Ensuring an excellent education for every child in Harris County.

Cover Page:

TITLE I SCHOOLWIDE PLAN	
School Name: Park Elementary School	District Name: Harris County Schools
Principal Name: Dr. Allyson Douthit	School Year: 2023-2024
School Mailing Address: 13185 U.S. Hwy 27 North Hamilton, Georgia 31811	
Telephone: (706) 628-5413	
District Title I Director/Coordinator Name: H. Tag Croxton	
District Title I Director/Coordinator Mailing Address: 132 Barnes Mill Road Hamilton, Georgia 31811	
Email Address: croxton-t@harris.k12.ga.us	
Telephone: (706) 587-2466	

ESSA ACCOUNTABILITY STATUS		
Comprehensive Support ☒	Targeted Support ☐	Promise School ☐

BUDGET MODEL	
Traditional Budget ☒	Consolidated Budget ☐

SIGNATURES AND REVISION DATE		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date: May 12, 2023	Revision Date:	Revision Date:

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Title I Committee:

The principal attests that a Title I committee meeting was held. The following stakeholders collaborated on this Title I Plan. Agendas and sign-in sheets for all Title I planning meetings must be uploaded to the Park Elementary School website for Title I documents

NAME	POSITION/ROLE
Dr. Allyson Douthit	Principal
Julie McCoy	Assistant Principal/Testing Coordinator
Amanda Theus	Assistant Principal/ SPED
Jennifer Lean	Teacher
Heather Wyche	Special Education Teacher
Shelby Davis	Teacher
Jennifer Barbee	Instructional Coach
Judy Miller	Media Clerk/Inventory
Dawn Poague	Title I Parent Family Engagement Coordinator
H. Tag Croxton	Director – Federal Programs
Linda Van Kley	Media Specialist
Jessica Van Valkenburgh	Parent/PTO
Aaron Adams	Business Partner (CareSource)
Michele Elmore	Business Partner (US Fish and Wildlife)
Alyson Nesnick	Business Partner (Harris Cty Public Library)
Kathy Carlisle	Business Partner (Focus/EAC)
Tawana Miller	Consultant

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Park Elementary School Title I Schoolwide Plan Meeting FY2023-24

May 12, 2023 – Park ES – 8:30 AM – 11:00 AM

Name		Signature	Position	Email
Aaron	Adams		Business Partner (CareSource)	
Jennifer	Barbee	*Jennifer Barbee*	Instructional Coach	barbee-j@harris.k1d.ga.u
Kathy	Carlisle	*Kathy Carlisle*	Business Partner (Focus/EAC)	KathyCarlisle1@gmai.
H. Tag	Croxton	*Tag Croxton*	Director – Federal Programs	croxton-t@
Shelby	Davis		Teacher	
Allyson	Douthit	*A. Douthit*	Principal	douthit-a@harris.k1d.ga.us
Michele	Elmore		Business Partner (US Fish and Wildlife)	
Jennifer	Lean	*Jennifer Lean*	Teacher	
Julie	McCoy		Assistant Principal/Testing Coordinator	
Judy	Miller	*Judy Miller*	Media Clerk/Inventory	miller-j@harris.k12.ga.u
Tawana	Miller	*Tawana Miller*	Consultant	
Alyson	Nesnick	*Alyson Nesnick*	Business Partner (Harris Cty Public Library)	anesnick@th.lor
Dawn	Poague	*Dawn Poague*	Title I Parent Family Engagement Coordinator	poague-d@harris.k12.gu
Amanda	Theus		Assistant Principal/ SPED	
Linda	Van Kley	*Linda Van Kley*	Media Specialist	vankley-l@harris.k12.ga
Jessica	Van Valkenburgh	*Jessica Van V*	Parent/PTO	parkespto@gmail.com
Heather	Wyche	*Heather Wyche*	SPED Teacher	wyche-h@harris.k.ga.
Lois	Reese	*Lois Reese*	Title I Tutor	loishsescreese@yahoo.com
Mary Ann	Reese Ector	*Mary Ann Reese Ector*	Title I Tutor	mreesector@yahoo.co
Elizabeth	Williams	*Elizabeth*	Title I Tutor	anita_creversm@yahoo.com
	H Tag Croxton		Title I Dir	croxton-t@ harris.k12.ga.us

District Strategic Plan Outcomes
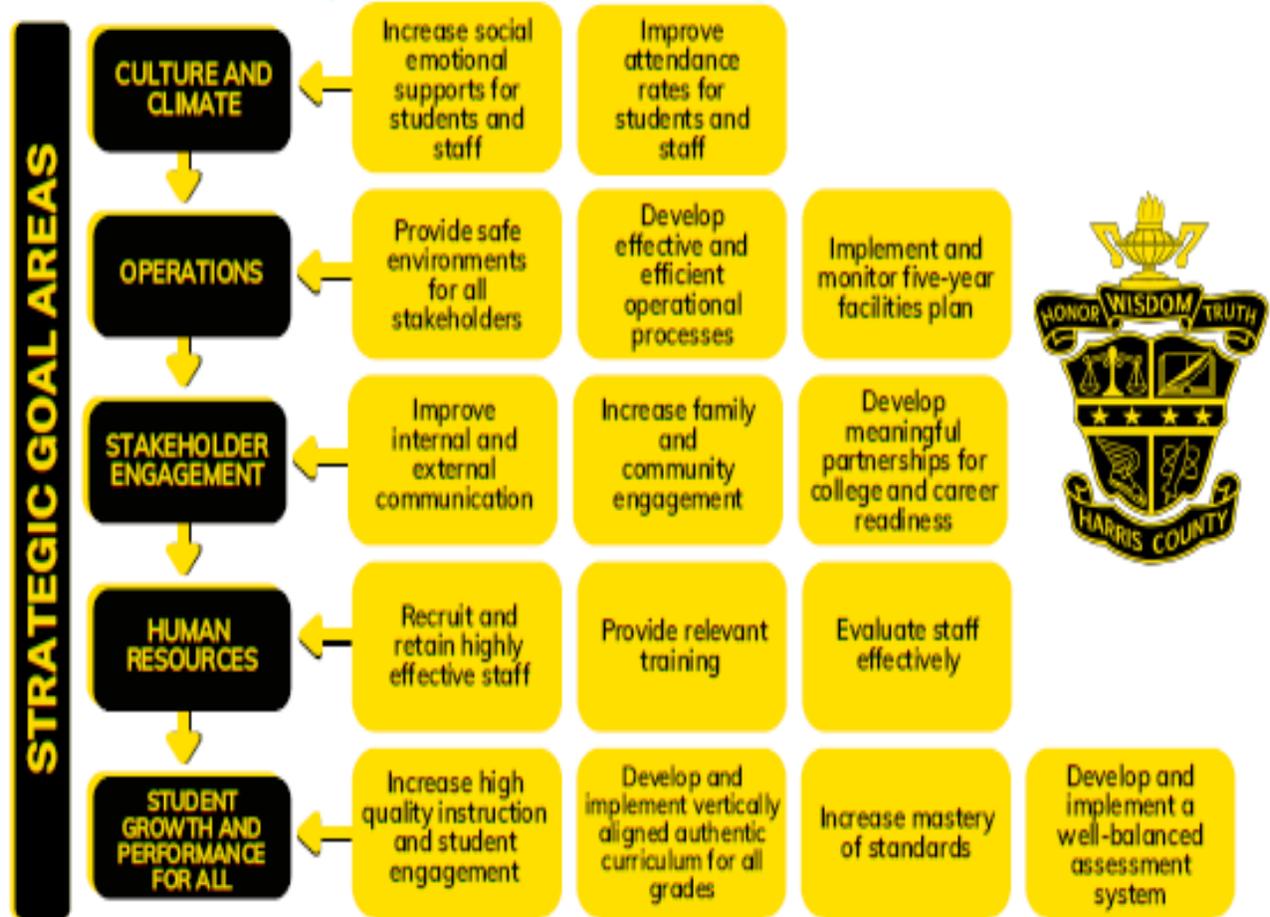
Data:

IMPORTANT Note regarding 2019-2020 and 2020-2021 data:

For school years 2019-2020 and 2020-2021, various pandemic related issues resulted in a lack of data for most metrics and there was significant variation in student participation rates where data are available. Therefore, it is not advisable to make comparisons between schools and/or districts for these years. Additionally, the GaDOE was unable to calculate a CCRPI for school years 2019-2020 and 2020-2021. Since GOSA's A-F grade is based on the school's CCRPI calculation, this site will not include a letter grade for the affected years.

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FY22 Park EOG by Grade 3

YEAR	SCHOOL	GRADE	SUBGROUP	TEST_CMPNT	BEGIN %	DEVELOPING %	PROFICIENT %	DISTINGUISHED %
2021-22	Park Elementary School	3	All Students	English Language Arts	28.2	26.9	28.2	16.7
2021-22	Park Elementary School	3	All Students	Mathematics	12.8	34.6	43.6	9
2021-22	Park Elementary School	3	Male	English Language Arts	34.9	27.9	23.3	14
2021-22	Park Elementary School	3	Male	Mathematics	11.6	39.5	34.9	14
2021-22	Park Elementary School	3	Female	English Language Arts	20	25.7	34.3	20
2021-22	Park Elementary School	3	Female	Mathematics	14.3	28.6	54.3	2.9
2021-22	Park Elementary School	3	Black or African American	English Language Arts	46.7	33.3	13.3	6.7
2021-22	Park Elementary School	3	Black or African American	Mathematics	20	46.7	33.3	0
2021-22	Park Elementary School	3	White	English Language Arts	23.2	26.8	28.6	21.4
2021-22	Park Elementary School	3	White	Mathematics	12.5	32.1	44.6	10.7
2021-22	Park Elementary School	3	Students with Disabilities	English Language Arts	90	10	0	0
2021-22	Park Elementary School	3	Students with Disabilities	Mathematics	70	20	10	0
2021-22	Park Elementary School	3	Students without Disabilities	English Language Arts	19.1	29.4	32.4	19.1
2021-22	Park Elementary School	3	Students without Disabilities	Mathematics	4.4	36.8	48.5	10.3
2021-22	Park Elementary School	3	Not Limited English Proficient	English Language Arts	28.2	26.9	28.2	16.7
2021-22	Park Elementary School	3	Not Limited English Proficient	Mathematics	12.8	34.6	43.6	9
2021-22	Park Elementary School	3	Economically Disadvantaged	English Language Arts	42.4	30.3	21.2	6.1
2021-22	Park Elementary School	3	Economically Disadvantaged	Mathematics	18.2	51.5	27.3	3
2021-22	Park Elementary School	3	Not Economically Disadvantaged	English Language Arts	17.8	24.4	33.3	24.4
2021-22	Park Elementary School	3	Not Economically Disadvantaged	Mathematics	8.9	22.2	55.6	13.3
2021-22	Park Elementary School	3	Non-Migrant	English Language Arts	28.2	26.9	28.2	16.7
2021-22	Park Elementary School	3	Non-Migrant	Mathematics	12.8	34.6	43.6	9

FY22 Park EOG by Grade 4

YEAR	SCHOOL	GRADE	SUBGROUP	TEST_CMPNT	BEGIN %	DEVELOPING %	PROFICIENT %	DISTINGUISHED %
2021-22	Park Elementary School	4	All Students	English Language Arts	20.3	35.4	34.2	10.1
2021-22	Park Elementary School	4	All Students	Mathematics	8.9	36.7	45.6	8.9
2021-22	Park Elementary School	4	Male	English Language Arts	27.5	45	22.5	5
2021-22	Park Elementary School	4	Male	Mathematics	12.5	40	37.5	10
2021-22	Park Elementary School	4	Female	English Language Arts	12.8	25.6	46.2	15.4
2021-22	Park Elementary School	4	Female	Mathematics	5.1	33.3	53.8	7.7
2021-22	Park Elementary School	4	Black or African American	English Language Arts	35	45	20	0
2021-22	Park Elementary School	4	Black or African American	Mathematics	15	65	20	0
2021-22	Park Elementary School	4	White	English Language Arts	18	28	40	14
2021-22	Park Elementary School	4	White	Mathematics	8	24	54	14
2021-22	Park Elementary School	4	Students without Disabilities	English Language Arts	18.1	34.7	36.1	11.1
2021-22	Park Elementary School	4	Students without Disabilities	Mathematics	6.9	36.1	48.6	8.3
2021-22	Park Elementary School	4	Not Limited English Proficient	English Language Arts	20.5	34.6	34.6	10.3
2021-22	Park Elementary School	4	Not Limited English Proficient	Mathematics	9	35.9	46.2	9
2021-22	Park Elementary School	4	Economically Disadvantaged	English Language Arts	26.7	53.3	20	0
2021-22	Park Elementary School	4	Economically Disadvantaged	Mathematics	13.3	53.3	33.3	0
2021-22	Park Elementary School	4	Not Economically Disadvantaged	English Language Arts	16.3	24.5	42.9	16.3
2021-22	Park Elementary School	4	Not Economically Disadvantaged	Mathematics	6.1	26.5	53.1	14.3
2021-22	Park Elementary School	4	Non-Migrant	English Language Arts	20.3	35.4	34.2	10.1
2021-22	Park Elementary School	4	Non-Migrant	Mathematics	8.9	36.7	45.6	8.9
					Yellow >25%	Red - >30%	Green >50%	

Attendance - All Students
Attendance Details for All Students

	Number of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More Than 15 Days Absent (%)	Chronic Absenteeism (%)
2021-22	507	33.1%	45.2%	21.7%	21.9%
2020-21	485	35.1%	45.2%	19.8%	19.6%
2019-20	468	52.6%	41.0%	6.4%	8.1%

Attendance - Other Student Subgroups

Attendance Details for Other Student Subgroups

School Year2021-22

Legend: More Than 15 Days Absent (%) | 6 to 15 Days Absent (%) | 5 or Fewer Days Absent (%)

Subgroup	More Than 15 Days Absent (%)	6 to 15 Days Absent (%)	5 or Fewer Days Absent (%)
Economically Disadvantaged	31.8%	44.4%	23.7%
Female	19.6%	45.4%	35.0%
Limited English Proficient			
Male	23.6%	44.9%	31.5%
Not Economically Disadvantaged	15.2%	45.6%	39.2%
Students With Disability	34.1%	39.0%	26.8%
Students Without Disability	19.3%	46.4%	34.4%

Subgroups

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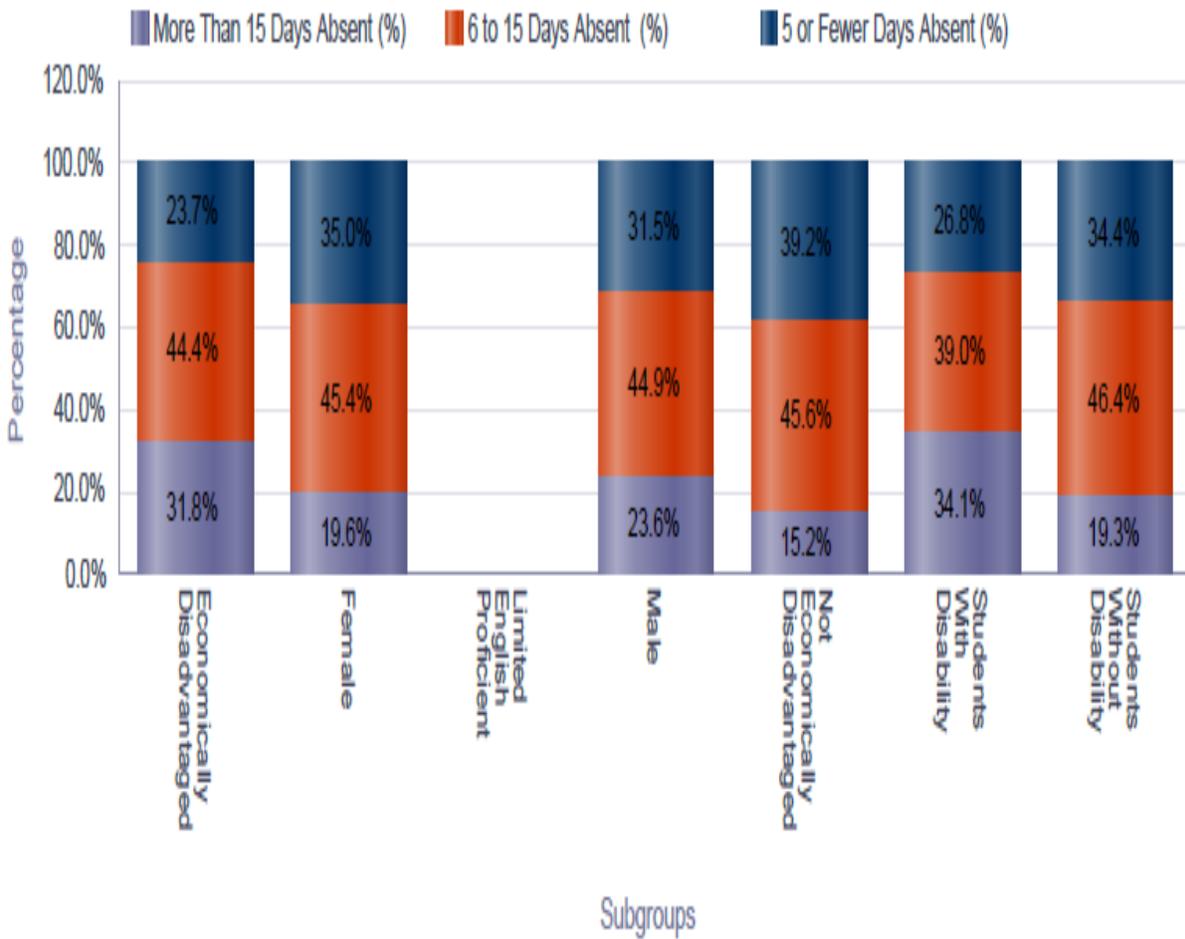
Attendance Details by Race/Ethnicity

Please Select View: Detail ▾

		Number of Students	5 or Fewer Days Absent (%)	More Than 15 Days Absent (%)	6 to 15 Days Absent (%)	Chronic Absenteeism (%)
2020-21	American Indian/Alaskan	TFS	TFS	TFS	TFS	100.0%
	Asian/Pacific Islander	TFS	TFS	TFS	TFS	0.0%
	Black	122	46.7%	18.9%	34.4%	18.0%
	Hispanic	20	35.0%	10.0%	55.0%	15.0%
	Multi-Racial	41	17.1%	26.8%	56.1%	24.4%
	White	299	32.4%	20.1%	47.5%	19.7%
2019-20	American Indian/Alaskan	TFS	TFS	TFS	TFS	0.0%
	Black	118	56.8%	5.9%	37.3%	8.5%
	Hispanic	22	68.2%	4.5%	27.3%	4.5%
	Multi-Racial	34	41.2%	8.8%	50.0%	8.8%
	White	291	50.9%	6.5%	42.6%	8.2%
2018-19	American Indian/Alaskan	TFS	TFS	TFS	TFS	0.0%
	Black	148	51.4%	11.5%	37.2%	9.5%
	Hispanic	23	65.2%	4.3%	30.4%	13.0%
	Multi-Racial	32	46.9%	12.5%	40.6%	12.5%
	White	274	46.0%	11.7%	42.3%	12.0%

Print - Export

K-12 Student Discipline Dashboard

Governor's Office of Student Achievement
K-12 Student Discipline Dashboard

Click ( ) for help.

Select School Year

2022

Select School District

Harris County

Select School

Park Elementary Scho

Select Subgroup

Gender

Clear Selections

District Name: Harris County

School Name: Park Elementary School

Climate Star Rating:

PBIS Recommendation: -

Grades Served: PK-04

School Year: 2022

Student Metrics

Enrollment	In-School Suspensions (ISS) Rate	Expulsion Rate
594	0.2%	0%

Students with Incidents	Out-of-School Suspensions (OSS) Rate	
46	2.7%	

Discipline Incident Metrics

Total Incidents	Percent of Incidents Resulting in OSS
94	19.1%

Percent of Incidents Resulting in ISS	Percent of Incidents Resulting in Expulsion
1.1%	0%

Percentage of Enrollment by Race/Other Subgroups
Percent of Students Enrolled by Subgroups

		Percentage of Students		
		2021-22	2020-21	2019-20
Other Subgroups	Limited English Proficient	1.0%	1.0%	0.0%
	Eligible for Free/ Reduced Meals	41.0%	58.0%	56.0%
	Students With Disability	14.7%	13.8%	11.3%
	Migrant	0.0%	0.0%	0.0%
	Female	47.0%	48.0%	47.0%
	Male	53.0%	52.0%	53.0%
Race/ Ethnicity	Asian	1.0%	0.0%	0.0%
	Black	21.0%	27.0%	26.0%
	Hispanic	6.0%	4.0%	4.0%
	Native American/ Alaskan Native	0.0%	0.0%	0.0%
	White	66.0%	60.0%	62.0%
	Multiracial	6.0%	9.0%	8.0%

Park Elementary School Parent Survey FY2022

My title/role with Park ES students is…	When is the best time for you to attend a school event for parents/guardians?	Select the grade(s) that apply to your student(s)	What language is spoken in your home?	My child's teacher keeps me informed about his/her academic progress
2 parents	3 - evenings	2 – Kindergarten	4 - English	4 - Agree
2 teachers	1 - afternoon	3 – 1st grade		
		2 – 2nd grade		
		1 – 3rd grade		

How often do you communicate with teachers about your child's performance?	Please check any of the following that would help you participate more often in school functions, activities and planning events.	In your opinion, how effective are the following when it comes to the school communicating with you or your family [Parent Meetings (Virtual, Sneak-a-Peek, STEAM nights, parent workshops)]	In your opinion, how effective are the following when it comes to the school communicating with you or your family? [Parent/Teacher conferences]	What are the best ways for you to provide input regarding your child's school?
2 – weekly	2 – Reminders	2 - Very Effective	2 - Very Effective	3 – online surveys
1 – monthly	1 – Social Media	2 - Effective	2 - Effective	2 - emails
1 - daily	1 – Infinite Campus			2 - Virtual

How many times per month do you access your child's grades online through Parent Portal?	I am informed as to how my child is doing academically.	How confident are you with your ability to support your child's learning at home?	Are you given information for opportunities for workshops, learning and volunteer sessions through the school	
2 – five or more	4 - Agree	3- Very confident	3 - Yes	
1 – four times		1 - Somewhat	1 - No	
1 - zero				

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HARRIS COUNTY PARENT SURVEY RESULTS FY2022-2023

District Spring FY23

Group	Highest Scoring Items	Rating	Responses*
District (612)	My school/district promotes a positive learning environment.	Strongly Agree/ Agree	306/276 (50%/45%)
Creekside (85)	My school/district promotes a positive learning environment.	Strongly Agree/Agree	49/32 (58%/37%)
Park (77)	My school/district promotes a positive learning environment.	Strongly Agree/Agree	39/33 (51%/43%)
District (612)	My school /district offers a clean and safe environment.	Strongly Agree/Agree	313/283 (51%/46%)
Creekside (85)	My school /district offers a clean and safe environment.	Strongly Agree/Agree	43/38 (51%/45%)
Park (77)	My school /district offers a clean and safe environment.	Strongly Agree/Agree	42/32 (55%/42%)
District (612)	My school/district ensures all students have access to appropriate supports, interventions and/or enrichment that impact student achievement.	Strongly Agree/Agree/Don't Know NA	252/296/30 (41%/48%/5%)
Creekside (84)	My school/district ensures all students have access to appropriate supports, interventions and/or enrichment that impact student achievement.	Strongly Agree/Agree	34/42 (40%/50%)
Park (77)	My school/district ensures all students have access to appropriate supports, interventions and/or enrichment that impact student achievement.	Strongly Agree/Agree/Don't Know NA	38/33/3 (49%/43%/4%)

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HARRIS COUNTY PARENT SURVEY RESULTS FY2022-2023

District Spring FY23

Group	Lowest Scoring Items	Rating	Responses*
District (612)	My community school/district actively seeks to engage all external stakeholders.	Strongly Agree/Agree/ Don't Know NA	175/239/160/24 (29%/39%/26%/4%)
Creekside (85)	My community school/district actively seeks to engage all external stakeholders.	Strongly Agree/Agree/ Don't Know NA	22/28/28 (26%/33%/33%)
Park (77)	My community school/district actively seeks to engage all external stakeholders.	Strongly Agree/Agree/ Don't Know NA/ Option 3	31/26/16/3 (40%/34%/21%/4%)
District (612)	How satisfied are you with the way your child's school works with parents?	Very Satisfied/Satisfied/ Dissatisfied/Very Dissatisfied	238/312/53/9 (39%/51%/9%/1%)
Creekside (84)	How satisfied are you with the way your child's school works with parents?	Very Satisfied/Satisfied/ Dissatisfied/Very Dissatisfied	25/50/9 (30%/60%/10%)
Park (77)	How satisfied are you with the way your child's school works with parents?	Very Satisfied/Satisfied/ Dissatisfied/Very Dissatisfied	36/34/6/1 (47%/44%/8%/1%)
District (612)	My school/district ensures school personnel are able to effectively connect students to appropriate academic supports, interventions and/or enrichment.	Strongly Agree/Agree/ Don't Know NA/ Disagree	240/297/31/39 (39%/49%/5%/6%)
Creekside (84)	My school/district ensures school personnel are able to effectively connect students to appropriate academic supports, interventions and/or enrichment	Strongly Agree/Agree/ Don't Know NA/ Disagree	30/43/5/4 (36%/51%/6%/5%)
Park (77)	My school/district ensures school personnel are able to effectively connect students to appropriate academic supports, interventions and/or enrichment	Strongly Agree/Agree/ Don't Know NA/ Disagree	37/31/6/3 (48%/40%/8%/4%)
	* Number and Percentage of responses in each rating		

HARRIS COUNTY STAFF SURVEY RESULTS FY2022-2023
District Spring FY23

Rate each area on the level at which targeted professional development would enhance your capacity to support students. [Students with Disabilities]			
Group (68)	**Responses: Not Applicable**	**Responses: Introductory Professional Development**	**Responses: Advanced Professional Development**
District Group/other (3)	1	1	1
Elementary Teacher (21)	6	6	9
Middle School Teacher (22)	4	6	12
Paraprofessional (11)	4	3	4
Principal/AP (4)	0	0	4
Specialized Support (7)	0	1	6
Total (68)	**15 (22%)**	**17 (25%)**	**36 (53%)**

Rate each area on the level at which targeted professional development would enhance your capacity to support students. [Economically Disadvantaged]			
Group (68)	**Responses: Not Applicable**	**Responses: Introductory Professional Development**	**Responses: Advanced Professional Development**
District Group/other (3)	1	1	1
Elementary Teacher (21)	4	12	5
Middle School Teacher (22)	3	12	7
Paraprofessional (11)	3	6	2
Principal/AP (4)	1	2	1
Specialized Support (7)	1	1	5
Total (68)	**13 (19%)**	**34 (50%)**	**21 (31%)**

HARRIS COUNTY STAFF SURVEY RESULTS FY2022-2023

District Spring FY23

PROFESSIONAL DEVELOPMENT: Rate each area on the level at which you perceive its current effectiveness. [High Quality Evidence Based Personalized Method(s) of Providing Professional Development Opportunities (Job-embedded/ Coaching, PLCs, Virtual, Consultant).

Group 68	Responses: NA	Responses: Not Effective	Responses: Effective	Responses: Very Effective	Responses: Somewhat Effective
District Grp/other (3)	1	0	0	1	1
ES Teacher (21)	2	0	12	3	4
MS Teacher (22)	0	0	10	5	7
Paraprofessional (11)	2	1	4	1	3
Principal/AP (4)	0	0	3	1	0
Specialized Support (7)	0	2	2	1	2
Total (68)	5 (7%)	3 (4%)	31 (46%)	12 (18%)	17 (25%)

FACTORS THAT IMPACT THE LEARNING AND WORK ENVIRONMENT: Rate each area on the level at which you perceive its current effectiveness. [Ensuring Balanced and/or Strategically Scheduled Class Sizes that Support Student Achievement and Equitable Opportunities]

Group 65	Responses: NA	Responses: Not Effective	Responses: Effective	Responses: Very Effective	Responses: Somewhat Effective
ES Teacher (21)	0	0	10	9	2
MS Teacher (22)	1	1	5	7	8
Paraprofessional (11)	1	1	4	2	3
Principal/AP (4)	0	0	3	1	0
Specialized Support (7)	0	0	4	2	1
Total 65	2 (3%)	2 (3%)	26 (40%)	21 (32%)	14 (22%)

FACTORS THAT IMPACT THE LEARNING AND WORK ENVIRONMENT: Rate each area on the level at which you perceive its current effectiveness. [Ensuring Highly Effective and Experienced Teachers are Equitably Distributed Across Content Courses and Grade Levels					
Group 65	Responses: NA	Responses: Not Effective	Responses: Effective	Responses: Very Effective	Responses: Somewhat Effective
ES Teacher (21)	0	0	10	11	0
MS Teacher (22)	1	2	8	9	2
Paraprofessional (11)	1	0	7	1	2
Principal/AP (4)	0	0	2	2	0
Specialized Support (7)	0	1	3	3	0
Total 65	2 (3%)	3 (5%)	30 (46%)	26 (40%)	4 (6%)

FACTORS THAT IMPACT THE LEARNING AND WORK ENVIRONMENT: Rate each area on the level at which you perceive its current effectiveness. [Prioritizing Local, State, and Federal Funds in a Way that is Equitable, Promotes Student Achievement, and is Fiscally Responsible]					
Group 65	Responses: NA	Responses: Not Effective	Responses: Effective	Responses: Very Effective	Responses: Somewhat Effective
ES Teacher (21)	0	0	13	7	1
MS Teacher (22)	2	1	9	6	4
Paraprofessional (11)	1	0	7	3	0
Principal/AP (4)	0	0	3	1	0
Specialized Support (7)	0	1	2	3	1
Total 65	3 (5%)	2 (3%)	34 (52%)	20 (31%)	6 (9%)

HARRIS COUNTY STAFF SURVEY RESULTS FY2022-2023
District Spring FY23

Additional Comments regarding survey

1. No responses from High School Teachers
2. No responses from Pre-Kindergarten Teachers
3. The number of responses has drastically reduced from the previous year. 152 responses in FY22 compared to sixty-eight responses in FY23.
4. Most teachers (53%) prefer advanced PD as it relates to Students with disabilities.
5. Targeted PD as it relates to Economically Disadvantaged (50%) prefer Introductory PD.
6. High Quality Evidence Based Personalized Method(s) of Providing Professional Development Opportunities (Job-embedded/ Coaching, PLCs, Virtual, Consultant – 64% effective and very effective
7. Ensuring Balanced and/or Strategically Scheduled Class Sizes that Support Student Achievement and Equitable Opportunities – 72% effective and very effective
8. Ensuring Highly Effective and Experienced Teachers are Equitably Distributed Across Content Courses and Grade Levels – 84% effective and very effective
9. Prioritizing Local, State, and Federal Funds in a Way that is Equitable, Promotes Student Achievement, and is Fiscally Responsible – 83% effective and very effective

Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)
Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency.
Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for: Strategic Plan and/or 90-day plan
The Title I Committee met to review data from GADOE, Teacher and Leader Keys and perception data. The perception data used was from the TLE Electronic Platform and GaDOE. Data were also reviewed from parent, teacher, and community surveys. Other data sources include Cognia Report, District Strategic Plan and School Improvement plans. The achievement data review included Georgia Milestones results by grade level and subgroups, EOC tests for high school students, EOG Milestones, Lexile Scores, advance placement tests at the high school level, Access, GKIDS, GAA and Bright from the Start. The achievement data revealed that there is an achievement gap between the district average performance and the average performance of economically disadvantaged students, students with disabilities and Black students. English Language Learners (ELL) made the greatest annual achievement gains. A review of demographic achievement data across subgroups
Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing, or are at-risk of failing. (ED, EL, Race, SWD)
The demographic data review revealed that there continues to be an achievement gap between the performance of blacks, economically disadvantaged and students with disabilities when compared to the achievement of all students.

School Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

2. Address the Schoolwide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

a) Provide opportunities for all children, including each of the subgroups of students defined in section 1111 (c)(2), (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State's challenging academic standards;

b) use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 1: 1 (ELA/Reading): On 2023-24 performance reports, Park ES will increase the performance indicator in ELA by 5 percent

Evidenced Based Strategies and Interventions	Level of Evidence (If level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible
Implement Flexible Skill Time (FST) to target grades K-4	**Levels 1,2**	**September 11 – May 23**	**CSR teachers - $200,000**	**Principal, AP, teachers**
Implement after school tutorial to help students improve in reading/writing	**Levels 1,2**	**Sept 11 – May 23 and summer school**	**$25,000 tutoring**	**Principal, AP, teachers**
Implement Accelerated Reader to increase student literacy.	**Levels 2,3**	**August 21 – May 23**	**Software, AR, STAR, leveled books**	**Principal, AP, teachers**
Implement explicit and systematic phonics instruction in grades K-2	**Level 2**	**August 21 – May 23**	**$15,000 PD - differentiation**	**Principal, AP, teachers**

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Provide targeted teacher development on content, pedagogy and student support and interventions. Provide more high-quality professional development for teachers (direct reading instruction, content knowledge, Differentiation of Instruction).	Provide more high- quality professional development for teachers (direct reading instruction, content knowledge, differentiation of Instruction). Identifying cause and effect in Social Studies and Science, drawing logical conclusion from information in the text and identifying fact and opinion will be three specific skill areas to be addressed in content area reading.
English Learners	**Students with Disability**
Provide coursework for teachers seeking English Learner endorsements. This will be done to provide targeted assistance in obtaining grade level	Within the district, an emphasis on teacher training in Assessment of basic language and learning skills (ABLLS) and specially designed instruction will improve teacher

proficiency for our EL population.	preparation.

2. Address the needs that the school will implement to meet the school needs, including a description of how such strategies will:

a) Provide opportunities for all children, including each of the subgroups of students defined in section 1111(c)(2) (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State's challenging academic standards;

b) use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2: (Mathematics): On 2023-24 performance reports, Park ES will increase the performance indicator in Math by 5 percent

Evidenced Based Strategies and Interventions	Level of Evidence (If level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible
Implement fact fluency for addition, subtraction, multiplication, and division -Benchmarks, Super Speed Math, Touch Math, Recognition program	Levels 1,2	September 11 – May 23	Salary for 2 CSR teacher plus one paraprofessional	Principal, AP, teachers
Implement after school tutorial to help students improve in mathematics	Levels 1,2	Sept 11 – May 23 and summer school	$10,000	Principal, AP, teachers
Implement enhanced GSE – focused math assessments and instructional units	Levels 2,3	August 21 – May 23	$15,000 Reading A-Z, Razz Kids	Principal, AP, teachers
Provide parent workshops in math	Level 2	August 21 – May 23	$5000	Principal, AP, teachers

with a focus on numbers, operations, expressions, equations, and geometry during Math night				

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Provide more high- quality professional development for teachers (direct reading instruction, content knowledge, differentiation of Instruction). Identifying cause and effect in Social Studies and Science, drawing logical conclusions from information in the text and identifying fact and opinion will be three specific skill areas to be addressed in content area reading.	Provide more high-quality professional development for teachers (direct reading instruction, content knowledge, differentiation of Instruction). Identifying cause and effect in Social Studies and Science, drawing logical conclusion from information in the text and identifying fact and opinion will be three specific skill areas to be addressed in content area reading.
English Learners	Students with Disability
Provide coursework for teachers seeking English Learner endorsements. This will be done to provide targeted assistance in obtaining grade level proficiency for our EL population.	Within the district, an emphasis on teacher training in Assessment of basic language and learning skills (ABLLS) and specially designed instruction will improve teacher preparation.

2. Address the Schoolwide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include:

i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

A collaborative team of teachers, administrators, parents, and community stakeholders developed the schoolwide program for eligible Title I schools using available data. Funding is used to reduce class size, provide supplemental instructional supplies for students, tutorial services for students and professional learning for teachers. Class size reduction gives teachers time to effectively differentiate instruction and provide feedback to all students. We have a Mobile Learning Lab (MLL) that is scheduled to go to areas in our district with extreme poverty. Students will have

access to technology, a certified teacher/tutor and additional resources designed to raise achievement and reduce gaps. HCS has additional Chromebooks for students using a one-to-one ratio.

Mental Health awareness is a constant need within our district. Our teachers, counselors and administrators have expressed the need for additional professional learning that can educate, prepare, and develop them to better recognize respond to students who may have social-emotional and mental health needs that are not currently being met.

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

The Harris County School District implements strategies to facilitate effective opportunities for students from middle grades to high school and from high school to post-secondary education. Teachers and administrators participate in planning sessions for both academic content and other support programs for students. HCS provides Georgia Career Information Center (GCIS) access for intermediate and middle schools, as well as high school to support student career counseling opportunities. Community service projects, dual enrollment institutions of higher education, business partnerships, Work-Based Learning opportunities and others help to promote transition and access.

iii) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services conducted under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
iv) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

A review of LRE, Specially Designed Instruction and behavioral interventions shall be topics addressed in the secondary department meetings. Technical assistance meetings, hosted by district leaders are conducted monthly for first year teachers to focus on topics of behavior intervention, LRE, IEP development, law, and instruction. Agenda and sign-in sheets will document meetings held. Side-by-side technical assistance sessions are provided by instructional specialists and building level program experts during the school year. An annual training is provided to school administrators to outline best practices in special education. The summer PL for August 2023 is structured around the use of the GO-IEP platform which is new this year in HCSD. HCSD has partnered with West Georgia RESA facilitators to enhance the current co-teaching model in HCSD by providing general education and special education teacher training outlining best practices. A staff book is planned this year to facilitate conversations and effective co-teaching strategies.

Paraprofessional training will highlight how paraprofessionals can assist with small group activities and transitions to help increase one-to-one time which will ensure growth on academic and high-stake assessments.

v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

The Harris County School District supported, coordinated, and integrated services with early childhood programs at the district and school level including plans for transition of participants in school programs to local elementary school programs. HCSD has eleven Bright from the Start classrooms located throughout the elementary schools. The PreK resource coordinator helps to coordinate the programs in all schools. There is a Head Start program operating within the district for ages 0-5. Harris County Family Connection works closely with Head Start program as it provides additional resources to support young children and their families. The HCSD involves school, parents and community stakeholders in the design and implementation of the schoolwide plan for evidence based professional learning, technology and the Title I program.

Following are our plans for assisting preschool children in the transition from early childhood programs and students being promoted to 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 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.
- In the spring, PK teachers and Kindergarten teachers meet to discuss registration expectations for kindergarten students' needs.
- Kindergarten teachers provide parents with an outline of the kindergarten. curriculum
- At the close of each year the parents of PK students receive a summer information guide to help prepare their students for kindergarten
- 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 fifth 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 fifth 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.

Plan Development and Evaluation:

3. Evaluation of Schoolwide Plan – 34 CFR §200.26

a) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.

The Annual Title I Evaluation will be completed based on a review of multiple data points, including state assessments, to determine the effectiveness of the Title I Plan and inform actionable changes for the following school year. The end of year Title I Program Evaluation Survey will be used to determine the effectiveness of the FY24 Park ES (PES) Schoolwide/School Improvement Program. Surveys will be distributed to administrators, teachers, paraprofessionals, and tutors in Park during April/May 2024.

4. ESSA Requirements to Include in the Schoolwide Plan – Section 1116 (b)(1)

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall

describe the means for conducting the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such a plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

A school Parent and Family Engagement Plan (PFEP) will be jointly developed with parents and family members in a format that is easily understandable. It will be distributed to parents and families, posted on the school website, and will be made available to the local community.

5. Schoolwide Plan Development

a) is developed during a 1-year period; unless the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;
b) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students and other individuals determined by the school.
c) Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.
d) is available to the school district, parents, and the public, and the information contained in such plan shall be understandable and to the extent practicable, in a language that parents can understand
e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under

section 1111 (d), if appropriate and applicable.

The schoolwide plan was developed with stakeholder input during a 1-year period. School data was reviewed, and the plan is revised annually in collaboration with the Title I Committee, which includes all required stakeholders. The revised plan will remain in effect for the school year. Schoolwide plans will be made available on the school's website. The plan is coordinated with Federal, State, and local resources.

We have developed our schoolwide plan with the participation of individuals who will conduct the comprehensive schoolwide/school improvement program plan. Those people involved were the school leadership team, the Parent Advisory Committee and the Title I Committee. The leadership team and Title I Committee also surveyed parents to assess the school. In addition to this, surveys, and meetings for parents to identify needs and strengths for the school were held. All the information was collected, analyzed and long-term goals were developed based on the input received.

Although there are no migrant students attending Park, 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 will be 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 collaborate 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 Park ES's instructional program to include RTI and
7. Students who may be homeless will be referred to the Harris County Homeless Liaison for services.

Professional Development (question 2iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Georgia Standards of Excellence Professional Learning for all core content areas	Ongoing August 2023- May 2024	K- 4th grade teachers	Principal & Teachers
Professional Learning for differentiated instruction	Ongoing August 2023- May 2024	K-4th grade teachers	Principal, AP, and Teachers
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	Preplanning in August 2023	Principal, AP, faculty, and staff	Title I Director provides guidance to Principal & Principal trains staff
Title I inventory procedures (if applicable) Title I Complaint Process	Preplanning in August 2023	Principal, AP, faculty, and staff	Title I Director provides guidance to Principal and Principal trains staff

Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible	Date Due	Dates Principal will meet with the school's Parent / Family Engagement designee and PLC
Sent Home and Posted on School Website: ○ School-Family Compact ○ School PFEP ○ District PFEP	Aug -Oct 2023	Principal , PFEC	10/13/23	

School-Family Compact Discussion:
  ○ Parent-Teacher Conference (elementary)
  ○ Ongoing discussion (middle/high school)
	Aug – Oct 2023	Principal, PFEC, teachers, parents	12/08/23	

Annual Title I Parent Meeting:
  ○ Meeting held
  ○ Documents posted on school website
	Sept 2023	Principal, PFEC	9/29/23	

Building Parent Capacity Fall: F2F or TEAMS) *Required Parent Capacity Events (An event can be a workshop, night event, or a TEAMS workshop. Checklists are required with every event, and the event must be aligned with the school goals.* ○ Curriculum Workshop 1	Aug – Sept 2023	Principal, PFEC, staff, teachers, parents	12/1/23	
Building Parent Capacity Fall: ○ Curriculum Workshop 2	Aug – Sept 2023	Principal, PFEC, staff, teachers, parents	12/1/23	
Building Parent Capacity Fall: ○ Technology/Copyright Piracy Workshop	Aug – Sept 2023	Principal, PFEC, staff, teachers, parents	12/1/23	
Building Parent Capacity Fall: ○ EL Parent Workshop (if applicable)	Aug – Sept 2023	Principal, PFEC, staff, teachers, parents	12/1/23	

Building Parent Capacity Continuous Communications (Fall)
  ○ Continuous Communication 1
  ○ Continuous Communication 2
  ○ Continuous Communication 3
	Aug – Sept 2023	Principal, PFEC, staff, teachers, parents	12/15/23	

Building Staff Capacity (Fall):	August 2023	Principal, PFEC, staff, teachers, parents	12/1/23	

Building Staff Capacity Continuous Communications (Fall):
  ○ Continuous Communication 1
  ○ Continuous Communication 2
  ○ Continuous Communication 3
	August 2023	Principal, PFEC, staff, teachers, parents	12/15/23	

Fall October Data Dig: ○ PLC to review Dashboard Data	October 2023	Principal, PFEC, staff, teachers, parents	10/27/23	
Fall December Data Dig: ○ PLC to review Dashboard Data	December 2023	Principal, PFEC, staff, teachers, parents	12/15/23	
Building Staff Capacity (Spring):	March 2024	Principal, PFEC, staff, teachers, parents	3/18/24	
Building Parent Capacity Spring: ○ Curriculum Workshop 3	March 2024	Principal, PFEC, staff, teachers, parents	3/23/24	

Building Parent Capacity Spring: o Assessment Workshop	March 2024	Principal, PFEC, staff, teachers, parents	3/23/24	
Building Parent Capacity Spring: o Transition Meeting	Mar – April 2024	Principal, PFEC, staff, teachers, parents	5/13/24	

Building Staff Capacity Continuous Communications (Spring):
   o Continuous Communication 1
   o Continuous Communication 2
   o Continuous Communication 3
	March – April 2024	Principal, PFEC, staff, teachers, parents	5/13/24	

Building Parent Capacity Continuous Communications (Spring)
   o Continuous Communication 1
   o Continuous Communication 2
   o Continuous Communication 3
	Mar – April 2024	Principal, PFEC, staff, teachers, parents	5/13/24	

Spring March Data Dig o PLC to review Dashboard data	March 2024	Principal, PFEC, staff, teachers, parents	3/23/24	
Spring May Data Dig o PLC to review Dashboard data	May 2024	Principal, PFEC, staff, teachers, parents	5/32/24	

Input Meeting (s) FY23:
   o Staff
   o Parents/Families
   o Students
	Mar – April 2024	Principal, PFEC, staff, teachers, parents	3/23/24	