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Cover Page:

TITLE I SCHOOLWIDE PLAN		
School Name: Park Elementary School	District Name: Harris County Schools	
Principal Name: Dr. Allyson Douthit	School Year: 2024-2025	
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 <input checked="" type="checkbox"/>	Targeted Support <input type="checkbox"/>	Promise School <input type="checkbox"/>
BUDGET MODEL		
Traditional Budget <input checked="" type="checkbox"/>	Consolidated Budget <input type="checkbox"/>	
SIGNATURES AND REVISION DATE		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date: May 10, 2024	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
Lacy Rabon	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
Megan Palmer	Parent/PTO
Steven Ramey	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 FY2024-25

May 10, 2024 – Park ES – 8:30 AM – 11:00 AM

Name		Signature	Position	Email
Jennifer	Barbee	Jennifer Barbee	Instructional Coach	barbee-j@harris.k12.ga.us
Kathy	Carlisle	ANIELA ESTES	Business Partner (Focus/EAC)	info@focusonfriends.org
H. Tag	Croxton	H. Tag	Director – Federal Programs	croxton-h@harris.k12.ga.us
Shelby	Davis	Shelby Davis	Teacher	Shelby Davis
Dr. Allyson	Douthit	Dr. Allyson Douthit	Principal	douthit-a@harris.k12.ga.us
Michele	Elmore		Business Partner (US Fish and Wildlife)	
Julie	McCoy	Julie McCoy	Assistant Principal/Testing Coordinator	mccoy-julie@harris.k12.ga.us
Judy	Miller	Judy Miller	Media Clerk/Inventory	
Tawana	Miller	Tawana Miller	Consultant	T2DM31@gmail.com
Alyson	Nesnick		Business Partner (Harris Cty Public Library)	
Megan	Palmer		Parent/PTO	
Dawn	Poague	Dawn Poague	Title I Parent Family Engagement Coordinator	
Megan	Palmer		Parent/PTO	
Steven	Ramey	VIRTUAL ATTENDANCE	Business Partner (CareSource)	
Amanda	Theus	Amanda Theus	Assistant Principal/ SPED	theus-a@harris.k12.ga.us
Linda	Van Kley	Linda Van Kley	Media Specialist	van-kley-l@harris.k12.ga.us
Lacey Rabon		Lacey Rabon	SPED Teacher	rabon-l@harris.k12.ga.us
Callie	Quattela	Callie Quattela	3rd grade student	
Arlen	Jimenez	Arlen Jimenez	3rd grade student	
Melissa	Davis	Melissa Davis	4th grade student	



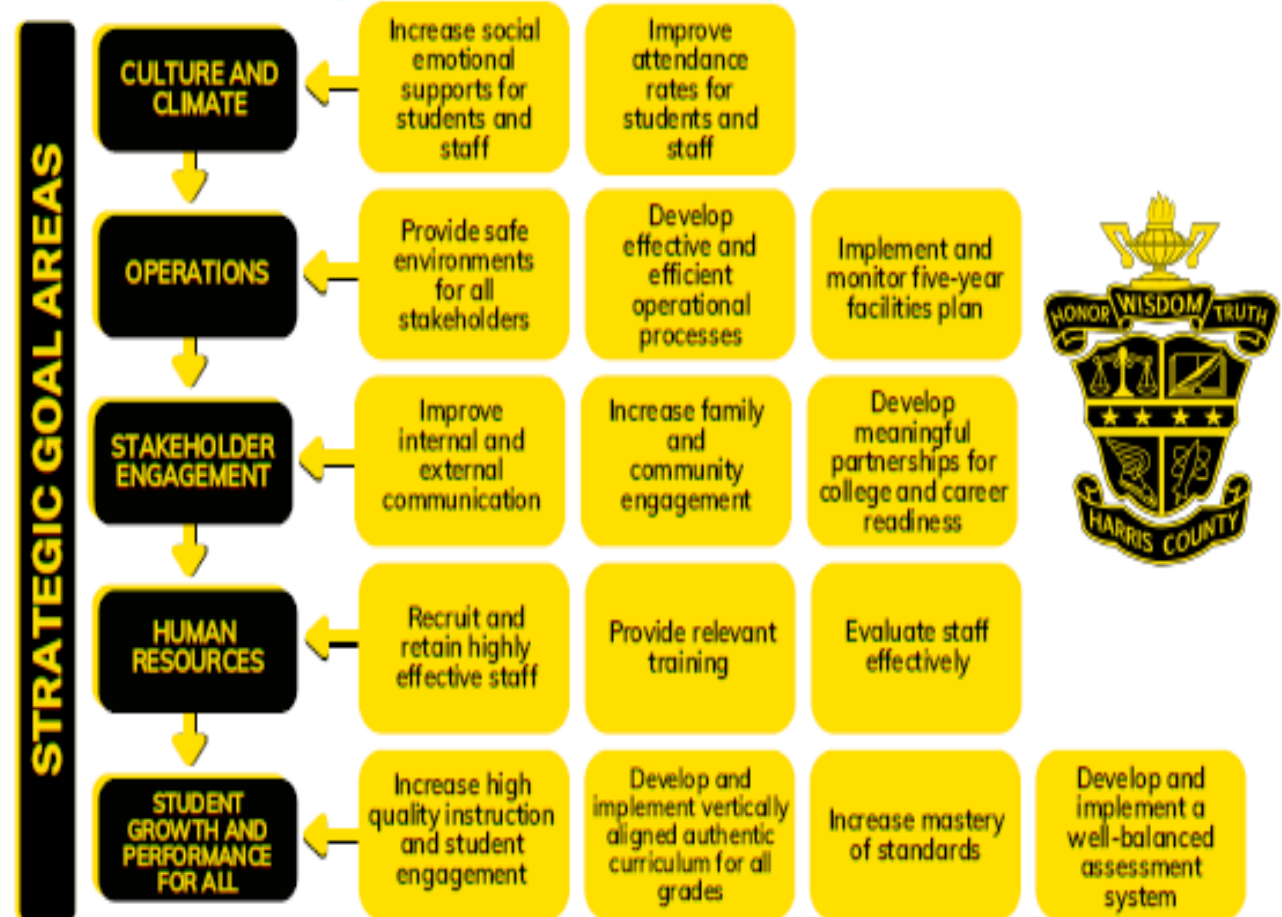
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District Strategic Plan Outcomes

HARRIS COUNTY SCHOOL DISTRICT

If we create a culture and climate that supports student well-being, enforces safe and well-maintained buildings, engages stakeholders in the educational process and employs highly effective staff, all students will grow and perform.



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Data:

Include student achievement data (screen shots of charts/graphs) Academics, Discipline, Attendance

*Guidance for student achievement (DRC Beacon (3rd/4th grades), EOG, Georgia Milestones, IXL, Lexia)

IMPORTANT NOTE regarding 2019-2022 data:

For school year 2019 through 2022, 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 did not calculate a CCRPI for school years 2019 through 2022. Since GOSA's A-F grade is based on the school CCRPI calculation, this site will not include a letter grade for the affected years.



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FY2021-2022 Park ES Student Content Mastery

Fiscal Yr	School Name	Sub Group Description	Subject	Beg Learner %	Devlg Learner %	Profit Learner %	Distg Learner %
2021	Park Elementary	All Students	English Language Arts	30.07	33.57	30.77	5.59
2021	Park Elementary	All Students	Mathematics	14.79	48.59	33.1	3.52
2021	Park Elementary	Black	English Language Arts	43.75	34.38	18.75	3.13
2021	Park Elementary	Black	Mathematics	21.88	65.63	9.38	3.13
2021	Park Elementary	Economically Disadvantaged	English Language Arts	38.16	36.84	22.37	2.63
2021	Park Elementary	Economically Disadvantaged	Mathematics	20	56	22.67	1.33
2021	Park Elementary	Minority	English Language Arts	41.67	35.42	20.83	2.08
2021	Park Elementary	Minority	Mathematics	21.28	61.70	14.89	2.13
2021	Park Elementary	Students with Disabilities	English Language Arts	28.57	38.1	28.57	4.76
2021	Park Elementary	Students with Disabilities	Mathematics	9.52	47.62	38.1	4.76
2021	Park Elementary	White	English Language Arts	24.21	32.63	35.79	7.37
2021	Park Elementary	White	Mathematics	11.58	42.11	42.11	4.21
2022	Park Elementary	All Students	English Language Arts	24.36	29.49	30.77	15.38
2022	Park Elementary	All Students	Mathematics	10.9	35.26	44.87	8.97
2022	Park Elementary	Black	English Language Arts	38.89	38.89	19.44	2.78
2022	Park Elementary	Black	Mathematics	16.67	58.33	25	0
2022	Park Elementary	Economically Disadvantaged	English Language Arts	34.92	39.68	19.05	6.35
2022	Park Elementary	Economically Disadvantaged	Mathematics	15.87	52.38	30.16	1.59
2022	Park Elementary	Minority	English Language Arts	32.00	38.00	26.00	4.00
2022	Park Elementary	Minority	Mathematics	12.00	52.00	34.00	2.00
2022	Park Elementary	Students with Disabilities	English Language Arts	50	16.67	20.83	12.5
2022	Park Elementary	Students with Disabilities	Mathematics	37.5	29.17	29.17	4.17
2022	Park Elementary	White	English Language Arts	20.75	25.47	33.02	20.75
2022	Park Elementary	White	Mathematics	10.38	27.36	50	12.26



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2023 CCRPI Scoring by Content

School Year	System ID	System Name	School ID	School Name	Grade Configuration	Grade Cluster	Content Mastery	Progress	Closing Gaps	Readiness	Graduation Rate
2023	672	Harris County	110	Creekside School	05, 06	E	62.1	66.4	40.5	86.1	NA
2023	672	Harris County	110	Creekside School	05, 06	M	73.8	94.5	64.3	84.1	NA
2023	672	Harris County	188	Park Elementary School	PK, KK, 01, 02, 03	E	71.3	94.1	50	84.6	NA
2023	672	Harris County	190	Pine Ridge Elementary School	PK, KK, 01, 02, 03	E	71.7	67.2	33.3	85.7	NA
2023	672	Harris County	199	Mulberry Creek Elementary School	PK, KK, 01, 02, 03	E	71	81.9	35	89.8	NA
2023	672	Harris County	290	New Mountain Hill Elementary School	PK, KK, 01, 02, 03	E	80.5	77.5	68.8	88.7	NA
2023	672	Harris County	299	Harris County High School	09, 10, 11, 12	H	73.8	78.1	24.1	84.3	90.9
2023	672	Harris County	399	Harris County Carver Middle School	07, 08	M	76.2	95.6	89.3	88.5	NA
2023	672	Harris County	ALL	All Schools	PK, KK, 01, 02, 03	E	69.1	72.9	35.7	86.9	NA
2023	672	Harris County	ALL	All Schools	PK, KK, 01, 02, 03	H	73.8	78.1	24.1	84.3	90.9
2023	672	Harris County	ALL	All Schools	PK, KK, 01, 02, 03	M	75.5	99.2	90	87	NA



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PARK ES SCHOOL ATTENDANCE 2022



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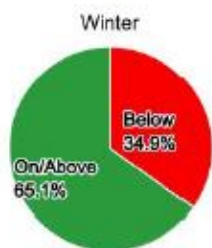
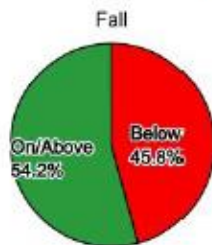
Fiscal Year	System Name	School Name	Sub Group Description	Attendance Type Descri	Student Count	Attendance rate %
2022	Harris County	Park Elementary School	American Indian/Alaskan	Missing Over 15 Days	TFS	TFS
2022	Harris County	Park Elementary School	American Indian/Alaskan	Missing 6-15 Days	TFS	TFS
2022	Harris County	Park Elementary School	American Indian/Alaskan	Missing 5 or Fewer Days	TFS	TFS
2022	Harris County	Park Elementary School	All Students	Missing Over 15 Days	110	21.7
2022	Harris County	Park Elementary School	All Students	Missing 6-15 Days	229	45.17
2022	Harris County	Park Elementary School	All Students	Missing 5 or Fewer Days	168	33.14
2022	Harris County	Park Elementary School	Asian/Pacific Islander	Missing Over 15 Days	TFS	TFS
2022	Harris County	Park Elementary School	Asian/Pacific Islander	Missing 6-15 Days	TFS	TFS
2022	Harris County	Park Elementary School	Asian/Pacific Islander	Missing 5 or Fewer Days	TFS	TFS
2022	Harris County	Park Elementary School	Black	Missing Over 15 Days	18	17.48
2022	Harris County	Park Elementary School	Black	Missing 6-15 Days	47	45.63
2022	Harris County	Park Elementary School	Black	Missing 5 or Fewer Days	38	36.89
2022	Harris County	Park Elementary School	Economically Disadvantaged	Missing Over 15 Days	63	31.82
2022	Harris County	Park Elementary School	Economically Disadvantaged	Missing 6-15 Days	88	44.44
2022	Harris County	Park Elementary School	Economically Disadvantaged	Missing 5 or Fewer Days	47	23.74
2022	Harris County	Park Elementary School	Female	Missing Over 15 Days	47	19.58
2022	Harris County	Park Elementary School	Female	Missing 6-15 Days	109	45.42
2022	Harris County	Park Elementary School	Female	Missing 5 or Fewer Days	84	35
2022	Harris County	Park Elementary School	Hispanic	Missing Over 15 Days	8	22.86
2022	Harris County	Park Elementary School	Hispanic	Missing 6-15 Days	14	40
2022	Harris County	Park Elementary School	Hispanic	Missing 5 or Fewer Days	13	37.14
2022	Harris County	Park Elementary School	English Language Learner	Missing Over 15 Days	TFS	TFS
2022	Harris County	Park Elementary School	English Language Learner	Missing 6-15 Days	TFS	TFS
2022	Harris County	Park Elementary School	English Language Learner	Missing 5 or Fewer Days	TFS	TFS
2022	Harris County	Park Elementary School	Male	Missing Over 15 Days	63	23.6
2022	Harris County	Park Elementary School	Male	Missing 6-15 Days	120	44.94
2022	Harris County	Park Elementary School	Male	Missing 5 or Fewer Days	84	31.46
2022	Harris County	Park Elementary School	Minority	Missing Over 15 Days	35	19.55
2022	Harris County	Park Elementary School	Minority	Missing 6-15 Days	80	44.69
2022	Harris County	Park Elementary School	Minority	Missing 5 or Fewer Days	64	35.75
2022	Harris County	Park Elementary School	Multi-Racial	Missing Over 15 Days	8	22.86
2022	Harris County	Park Elementary School	Multi-Racial	Missing 6-15 Days	17	48.57
2022	Harris County	Park Elementary School	Multi-Racial	Missing 5 or Fewer Days	10	28.57
2022	Harris County	Park Elementary School	Students with Disabilities	Missing Over 15 Days	28	34.15
2022	Harris County	Park Elementary School	Students with Disabilities	Missing 6-15 Days	32	39.02
2022	Harris County	Park Elementary School	Students with Disabilities	Missing 5 or Fewer Days	22	26.83
2022	Harris County	Park Elementary School	White	Missing Over 15 Days	75	22.87
2022	Harris County	Park Elementary School	White	Missing 6-15 Days	149	45.43
2022	Harris County	Park Elementary School	White	Missing 5 or Fewer Days	104	31.71
2022	Harris County	Harris County	All Students	Missing Over 15 Days	955	17.05
2022	Harris County	Harris County	All Students	Missing 6-15 Days	2386	42.59
2022	Harris County	Harris County	All Students	Missing 5 or Fewer Days	2261	40.36



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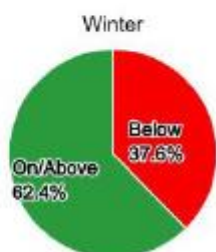
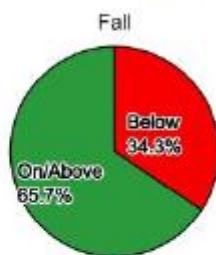
1st Grade A-Z Benchmark



+10.9%



2nd Grade A-Z Benchmark

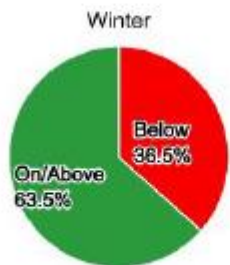
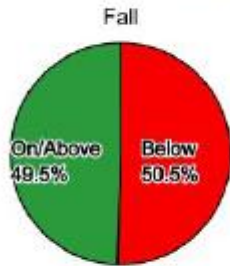




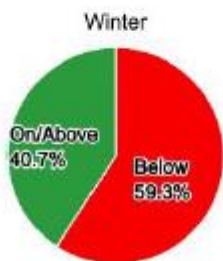
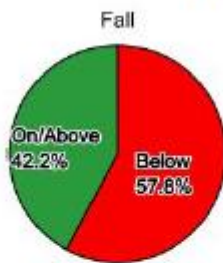
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3rd Grade A-Z Benchmark



4th Grade A-Z Benchmark





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Governor's Office of
Student Achievement

K-12 Student
Discipline Dashboard

K-12 Student Discipline Dashboard

Click (?) for help.

Select School Year

2023

Select School District

Harris County

Select School

Park Elementary Scho

Select Subgroup

Grade Level

District Name: Harris County

School Name: Park Elementary School

Climate Star Rating: ★★★★★

PBIS Recommendation: -

Grades Served: PK-04

School Year: 2023

Student Metrics

Enrollment

599

Students with
Incidents

49

In-School
Suspensions
(ISS) Rate

1%

Out-of-School
Suspensions
(OSS) Rate

1.5%

Expulsion
Rate

0%

Discipline Incident Metrics

Total
Incidents

80

Percent of
Incidents
Resulting
in ISS

7.5%

Percent of
Incidents
Resulting
in OSS

13.8%

Percent of
Incidents
Resulting
in
Expulsion

0%

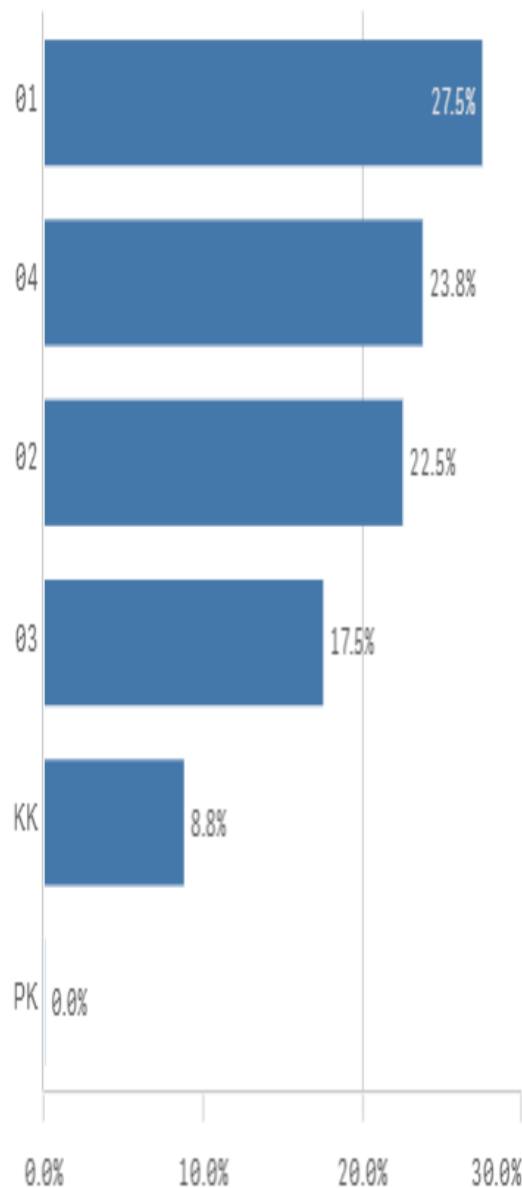


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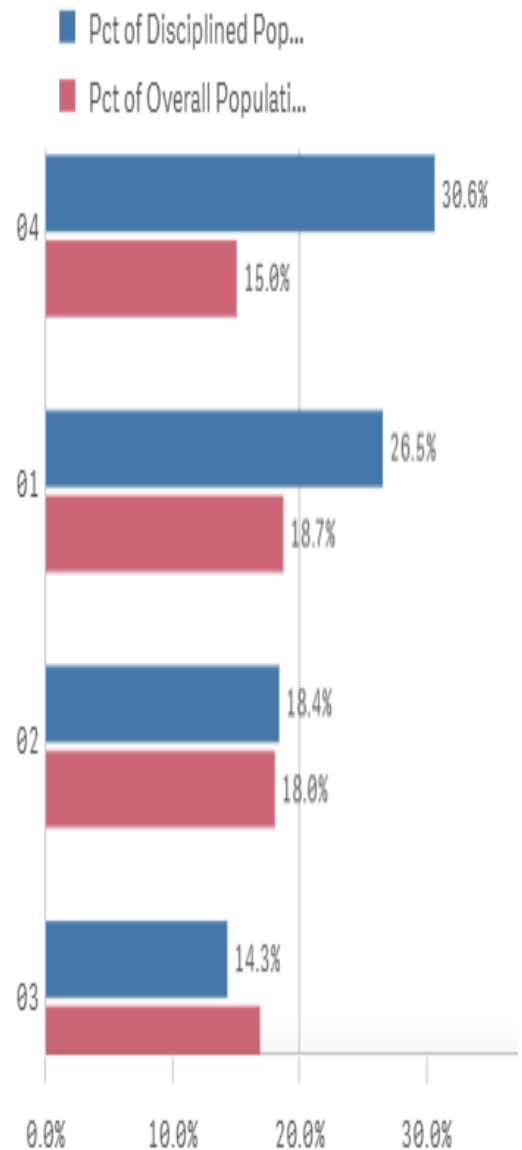
Percentage of Disciplinary Incident Occurrences

By Grade Level



Percent of Disciplined Population vs. Overall Population

By Grade Level





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Behavior EXPECTATIONS

Perseverance



(effort, tenacity)

BELIEFS:

- When something doesn't work right, try again and again.
- I can resist temptations to give up or quit, choosing to keep going as long as I can.
- I will finish what I start.

Actions:

- Set goals
- Stay on task
- Ignore distractions

Accountability



(responsible/ownership of learning/self-control)

BELIEFS:

- I will do my best work and be my best self.
- By my choices, I will determine what kind of person I am.
- I am responsible for my actions and their consequences.

Actions:

- Make good choices
- Be prepared for class
- Focus on myself

Respectfulness



(manners)

BELIEFS:

- I will treat others the way I want to be treated.
- I must respect the personal space of others and keep my hands to myself.
- It is important for people to be included.

Actions:

- Follow instructions
- Show respect

Kindness



(helping hands/empathy)

BELIEFS:

- I will show care and concern for others.
- I can find ways to help others.
- I will act compassionately.

Actions:

- Listen to others
- Express empathy and understanding for others



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Creekside School FY 2020-2022 Teacher Retention

Fiscal Year	System Code	System Name	School Code	School Name	Description	Value
2020	672	Harris County	0110	Creekside Schc	Fall Teacher FTE	46.86
2020	672	Harris County	0110	Creekside Schc	Retained Teacher FTE	42.67
2020	672	Harris County	0110	Creekside Schc	Retained Teacher FTE %	91
2020	ALL	State of Georgia	State of Georgia	State of Georgia	Retained Teacher FTE %	86
2021	672	Harris County	0110	Creekside Schc	Fall Teacher FTE	47.63
2021	672	Harris County	0110	Creekside Schc	Retained Teacher FTE	46.09
2021	672	Harris County	0110	Creekside Schc	Retained Teacher FTE %	97
2021	ALL	State of Georgia	State of Georgia	State of Georgia	Retained Teacher FTE %	89
2022	672	Harris County	0110	Creekside Schc	Fall Teacher FTE	53.82
2022	672	Harris County	0110	Creekside Schc	Retained Teacher FTE	45.22
2022	672	Harris County	0110	Creekside Schc	Retained Teacher FTE %	84
2022	ALL	State of Georgia	State of Georgia	State of Georgia	Retained Teacher FTE %	86

Park ES FY 2020-2022 Teacher Retention

Fiscal Year	System Code	System Name	School Code	School Name	Description	Value
2020	672	Harris County	0188	Park Elementary	Retained Teacher FTE	28.43
2020	672	Harris County	0188	Park Elementary	Retained Teacher FTE %	91
2020	ALL	State of Georgia	State of Georgia	State of Georgia	Retained Teacher FTE %	86
2021	672	Harris County	0188	Park Elementary	Fall Teacher FTE	28.17
2021	672	Harris County	0188	Park Elementary	Retained Teacher FTE	27.64
2021	672	Harris County	0188	Park Elementary	Retained Teacher FTE %	98
2021	ALL	State of Georgia	State of Georgia	State of Georgia	Retained Teacher FTE %	89
2022	672	Harris County	0188	Park Elementary	Fall Teacher FTE	42.57
2022	672	Harris County	0188	Park Elementary	Retained Teacher FTE	34.44
2022	672	Harris County	0188	Park Elementary	Retained Teacher FTE %	81
2022	ALL	State of Georgia	State of Georgia	State of Georgia	Retained Teacher FTE %	86



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FY2024 – Park ES Parent Survey

PARK ES PARENT SURVEY RESULTS FY2023-2024

August 23, 2023 – March 24, 2024



Group (parents)	Scoring Item	Options and responses	Responses*
3 - partners 51 parents 54 -TOTAL	When is the best time for you to attend a school event for parents/guardians?	Evenings = 1, 25 responses Afternoons = 2, 7 Mornings = 19	48% 17% 35%
54	Select the grade(s) that apply to your student(s).	PK, Kdg = 15, 10 responses 1st = 9 responses 2nd = 17 responses 3rd = 13 responses 4th = 7 responses	46% 17% 31% 24% 13%
54	What language is spoken in your home?	English = 53 responses Spanish = 1 response	98% 2%
53	My child's teacher keeps me informed about his/her academic progress	Agree = 46 responses Neutral = 7 responses	87% 13%
54	How often do you communicate with teachers about your child's performance	Weekly = 30 responses Daily = 11 responses Monthly = 8 responses Not at all = 3 responses Blank = 2 responses	56% 20% 15% 6% 3%
70	Please check any of the following that would help you participate more often in school functions, activities, and planning events.	Reminders/ Tch = 18 responses Newsletter, Social = 12 responses Newsletter, Infinite = 22 responses Direct emails = 18 responses	26% 17% 31% 26%



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FY2024 – Park ES Parent Survey

PARK ES PARENT SURVEY RESULTS FY2023-2024

August 23, 2023 – March 24, 2024

Group (parents)	Scoring Items		
53	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,	Effective = 25 responses Very Effective = 25 responses Not Effective = 2 responses Blank = 1 response	47% 47% 4% 2%
53	In your opinion, how effective are the following when it comes to the school communicating with you or your family? [Parent/Teacher conferences]	Effective = 29 responses Very Effective = 21 responses Not Effective = 2 responses Blank = 1 response	54% 40% 4% 2%
39	What are the best ways for you to provide input regarding your child's school?	Online Surveys = 14 responses Surveys/emails = 8 responses Surveys/emails/phone calls = 7 Emails = 5 responses Emails/phone = 5 responses	36% 20% 18% 13% 13%
48	How many times per month do you access your child's grades online through Parent Portal?	5+ = 30 responses 2 - 6 responses 4 - 5 responses 0 - 5 responses 1 = 2 responses	63% 13% 10% 10% 4%
51	I am informed as to how my child is doing academically.	Agree = 40 responses Neutral = 11 responses	78% 22%
51	How confident are you with your ability to support your child's learning at home?	Very confident = 39 responses Somewhat = 10 responses Not at all = 2 responses	76% 20% 4%
49	Are you given information for opportunities for workshops, learning and volunteer sessions through the school?	Yes = 43 responses No = 6 responses	88% 12%
16	If you did not participate in any Title I events, please tell us why	Had to work = 2 responses I work until 5 pm/schedule = 4 res Busy = 4 responses Single work fulltime = 2 responses	12% 25% 25% 13%



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FY2024 – Park ES Parent Survey

PARK ES PARENT SURVEY RESULTS FY2023-2024

August 23, 2023 – March 24, 2024

	How can our school improve on actively involving and soliciting parents and community members in the activities of our school while following safety protocols?	See Comments below chart	
	* Percentage of responses in each rating		

NA, keep doing the same, timely communication, too many events, 15-16 event – Oct – Dec.

difficult to attend all while working, hard on little ones whose parents don't come, 3 kids,

Plan more events that are supported with law enforcement, more info sent out ahead of time - encouraging participation,

Make them more fun! if the student doesn't want to go, parent will not push

Offer doughnuts or coffee, cake, something. Parents love that these days!!

Too many events during the school day – difficult for working parents.

You cannot, There has to be a "want to" attitude of parents and the common. Festivals are great. I like how you offered the community vendors opportunities during STEM night.

Providing different times for meetings.

Harris County does a wonderful job

Enough notice to plan to be off work, different day, times. Parents back in school for lunch helping in class.

I do not have any suggestions.



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Harris County Spring 2024



Spring 2024 -Survey: LEA Personnel Survey



Questions

Responses

105

Settings

Summary

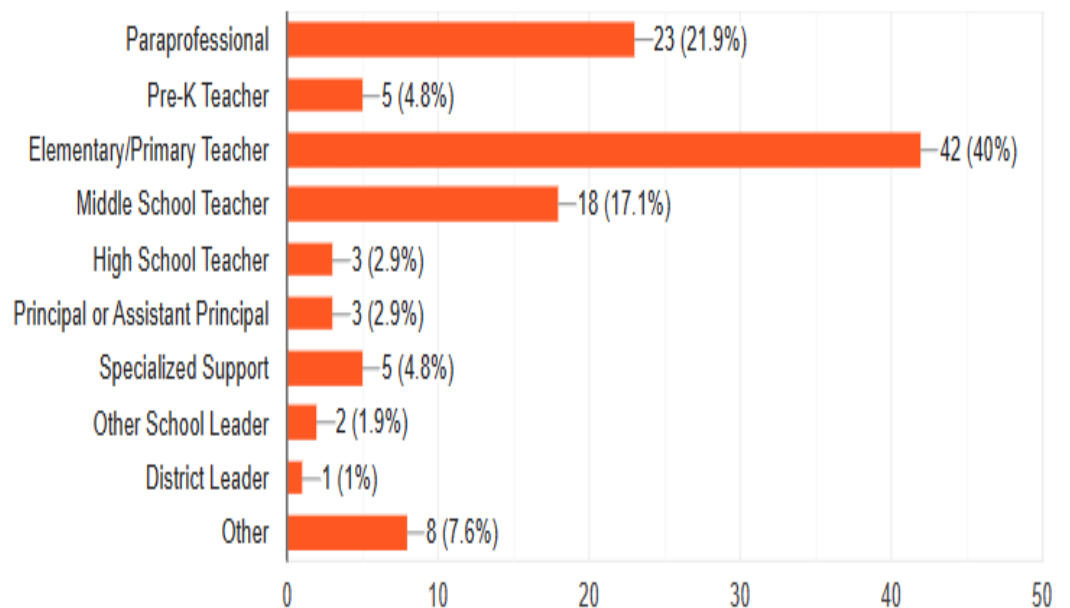
Question

Individual

The Following best describes my role: (Please select all applicable answers)



105 responses



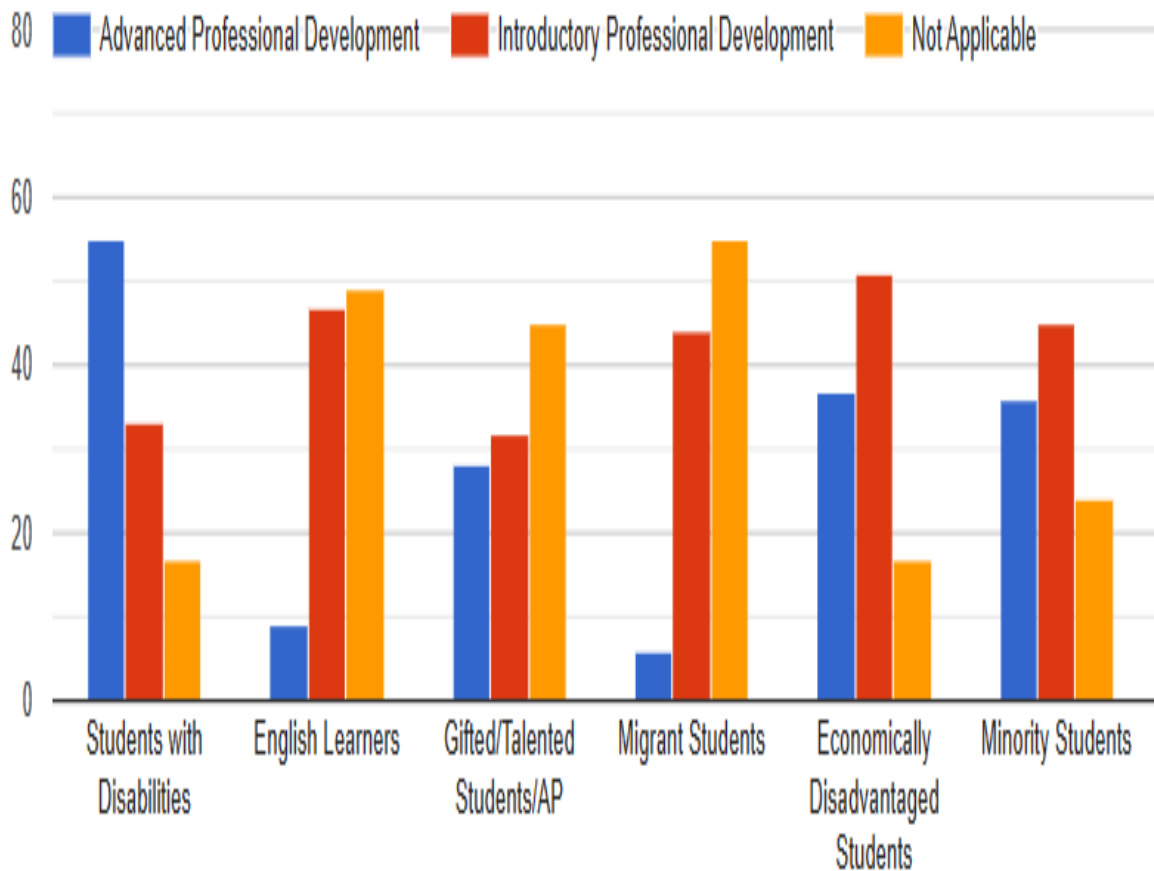


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Harris County Spring 2024

Rate each area on the level at which targeted professional development would enhance your capacity to support students.





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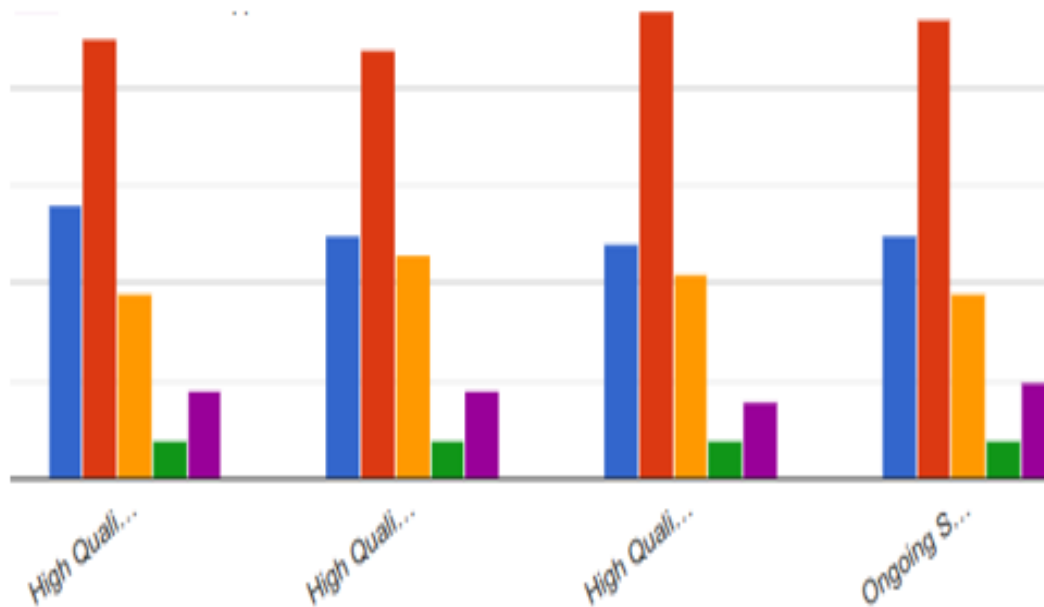
Harris County Spring 2024

PROFESSIONAL DEVELOPMENT: Rate each area on the level at which you perceive its current effectiveness.

Copy

Very Effective Effective Somewhat Effective Not Effective Don't Know/Not Applicable

1, 2, 3, 4



1. Professional Development Opportunities
2. Professional Development (Job-embedded/Coaching, PLC, Virtual, Consultants)
3. Professional Development Materials
4. Ongoing Support for Professional Development Implementation

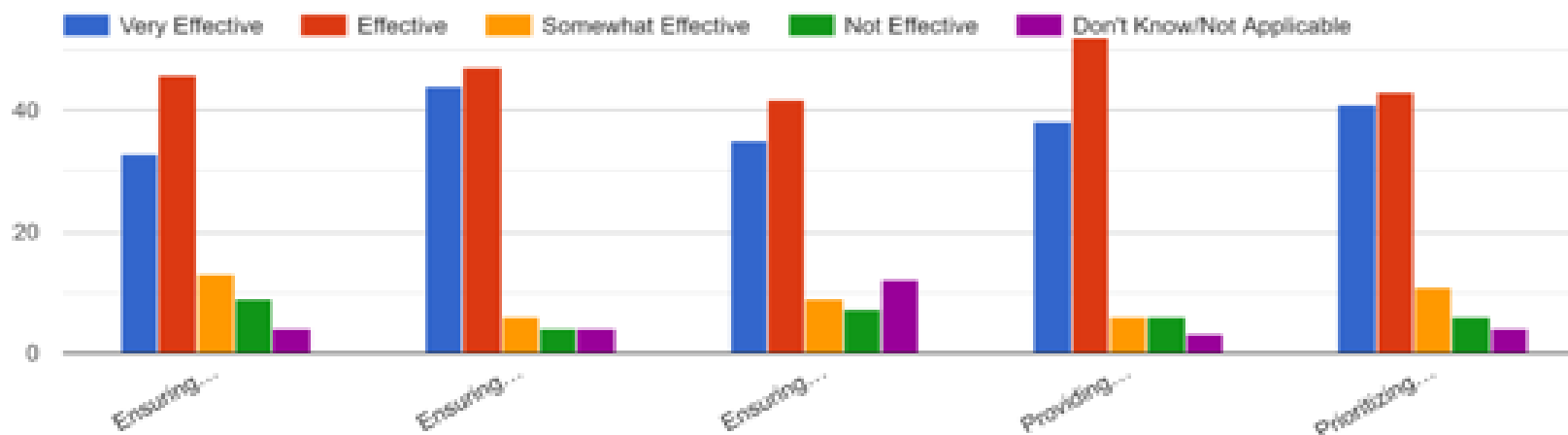


*Ensuring an excellent
education for every
child in Harris County.*



Harris County Spring 2024

FACTORS THAT IMPACT THE LEARNING AND WORK ENVIRONMENT: Rate each area on the level at which you perceive its current effectiveness.



1. Ensuring Balanced and /or Strategically Scheduled Class Sizes that support student achievement & Equitable Opportunity
2. High Effective & Experienced Teachers are equitably distributed across content courses and grade levels
3. Ensuring (especially low income and minority) are not assigned to inexperienced, ineffective teachers for 2 consecutive grade levels or content courses
4. Providing students access to and enrollment in appropriate supports and interventions for challenges
5. Prioritizing local, state and federal funds in a way that is equitable, promotes student achievement and is fiscally responsible



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.



Title I Schoolwide Plan

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), 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 2024-25 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 22	CSR teachers - \$200,000	Principal, AP, teachers
Implement after school tutorial to help students improve in reading/writing	Levels 1,2	Sept 11 – May 22 and summer school	\$25,000 tutoring	Principal, AP, teachers
Implement A-Z guided reading/RAZ, Lexia, FastBridge, Heggerty, IXL, to increase student literacy.	Levels 2,3	August 21 – May 22	Software, IXL, leveled books	Principal, AP, teachers
Implement explicit and systematic phonics instruction in grades K-2, Heggerty	Level 2	August 21 – May 22	\$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	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



Title I Schoolwide Plan

knowledge, Differentiation of Instruction).

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

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.

Students with Disability

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 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 2024-25 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, Reflex, DRC Beacon (3 rd /4 th), FastBridge, IXL, Recognition program	Levels 1,2	September 11 – May 22	Salary for 2 CSR teacher plus one paraprofessional	Principal, AP, teachers
Implement after school tutorial to help students improve in	Levels 1,2	Sept 11 – May 22 and summer school	\$10,000	Principal, AP, teachers



Title I Schoolwide Plan

mathematics				
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 with a focus on numbers, operations, expressions, equations, and geometry during Math night	Level 2	August 21 – May 23	\$5000	Principal, AP, teachers

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.

Park has chosen to use the House materials which are copyrighted by the Ron Clark House System and in so doing we agree to not make changes to the House colors, crests, names, animals, etc. This decision was made so that we could use his images shared on www.rcahousesystem.com. This does not mean that our House system has to be exactly like the Ron Clark Academy. We can simplify the information provided so that students at the elementary level can understand it. We are free to make our own procedures, rules, traditions, that are appropriate for Park. Creating a culture of belonging and building character and community are the main reasons to implement the House system. The goal is for students to become intrinsically motivated to meet behavioral and academic expectations and to take ownership of their actions. Over time students begin to realize what is valued by their peers. The HOUSE system is an all-inclusive program where all students have the opportunity to be acknowledged during HOUSE meetings; not just spotlighting a "student of the month."

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



Title I Schoolwide Plan

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 was structured around the use of the GO-IEP platform which was new that 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 FY25 Park ES (PES) Schoolwide/School Improvement Program. Surveys will be distributed to administrators, teachers, paraprofessionals, and tutors in Park during April/May 2025.

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 policy, agreed on by such parents, that shall describe the means for carrying out 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 policy 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 - Section 1114(2)(B) (i-iv)

- 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 local educational agency, parents, and the public, and the information contained in such plan shall be understandable and to the extent practicable, provided 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



Title I Schoolwide Plan

information was collected, analyzed and long-term goals were developed based on the input received.

Although there are no migrant students attending Park ES, 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 2024-May 2025	K- 4th grade teachers	Principal & Teachers
Professional Learning for differentiated instruction	Ongoing August 2024-May 2025	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 2024	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 2024	Principal, AP, faculty, and	Title I Director provides



Title I Schoolwide Plan

		staff	guidance to Principal and Principal trains staff
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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: <ul style="list-style-type: none"> o School-Family Compact o School PFEP o District PFEP 	Aug -Oct 2024	Principal , PFEC	10/14/24	
School-Family Compact Discussion: <ul style="list-style-type: none"> o Parent-Teacher Conference (elementary) o Ongoing discussion (middle/high school) 	Aug – Oct 2024	Principal, PFEC, teachers, parents	12/09/24	
Annual Title I Parent Meeting: <ul style="list-style-type: none"> o Meeting held o Documents posted on school website 	Sept 2024	Principal, PFEC	9/30/24	
Building Parent Capacity Fall: F2F or TEAMS) <i>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.</i> <ul style="list-style-type: none"> o Curriculum Workshop 1 	Aug – Sept 2024	Principal, PFEC, staff, teachers, parents	12/2/24	
Building Parent Capacity Fall: <ul style="list-style-type: none"> o Curriculum Workshop 2 	Aug – Sept 2024	Principal, PFEC, staff, teachers, parents	12/2/24	
Building Parent Capacity Fall: <ul style="list-style-type: none"> o Technology/Copyright Piracy Workshop 	Aug – Sept 2024	Principal, PFEC, staff, teachers, parents	12/2/24	
Building Parent Capacity Fall: <ul style="list-style-type: none"> o EL Parent Workshop (if applicable) 	Aug – Sept 2024	Principal, PFEC, staff, teachers, parents	12/2/24	
Building Parent Capacity Continuous Communications (Fall) <ul style="list-style-type: none"> o Continuous Communication 1 o Continuous Communication 2 o Continuous Communication 3 	Aug – Sept 2024	Principal, PFEC, staff, teachers, parents	12/16/24	



Title I Schoolwide Plan

Building Staff Capacity (Fall):	August 2024	Principal, PFEC, staff, teachers, parents	12/2/24	
Building Staff Capacity Continuous Communications (Fall): <ul style="list-style-type: none"> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 	August 2024	Principal, PFEC, staff, teachers, parents	12/16/24	
Fall October Data Dig: <ul style="list-style-type: none"> PLC to review Dashboard Data 	October 2024	Principal, PFEC, staff, teachers, parents	10/28/24	
Fall December Data Dig: <ul style="list-style-type: none"> PLC to review Dashboard Data 	December 2024	Principal, PFEC, staff, teachers, parents	12/16/24	
Building Staff Capacity (Spring):	March 2025	Principal, PFEC, staff, teachers, parents	3/18/25	
Building Parent Capacity Spring: <ul style="list-style-type: none"> Curriculum Workshop 3 	March 2025	Principal, PFEC, staff, teachers, parents	3/24/25	
Building Parent Capacity Spring: <ul style="list-style-type: none"> Assessment Workshop 	March 2025	Principal, PFEC, staff, teachers, parents	3/24/25	
Building Parent Capacity Spring: <ul style="list-style-type: none"> Transition Meeting 	Mar – April 2025	Principal, PFEC, staff, teachers, parents	5/14/25	
Building Staff Capacity Continuous Communications (Spring): <ul style="list-style-type: none"> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 	March – April 2025	Principal, PFEC, staff, teachers, parents	5/14/25	
Building Parent Capacity Continuous Communications (Spring) <ul style="list-style-type: none"> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3 	Mar – April 2025	Principal, PFEC, staff, teachers, parents	5/14/25	
Spring March Data Dig <ul style="list-style-type: none"> PLC to review Dashboard data 	March 2025	Principal, PFEC, staff, teachers, parents	3/24/25	
Spring May Data Dig <ul style="list-style-type: none"> PLC to review Dashboard data 	May 2025	Principal, PFEC, staff, teachers, parents	5/14/25	
Input Meeting (s) FY23: <ul style="list-style-type: none"> Staff Parents/Families Students 	Mar – April 2025	Principal, PFEC, staff, teachers, parents	3/24/25	