Data	Professional Learning Survey	
Lexile Scores	Local School Perception Data	
Local School Data		
Subgroup Data		

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Attendance Data		
Discipline Data		