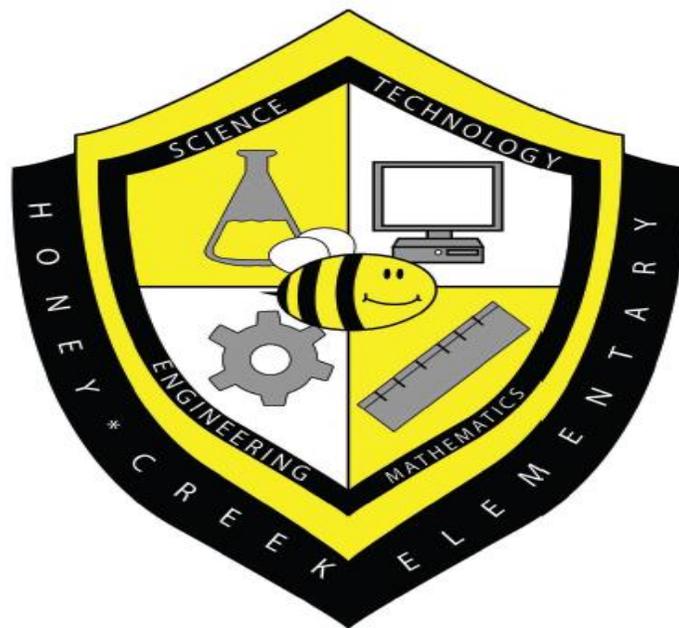


Honey Creek Elementary School Title I Plan 2016-2017



Origination: 2009
Revision: 05/3/2016

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**School Wide Title I Plan
Honey Creek Elementary**

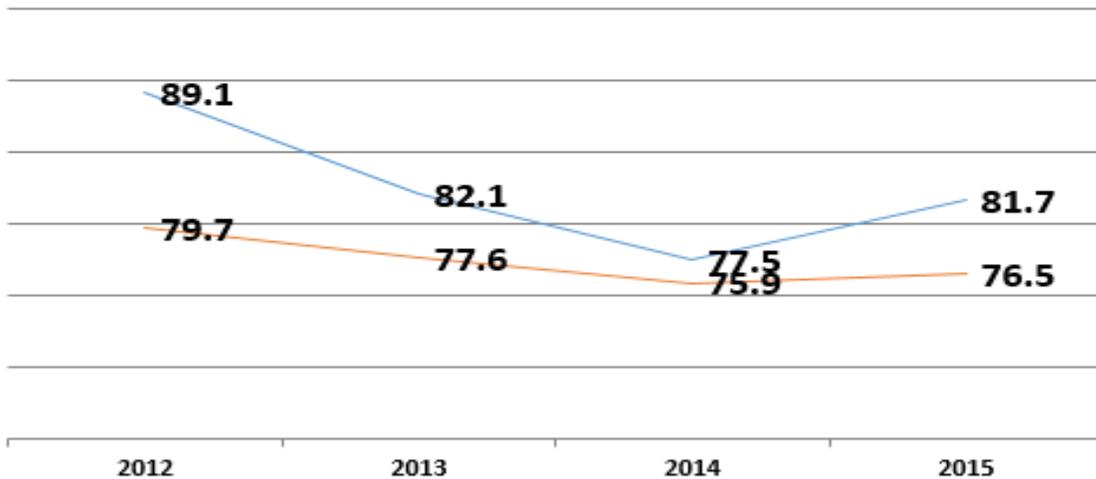
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Modified: 5/3/16

1. Comprehensive Needs Assessment

Honey Creek Elementary continues to be eligible for Title I school-wide services. The Honey Creek Elementary faculty has met as a Leadership Team, a Strategic Planning Team, a School Council, as grade level teams, and as a faculty to review and discuss options for the best possible service for our students. After carefully evaluating our school programs, standardized test scores, demographic information, student enrollment and withdrawal trends, the increased need for school-wide reform strategies, teacher observations and students' classroom performance, and our parent needs survey, it has been determined that a more comprehensive instructional plan is needed in order to meet the needs of the student population so that each student will meet typical/high growth during the 2016-2017 school year.

CCRPI – Total Score

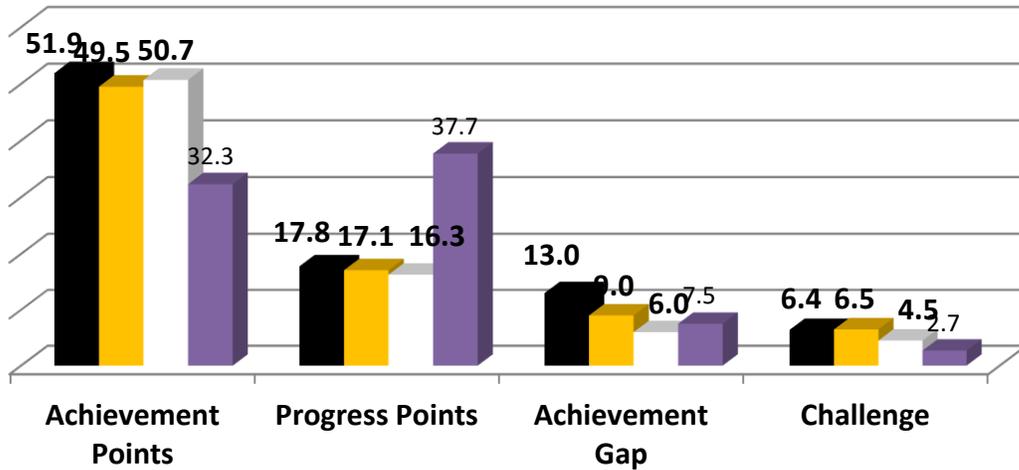


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Blue Trend Line – Honey Creek Elementary
Yellow Trend Line - RCPS

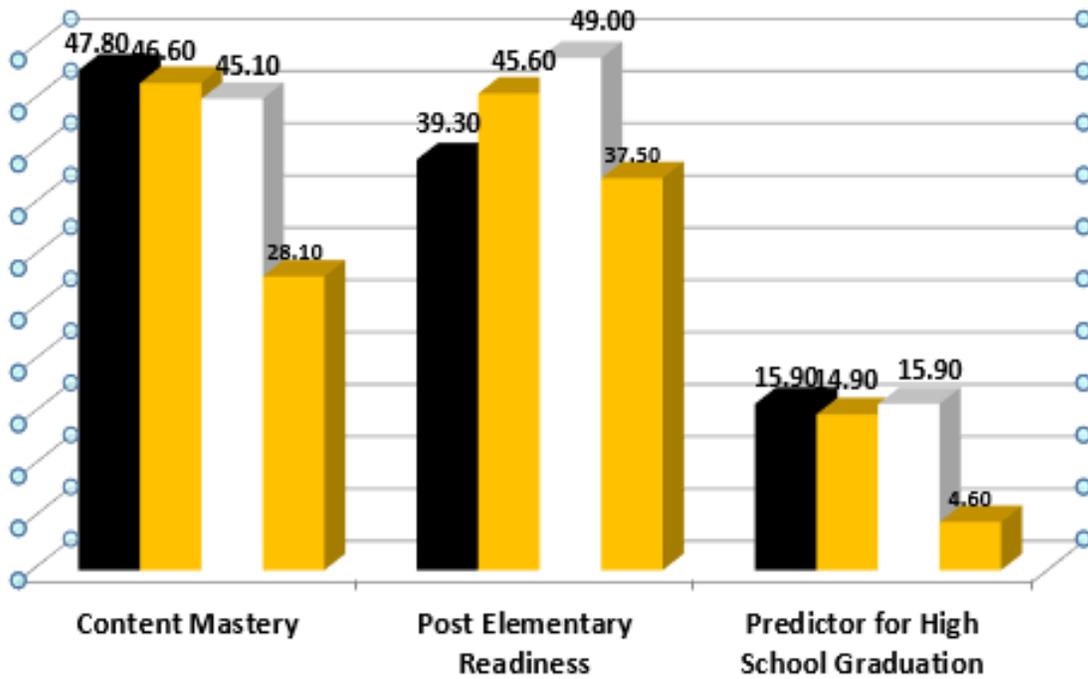
CCRPI – Categories

■ 2012 ■ 2013 ■ 2014 ■ 2015

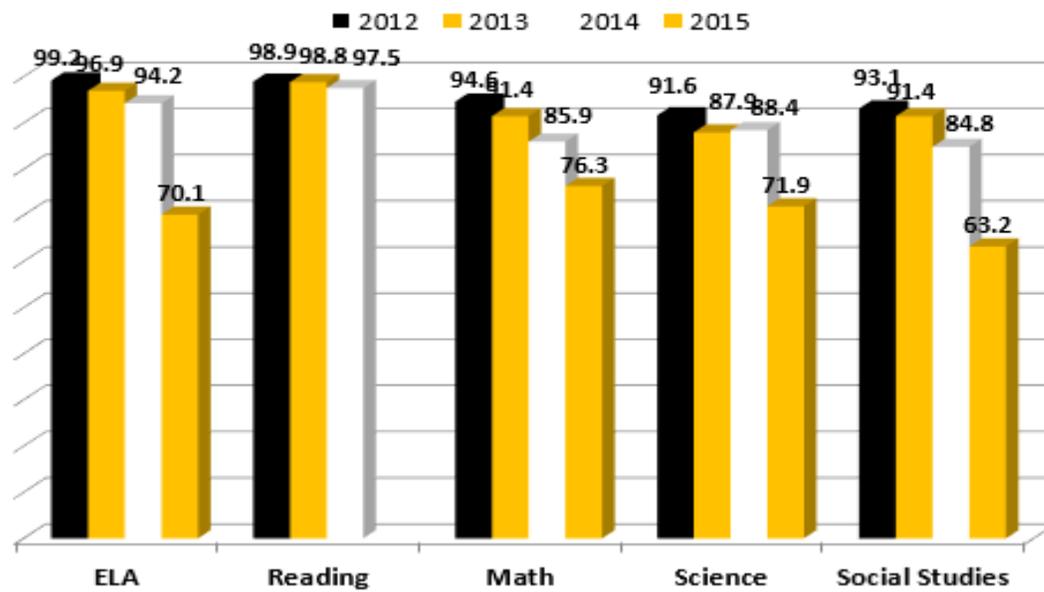


Achievement Points - CCRPI

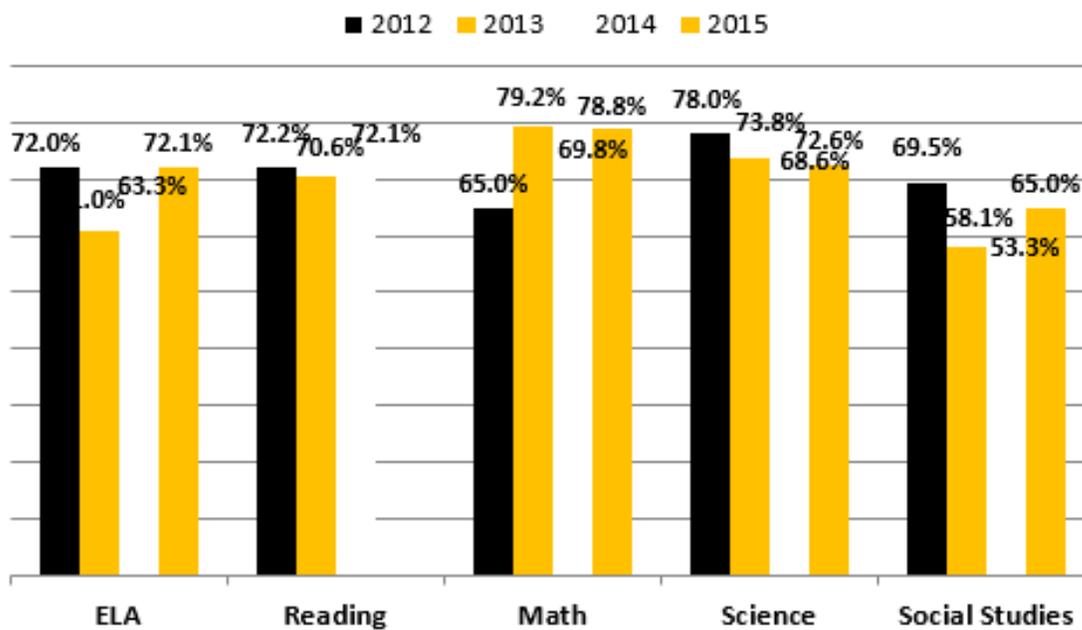
■ 2012 ■ 2013 ■ 2014 ■ 2015

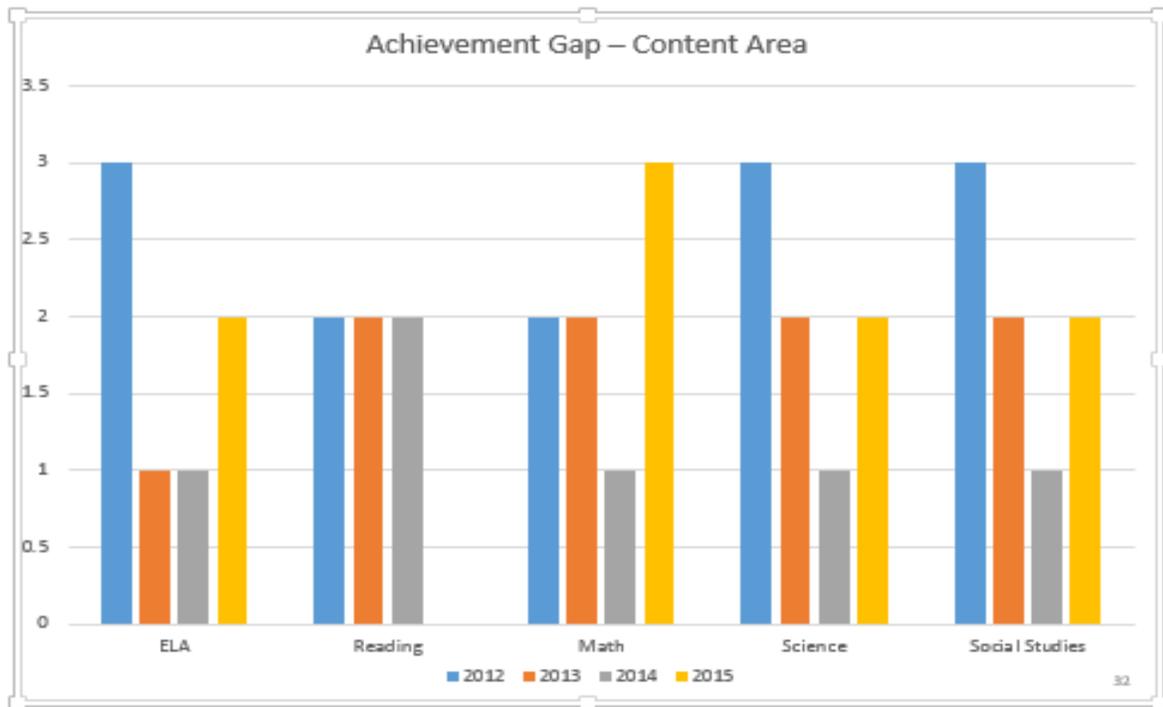


Content Mastery - CCRPI



Progress Points – CCRPI Meeting Typical/High Growth





Based on the needs identified in the data above, our school-wide plan is written for all students to:

- Reduce class sizes as much as possible to meet the needs of students from various backgrounds including those qualifying for free and/or reduced lunch and those qualifying for special services.
 - Service Enrollment for 2015 – 2016:
 - RTI Tier 2 – 69
 - RTI Tier 3 – 118
 - 504 - 17
 - EIP – 132
 - ESOL - 0
 - Special Education – 61
 - Gifted Education – 78
 - Free/Reduced Lunch - 366
 - Retained Students - 23
- Foster greater involvement of parents in the education of their children, especially among those who are most at risk for failure.
- Increase professional development that provides teachers and staff the abilities to meet the needs of individual students.

- Improve the academic performance of all students in Reading, English Language Arts, Writing, Math, Science, and Social Studies.
- Relate learning to real world applications through interdisciplinary curriculum with a Science, Technology, Engineering, and Math (STEM) focus.
- Continue to bring about improvement in student behavior and improve resilience.

As a result of the needs assessment and implementation of our school-wide Title I plan, the benefits to the students, staff, parents and community of Honey Creek Elementary will include:

- An increase in collaboration among teachers, staff members and parents to improve student achievement.
- A reduction in class size due to the availability of all human resources.
- An increase in parent involvement as all students will receive the benefits of the Title I services.
- An increase in participation by the faculty and staff in professional learning activities.
- An increase in the disaggregation of student data which will result in a more comprehensive instructional plan.

Strategies:

1. We will customize learning opportunities for all students.
2. We will provide rigor to all students regardless of their ability level or exceptionality.
3. We will foster a safe and nurturing environment that maximizes family and community alliances.
4. We will maximize student, teacher and staff capacities to actively shape their own future.

Beliefs:

We believe that:

- Family and community are the most important factors in the development of the individual
- A safe and orderly environment is essential to teaching and learning
- Education is the most important asset in maximizing the opportunities of an individual and community
- Every person deserves a voice and is worthy of respect
- All human beings have the capacity to learn
- Every person deserves the opportunity to succeed
- Each person is responsible for his or her own actions
- Faith gives meaning and purpose to life
- Students are at the core of all educational decision-making
- Diversity strengthens our community

The Honey Creek Elementary Title I School-wide plan has been created with consideration given to the Strategic Plan, the most recent School Improvement Plan, the Professional Learning Plan and the current AdvancED self-evaluation. This plan was developed by staff, parents, and community members in collaboration with system level administrators to ensure that the local plan for improvement is aligned to system goals and benchmarks. Honey Creek Elementary worked with central office staff in the departments of Curriculum and Instruction, Teaching and Learning, and Professional Learning to compile data. The staff feels that the comprehensive strategic/school improvement plan developed will allow the school to take a proactive approach to making significant progress in student achievement and meeting new Title I guidelines. Thought has also been given to all staff members having access to the resources and materials provided by Title I funds to assist all students. Dialogue between all stakeholders will continue to take place as we work to meet the needs of all students.

2. Scientifically Research Based School-wide Reform Strategies

a. **Opportunities for all children in the school to meet/exceed Georgia's proficient and advanced levels of student performance**

Honey Creek Elementary has always provided its students with a comprehensive school program that accelerates learning in a caring, safe environment. The challenges of meeting the needs of a diverse student body, the need for more parent involvement, and the need for the improvement of instruction thereby yielding improved test scores are areas of focus each day.

The school plans to continue programs that are effective and add new programs and incentives that will encourage and accelerate students' learning. Some of the present programs include:

- Accelerated Reader
- Mentoring programs for identified students
- CHAMPS (Choosing Healthy Activities and Methods Promoting Safety)
- Student Council
- School Council
- Honors Day Program
- Garden Club
- Helen Ruffin Reading Bowl
- Safety Patrols
- Spelling Bee
- Technology Fair and Showcase
- Young Georgia Author's Writing Competition
- Robotics
- Science Olympiad
- Chess Club

- Practical Engineering Solutions: Honey Process
- Math Masters
- Math 24 Challenge

Shared leadership, consisting of representation of staff, parents, and community members, analyzed the findings and developed a cohesive educational program to benefit every individual student. This leadership simultaneously examined the district’s strategic plan, as well as the Georgia curricula to ensure that the goals and benchmarks established would be consistent with the goals and objectives of the system and state. Results and discussion of the findings of the comprehensive needs assessment are outlined in the following paragraphs.

The staff serves approximately 600 students. In addition to regular education classrooms, Honey Creek houses Special Needs Self-Contained special education classrooms.

Student Enrollment 2014 -2015

2012-2013	2013 – 2014	2014-2015	2015-2016
546	557	559	611

For the past several years, over 50% of Honey Creek students have received free or reduced lunch. These percentages meet Title I’s guidelines for becoming a school-wide Title I school.

Percent of Students on Free/Reduced Lunch 2014-2015

2012-2013	2013 – 2014	2014 - 2015	2015-2016
63%	60%	50%	59%

The predominant ethnic populations at Honey Creek Elementary School are African American and White/Non-Hispanic. While the Hispanic population in Rockdale County has grown over the past several years, the Hispanic population of Honey Creek is 7%. This low percentage is partially due to the fact that many of the Hispanic students in the area attend other schools in the system that house ESOL programs.

Ethnic Background of Students

Ethnicity	2011-2012	2012-2013	2013 - 2014	2014- 2015	2015- 2016
Native American	0%	0%	2%	1%	0%
Hispanic	7%	7%	7%	7%	7%
Asian/Pacific Islander	2%	2%	1%	2%	2%
African-American	52%	52%	63%	63%	64%
White/Non-Hispanic	34%	34%	22%	22%	23%
Multi Racial	5%	5%	6%	6%	5%

Students in 3rd-5th grades are administered the Georgia Milestones Competency Test in the spring of each school year. Third-fifth grade students' performance in reading/language arts, mathematics, science and social studies is used to determine the College and Career Ready Performance Index.

Although Honey Creek staff and students have experienced academic successes, a comprehensive needs assessment revealed several areas that must be addressed. At the beginning and end of the school year, the faculty of Honey Creek met to analyze the 4 year CCRPI trend data. Data collected indicated that Honey Creek students performed higher than students at the district and state levels. Through further analysis of school level performances, weak areas were numbers and operations and measurement and data in math, comprehension in reading and grammar in ELA. Utilizing *SchoolNet Assess*, teachers identified standards not mastered by individual students and then developed intervention strategies and established timelines for reassessing students. District benchmarks were administered quarterly to assess mastery of standards.

Constructed and extended writing responses are now a part of the Georgia Milestones End of Grade Assessments in the content areas of reading/language arts and mathematics to assess to student's writing skills.

A professional learning community was created for writing. The members of the writing committee conducted research, set goals, and designed action plans. Dates for mock writings for students in first through five grades were scheduled. Each mock writing practice focused on a different genre of writing: narrative, persuasive, or story critic. Writing portfolios were created for each student and writing samples were collected. Through a common goal, a new action plan, and intense writing instruction, students' writing skills will improve.

b. Based upon effective means of raising student achievement

Action plans and timelines were developed for each strategic plan tactic. In addition, committees were assigned tactics to supervise and monitor progress throughout the course of the school year. A school improvement plan was derived directly from the strategic plan with its complete emphasis on academic achievement. Title I, staff development, and PPA monies were allocated based on the strategic/school improvement plan.

Our goals and activities are aligned to the district's strategic goals of increasing student achievement, effective and efficient use of resources, and stakeholder satisfaction. In addition, the goals and activities are aligned with the AdvancED Accreditation Process. Specific goals this year include academic achievement, quality instruction, and parental involvement. The staff continues to examine the effectiveness of each program and initiative.

Teachers will meet weekly to analyze test data: Georgia Milestones EOG, Summative Assessments, county benchmarks, pretests/posttests, mid-quarter checkpoints, Star Math, Star Reading, Acheive3000 and weekly common assessments; identify strengths and weaknesses; create an instructional plan of action; and implement research-based instructional strategies in the classroom. Student success in reading and math will be documented using county benchmarks, mastery checklists, progress reports, report cards, ITBS results for 3rd grade, performance-based assessments, and weekly assessments. All Honey Creek Elementary students will participate in curricular activities to master the state curriculum standards as set by the state of Georgia.

Since research shows that students learn best in a safe and well-disciplined school environment where students accept and respect the differences of others, Honey Creek utilizes a school-wide discipline plan that includes consistent expectations, rewards, and consequences. Expectations were modeled by the staff through an "Expectations Assembly". To support the school-wide and classroom discipline plan, a paraprofessional maintains the Opportunity Room for students who require in-school suspension.

Honey Creek focuses on honoring positive character traits. At a minimum, character education is taught at least 40 minutes each week by the classroom teacher or the guidance counselor. In addition, students are reminded of positive character traits daily through Bee TV. Students demonstrating good character are honored monthly in the Student of the Month Program. Classroom incentives through our PBIS initiative such as the "Boarding Pass Classroom Competition" are used to praise students for positive behavior. In addition, a Positive Behavior Referral program has been established for teachers to refer students to the administration for displaying good citizenship and making good choices.

Our counseling program, led by Counselor Tanya Hunt, recently received national recognition. In July 2010, Honey Creek received RAMP designation from ASCA (American

School Counselor Association). This award recognizes schools that are “committed to delivering a comprehensive, data-driven school counseling program and an exemplary educational environment”.

c. Effective instructional methods that increase the quality and amount of learning time

As a result of data analysis and identification of weaknesses in the areas of reading comprehension, phonics, decoding skills and writing utilizing a variety of genres, administration and teachers implemented a framework of instruction, utilizing Lucy Calkin’s writer’s workshop and the Reading Wonders reading series, adopted by the Rockdale County School System. In addition, students in grades kindergarten through second will receive additional resources to enable them to provide additional instruction to students in the area of phonics. Kindergarten through third grade teachers will use Saxon Phonics as a resource for phonics instruction. Second and third grade will use Saxon as an intervention phonics resource. With these materials, teachers will be able to provide intervention instruction in areas such as phonemic awareness, phonics, comprehension, and vocabulary. To supplement instruction, teachers use recommended internet sites such as Brainpop, Brainpop Jr., and Learning Village. They also use curriculum software such as Study Island, Achieve3000, SumDog, MobyMax, USA TestPrep, and Accelerated Reader. Equally important for reading instruction are the flexible groups and grade-level skill-based rotations. In addition, identified low-performing students receive supplemental reading instruction in EIP groups. Each grade level includes an enrichment and intervention block of instruction within the master schedule to target individual student’s standards of focus. Gifted and identified high achieving students attend supplemental weekly classes for enrichment off-site. Gifted students in grades 3 – 5 receive additional on-site support daily through varied class structures.

Reading incentive programs are encouraged. For their accomplishments in the Accelerated Reader program throughout the year, students are awarded incentives such as parties, bookmarks and coupons. Other special programs used are Six Flags Reading, Book-It, and the Read Across America Program. To ensure that reading comprehension continues to make gains, the Honey Creek staff constantly monitors the progress of the students through story comprehension assessments, unit reading tests, Achieve3000, STAR Reading, STAR Early Literacy, Accelerated Reader reports, Mid Quarter Tests and Rockdale County Benchmark Tests.

For math, teachers will implement the Common Core Georgia Performance Standards with a renewed commitment to the usage of performance tasks and manipulative resources. The Rockdale County Math Objectives and the Common Core Georgia Performance Standards are followed to teach and maintain math skills. To teach the objectives, the Honey Creek staff uses the components of the adopted math textbook, Singapore Math Strategies, number talks, Box Step Diagramming, numerous manipulative resources, Accelerated Math, First In

Math, Rockdale County Benchmarks, Star Math, Study Island, USA TestPrep, SumDog, MobyMax, TenMarks, Math Problem of the Week on Bee TV, and the RCPS mastery assessments.

To monitor math progress, teachers use chapter tests, mid quarter tests, benchmark assessments and performance tasks/assessments. The students identified as low performing receive supplemental instruction in math through our Math Masters program and EIP at all grade levels. Each grade level includes an enrichment and intervention block of instruction within the master schedule to target individual student's standards of focus. Identified students participate in Math 24. Gifted and identified high achieving students attend a supplemental enrichment class weekly off-site as well in the self-contained gifted classes. Gifted students in grades 3 – 5 receive additional onsite support daily through varied class structures.

Classroom instruction will follow the instructional framework as adopted by our school. Each lesson will consist of a targeted standard and element, an essential question, an opening, a work period, and a closing. To improve instructional strategies, professional learning communities were established within the school. Teachers meet on a rotating basis to plan and monitor the progress of the students. Administrators and the Digital Learning Specialist meet with grade levels to discuss standardized test scores, benchmark assessments, mastery objectives, and instructional strategies to improve the learning of the grade level objectives. Also, the EIP and special education teachers collaborate with the classroom teachers to strategize ways to improve instruction and mastery of the students involved in their programs. Monthly, vertical teams (subject area) meet to review school-wide data in their specific content area to develop plans to address identified areas of strengths and weaknesses.

Teachers use instructional strategies that accommodate various learning styles and cultures of the students. The professional learning plan includes training in reading, writing, math, science, engineering, technology, student behavior, resilience, and rigor. Ethics and child abuse training sessions are also included in the school plan.

The goal of each grade level is to master the objectives of its grade level. When the mastery is not accomplished, plans are made to re-teach students at the necessary level to accomplish the goal. Schoolnet is an Internet based program which was adopted county-wide to allow teachers to receive instant assessment results in various disaggregated forms. Students identified as EIP are heavily instructed and evaluated on the targeted EIP skills for each grade level. At-risk students are also encouraged to participate in Rockdale County's Summer Enhancement Program.

Honey Creek Elementary will continue to provide intervention tutors through certified teachers with a focus on enhancing growth in all academic areas. In addition, resources will be provided to students to use at home.

d. Address the needs of all children, particularly targeted populations, and address how needs have been met and are consistent with improvement plans approved under Educate America Act.

All at-risk students will be identified. Interventions for those students will include an early literacy camp, Rockdale Enrichment Camps, small group instruction, tutoring, mentoring, Extended Learning Time in Reading and Math, Intervention/Enrichment Periods, Summer Enhancement Program, and Early Intervention Program.

Extended Learning Time in Reading and Math

Students that do not meet standards (Performance 1) on reading and math district benchmark tests will be tutored by a highly qualified educator. These teachers will use data from the Georgia Milestones EOG, summative assessments, and district benchmark tests to develop lessons for individual students. Students are taught individually and in small groups focusing on the skills needed to improve concepts in reading and math.

Intervention/Enrichment Periods

Students in all grade levels will participate in intervention/enrichment periods. This allows students to be involved in small group instruction. Teachers will be given planning time to collaborate on lesson plans, analyze data, form small groups, and share strategies to ensure quality instruction that addresses the needs of all students.

Rockdale County Enhancement Program

Rockdale County Public Schools offer a summer enhancement program for students in grades 3 and 5 who fail to meet standards on the Georgia Milestones Assessment. The program offers intense instruction in the areas of math and reading. At the conclusion of the program students are administered the Georgia Milestones and are offered a second chance to meet or exceed the standards as assessed on the Georgia Milestones.

Technology Integration

A greater emphasis will be placed on the integration of technology to improve instruction and student achievement. Teachers will support and enhance the use of technology in the classroom through the use of the following resources;

- ACTIV Board
- Windows Laptops for each 3rd-5th Grader
- Ipad for each 2nd grader
- Ipad stations in grades K-1
- 2 3D Printers
- 2 ActivTables
- Approved educational web-sites
- Infinite Campus program
- First In Math
- Accelerated Reader

- STAR Early Literacy
- STAR Math
- STAR Reading
- Learning Village
- Study Island
- Achieve3000
- TenMarks
- Discovery Ed Science
- STAR360

Students' progress will be monitored closely through grade level teachers and the Response to Intervention Team. A plan of remediation will be created for these students, and parents will be involved in writing the goals and objectives, as well as the implementation of the plans. The RTI (Response to Intervention) Team, which consists of the RTI coordinator, assistant principal, classroom teacher, peer teacher, EIP teacher, school psychologist, special education resource teachers, and parents, meet weekly to discuss and formulate additional strategies and modifications to meet the needs of students who are showing low performance in the classroom and/or on test scores. Within the grade level, the struggling students' needs are monitored at Tier 2 of RTI.

ESOL students will receive services from an ESOL trained teacher to help accelerate their use and understanding of the English language. Supplemental resources provided by Harcourt Story Town will be utilized for additional literacy support. There will also be special education support for students within the classroom, focusing on each student's individual educational goals as well as achievement of grade level standards. Inclusion will be promoted in order to minimize students being pulled from the regular curriculum. Students with disabilities and ESOL students will be instructed within the regular classroom setting.

e. Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

Honey Creek elementary uses the Rockdale County Field Trip Request Portal System for all field trips. Prior to any field trip grade levels must get approval from the District and the Principal. All field trips are funded by contributions from students.

3. Instruction by highly qualified professional staff

Each year Honey Creek Elementary employs a highly qualified staff to meet the school's students, staff and community needs. During the 2016-2017 school year, Honey Creek

Elementary will employ fifty certified employees and twenty-five classified employees. The faculty includes a principal, an assistant principal, a counselor, a media specialist, intel, a digital learning specialist, a speech pathologist, a part-time school psychologist, a part-time RTI coordinator, and a full-time science lab teacher. The majority of the staff holds advanced degrees. A team consisting of grade level members, Leadership Team members, and administrators interview prospective candidates with intensive interview questions to assure a meshing of experiences, philosophy, and commitment to students. An interview rubric is used to gather adequate information before making hiring decisions.

The Rockdale Public School System provides a mentoring program throughout the school year for newly hired employees (TSS/Academic Coach). This program is in place at Honey Creek Elementary. Newly hired personnel are assigned a mentor, who provides individual assistance and support. Because support is critical, we extend our Teacher Support program to the first three years of teaching. Monthly teacher support specialists and teachers meet with a focus on promoting collegiality and professional learning. Teachers and paraprofessionals attend staff development sessions on curriculum, classroom management, and school and county initiatives.

Staff members are provided training for new programs which will enable them to be qualified to teach the children. Training to meet the needs of all students will be provided through grade level meetings, Professional Learning Community meetings, and school-wide professional learning meetings. Using best practices, teachers will model lessons based on CCGPS math and reading for their peers. Current initiatives include, performance task and manipulative usage in math instruction, classroom management, Response to Intervention, and technology, and CCGPS. In addition, staff members are encouraged to attend workshops offered through other programs and individuals to enhance their professional learning.

Rockdale County Public Schools follows the state of Georgia's guidelines in implementing the Teacher Keys Effectiveness System as an evaluation instrument. Instructional evaluations are administered and supervised by the school's administration. Teacher progress is monitored through the administration and Teacher Support Specialists. As a component of the Teacher Keys Effectiveness System, Rockdale County teachers will utilize teacher growth plans, facilitated by school administration. Feedback to teacher and a focus on growth are the foundational elements of this evaluation program.

- a. Strategies used to attract highly qualified teachers to high-needs schools

Strategies to attract high quality teachers to our school will be employed. Administration, as well as members of the Honey Creek Elementary Interview Team, will attend job fairs and seek the most qualified teachers.

4. Professional development for staff to enable all children in the school to meet performance standards

Professional learning activities will focus on an analysis of student assessment data, state and county initiatives, and staff needs. Programs steeped in best practices and research will be provided and will reflect our philosophy and mission statement. Training in Common Core Georgia Performance Standards (CCGPS), reading, writing, math, science, engineering, technology, student behavior, resilience, and rigor are all areas planned for professional growth during the upcoming school year. Ethics and child abuse training sessions are also planned.

Professional development sessions for Honey Creek Elementary are designed by a school committee of administrators, instructional leaders, teachers and paraprofessionals. Training is determined through the use of a staff survey, recommendations from the Leadership and Professional Learning Committees, the strategic plan, the needs assessment, data analysis, and county/state initiatives.

Honey Creek's entire staff professional development plan is devoted to the areas identified in the strategic/school improvement plan. Targeted areas include instruction, student behavior, and intervention strategies. Each staff member is afforded the required time necessary to complete training. Consultants, the sharing of conference strategies, programs that enrich the teaching of the curriculum, technology training, and training to meet the social, emotional and behavioral needs of the student body will continue to be a part of the school's professional development.

One of the specific initiatives of our school is to provide supplemental, comprehensive, and research-based phonics instruction. Kindergarten and First grade teachers will continue to utilize Saxon phonics. Second grade and third grade will work collaboratively with their team members to use the program with fidelity.

The school will devote Tuesday afternoons to focus on our targeted areas to include instruction, student behavior, technology training, and intervention strategies. We also use the expertise of county personnel to assist in providing training for staff members. Teachers have the opportunity to visit programs at other county schools to gain new strategies and techniques. Teachers are encouraged and participate on county level committees and collaborate with fellow teachers. Currently, Honey Creek Elementary teachers are implementing the vertical team approach as they work to tie curriculum across the total school program.

Data analysis will be an ongoing process to determine the needs of our students. The data will drive instructional and professional learning decisions. Through the Title I program, we will evaluate the effectiveness of instruction, strategies, and programs to serve our students and parents in the best manner possible. Stakeholder teams such as the Building Leadership Team/Strategic Planning Team and school council will participate in the assessment, evaluation, and decision making process with the school. Staff members will seek information and ideas from grade level meetings and from meetings of the support staff.

They will monitor standardized test scores as well as benchmark and mastery assessments at each grade level.

Administrators monitor instruction and ongoing achievement through frequent classroom visitations, observation of lesson, classroom assessment scores, mid quarter tests, benchmark assessments, and evaluation of standardized test scores. They will share information from the Building Leadership Team, grade level meetings, faculty meetings, RTI, and school council. Information gained is used for school improvement and professional learning planning.

5. Strategies to increase parental involvement

Specific activities that will involve parents and the community are:

- PTO
- School Council
- Parent Workshops/Quarterly Curriculum Nights
- Mentoring Programs
- Parent Resource Center
- Part time Parent Liaison
- Career Day
- STEM
- Parent Involvement Committee
- Grandparents Day

The parent resource center will enhance our attempts to include parents as members of our learning community. Parent workshops, PTO programs, a parent and community volunteer program, parent-teacher conference days, student agendas, school-home mailbags, our School Twitter account, School Messenger phone calling system, and extended-day programs will encourage parent participation in our school-wide plan.

The first step to boosting parent involvement is to improve parent communication. School Messenger, an automated message system, was purchased by Rockdale County Public Schools to provide a critical link between school and home. Through this system, Honey Creek notifies parents of student absences; parent meetings at the school; and information is provided about school programs. Although this cannot replace face-to-face meetings, personal phone calls, or email messages, it is an important facet to our other avenues of communication. Parent feedback concerning School Messenger has been very positive.

At Honey Creek, we encourage a stakeholder friendly environment. Participation by the entire community of learners which includes students, teachers, parents and community members is vital in achieving our identified goals. Recognizing the importance of parent involvement, Honey Creek will continue to expand several existing programs and incorporate several new programs to educate parents and promote a partnership between home and

school. The school will work collaboratively with the PTO to offer community programs. Honey Creek will host a series of workshops for parents and community members including topics obtained from the parent survey. The workshops will be offered free of charge and child care will be provided as needed.

Parent/teacher communication is vital to student success. Progress reports/ report cards that list the current grades in each academic subject as well as missing assignments are sent home twice a quarter. Other methods of correspondence include emails, newsletters, telephone calls, notes, conferences, and weekly folders. Our parents want to be knowledgeable of their student's progress and how they can support them at home. Student agenda books also provide an effective tool for home-school communication. Teachers record messages about homework, grades, and behavior in the agendas. In return, parents respond with comments and questions, including requests for conferences. Weekly folders are also sent home with graded papers, newsletters, and reports to the parents concerning their child's social and study skills. With that in mind, parents have the opportunity to attend Open House and quarterly curriculum nights to gain insight in the curriculum and daily instruction of students. Individual student assessment results will be provided to parents immediately following their arrival at school, and school personnel will assist parents in the interpretation of the results during fall conferences.

Curriculum Night/Title I meeting is held for each grade at the beginning of the school year, at which time an explanation of school programs for meeting student needs will be explained. Discussions will include system and school goals, as well as staff, student, and parent responsibilities. School leaders will present information that will assist parents in working with their child's social, emotional, and academic growth. These meetings will also provide an opportunity for parents to share with other parents and to participate in decisions related to the education of their children.

Meetings for parents will be offered at flexible times to allow parents the opportunity to participate in the school's programs. Alternative times will be offered in order to accommodate parents' schedules. Parents will be surveyed as to ways parent participation can be improved.

Important information will be dispersed to the parents through our Beeline newsletter. The Beeline, offered on HCE's website or as a hard copy, provides pertinent news concerning school programs, school performances, data, and annual reviews. In addition, information will be disseminated through school emails, a school-wide teacher voicemail system, an automated attendance notification system, informal communication, personal phone calls, frequent parent-teacher conferences, Infinite Campus, and the school web page.

Informational books will be made available for parents to check out from the school library. Parents will also be instructed about educational activities they can do with their children using simple materials found in the home. In addition, information about parenting classes will be offered.

Parents will receive an explanation and a copy of their child's standardized test results. At conferences, parents will also be informed of their child's progress on informal testing and classroom performances as well as the expected proficiency level. Parent-teacher conferences will be held at least twice each school year. Parents will then have an opportunity to review their child's testing information with the teacher, counselor, or administrator.

The school council provides shared school leadership. Council membership is open to elected teachers and parents, business representatives and the school principal. The school council is made aware of all aspects of the comprehensive school reform plan and is actively involved in its implementation and evaluation.

Soliciting community support remains a priority at Honey Creek. Business partners are called upon to provide mentoring, resources, and "real-world" guidance. Honey Creek will continue to expand several existing programs and incorporate several new programs to educate parents and promote a partnership between home and school. Honey Creek will utilize the expertise of agencies and community programs. During the 2015-2016 school year, Honey Creek will host a series of workshops for parents and community members including topics derived from the parent survey. The workshops will be offered free of charge and child care will be provided. Parents will be asked to attend at least two of the following workshops during the course of the school year.

Parent involvement will culminate each year in an annual celebration of recognition for their participation in school events. Staff members will demonstrate their appreciation to parents for supporting our goals for students at Honey Creek Elementary.

6. Plans for assisting preschool children in the transition from early childhood programs to Kindergarten

Honey Creek houses a Pre-Kindergarten, state funded program, which at the present time utilizes the Bright From the Start model. One full-time teacher and one full-time paraprofessional provide the instruction and support that aligns with Bright From the Start, as well as appropriately diagnosing what is necessary for these pre-kindergarten students to be successful. The teacher makes sure that the line of communication is always open between her and the parents of these children. One avenue for this to happen is the parent-teacher conference that is arranged with each parent twice during the year, once in the fall and once in the spring. All areas of instruction and development are discussed and parents are made aware of the specific progress of their child.

Each winter a variety of local day care centers, as well as church sponsored pre-school programs, contact the Assistant Principal/site based Pre-K facilitator to set up spring visits for their Pre-K/Kindergarten students. Honey Creek Elementary always welcomes these students and accompanying chaperones to tour the school, visit the classrooms, and have lunch if this

fits into their schedule. The appropriate adult is always given information regarding Kindergarten registration.

In the spring, the newly formed Kindergarten Transition Team busily prepares for the annual Kindergarten Round-Up, when students who are zoned to attend Honey Creek come in with their parents. They are given a screening by a current Kindergarten teacher in the building to help with later placement. Two to three weeks prior to Round-Up, notices are sent to all surrounding Day Care facilities, in-home Day Cares, and church sponsored Day Cares informing them of the Round-Up date and hours. Parents who attend Round-Up are also given a flyer for a Pre-K/Kindergarten Open House, which was recently instituted by the Kindergarten Transition Team to offer an opportunity for parents and students to visit Honey Creek as the only students in the building. Color coded groups were established in order to move through five rotations to include Media Center, playground, school bus, classroom, and cafeteria for refreshments.

To assist preschool children in their transitions to elementary school, Honey Creek offers a four-year pre-kindergarten class. In addition, it offers Kindergarten Round-up in the spring of the year prior to kindergarten enrollment. In July, incoming Pre-K and kindergarten students and their parents are invited to attend a week-long transition camp. Prior to the first day of school, Honey Creek invites all students and parents to Open House to become acquainted with the new school year. The school offers within the first month of school, a curriculum/Title I night to further inform the parents of the programs and Title I requirements. Parents and teachers participate in a minimum of two conferences per year. Newsletters help parents to stay well informed about the curriculum and events in the classroom. Parents are also invited to join the RTI team to offer and assist teachers in creating instruction and behavioral plans in working with students.

Parents are invited to attend Curriculum Night, scheduled within the first two weeks of school. During this evening, Pre-K/Kindergarten teachers are given yet another opportunity to interact with parents and answer any questions.

2016-2017 Parent Workshop Dates

Date	Event	Location	Time
7 /18/16-7/20/16	Pre-K/Kindercamp	HCE	8:30-11:30p.m.
7/22/16	Open House	HCE	5:00 – 7:00
8/30/16	Curriculum Night/Title I Annual Meeting (PK-5)	HCE Café	5:00 – 6:00 7:00 – 8:00

10/11/16	Technology Meeting for Parents	HCE	5:00 – 8:00
12/6/17	Math Meeting for Parents	HCE	5:00 – 8:00
2/7/17	Writing/Reading Meeting for Parents	HCE	5:00 – 8:00
3/7/17	Science Meeting for Parents	HCE	5:00 – 8:00
4/11/17	Social Studies Meeting for Parents	HCE	5:00 – 8:00
5/10/17	Transition Training for Parents	HCE	5:00 – 8:00

7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

The teachers at Honey Creek use a variety of test data to plan for instruction in order to optimize student achievement. Weekly, teachers meet in grade level teams to develop strategies to increase student performance and analyze common assessments. Quarterly data analysis meetings are also held to review county benchmark results and plan accordingly based on students’ needs. Each grade level utilizes the county generated curriculum maps to guide instruction and to target specific skills taught within the timeline set.

Strengths and weaknesses on standardized tests are and will continue to be analyzed to determine skill areas that need to be addressed during the school year. Standardized tests provide a measurement for determining if the school is meeting the instructional objectives. Other forms of measurement used to monitor student progress include: common assessments, chapter tests, performance tasks, daily work, portfolios, written assignments, individual projects, and teacher input. Teachers will administer performance based assessments that they have selected in the area of math, communication and reasoning. Informal assessments, selected by teachers, may include oral reading interpretations, observations and problem solving.

In weekly grade level team meetings, the resource teachers will meet with specific grade-level teachers to discuss the progress made by all students and the appropriate instructional strategies necessary to meet the needs of all students. The progress of all students will be continuously monitored through informal and formal assessments. These assessments will include: rubrics, portfolios, classroom observations, checklists, conferences, and content bound tests.

At the end of the school year the administration will review the results of the assessments and other improvement measures, and will share this information with parents and staff at a future meeting. The results and the feedback received will help determine the successes and concerns of the school-wide program. The information gathered at the meeting will be used to revise the plan. This review process provides another opportunity for parent involvement.

8. Coordination and integration of Federal, State, and local services and programs

The staff of Honey Creek Elementary is committed to student success. When students are experiencing difficulty, teachers respond to that need. Students are at-risk based on the following criteria:

- Academic achievement falling or remaining below academic potential
- Scoring in performance level 1 on the Georgia Milestones EOG or summative assessment in reading and/or math
- Little or no home support
- Recent dramatic life changes
- Chronic absenteeism
- IQ range is below normal range
- Demonstration of aberrant behavior patterns
- Referral to the school's RTI, guidance counselor, social worker, and/or administration

To assess the HCE school-wide plan, we will use the following to identify the successes and the weaknesses in our school plan.

Student Learning Data:

Report cards, authentic measures of performance assessed through Rubrics and contracts.

Demographics Data:

Enrollment, attendance, gender, and socio-economic status.

School Processes Data:

Assessments and assignments will be aligned to the district and state standards. Instruction will be based on scientifically based research.

Perceptions Data:

Interest inventories math and reading will be completed by students to assess perceptions and attitudes.

Surveys will be completed by parents and staff to evaluate our school wide plan.

Observations and feedback will help to identify students' successes and problems in the school wide program.

We understand the need to continue to plan for the educational needs of these struggling students, as well as for the entire student population. It is our vision to have the students who are exceeding in education to continue to be successful, and also promote academic success with the at-risk students receiving the intensive assistance from the school that will accelerate their educational success.

The school will continue to provide individual and small group instruction for struggling students using paraprofessionals, volunteers, parents and student interns. Instructional assistance is also provided through EIP, Special Education, and ESOL services. Students are recommended to the after-school tutorial program, in order to receive instruction and direct preparation for the Georgia Milestones EOG in the areas of reading and math. We will continue to plan for Acceleration Camp for rising third, fourth, and fifth graders to enhance student learning and prepare them for the upcoming school year.

Students who are at-risk are referred to Tier 2 or 3 in RTI. In the areas of difficulty, RTI members will create an intervention plan that will assist the classroom teacher in providing support to the student. Consistent monitoring of progress will be a critical part of this plan. This process follows the Pyramid of Interventions model as outlined by the state and begins at each grade level as individual teachers discuss student concerns and seek strategies from fellow teachers.

Parents, the community and the school must encourage and provide assistance to struggling learners. Our plan is to encourage all caretakers and stakeholders of the school to actively participate. This involvement includes students, parents, staff members, community members and the Rockdale County Public Schools' personnel. Staff members will maintain open communication with parents on the progress of their students, how we are serving their needs, and what additional ways the school and parents can assist. Ultimately we are all responsible for each student's achievement and success.

a. List of state and local educational agency programs and other federal programs include

The integration of these and the services listed below will help to implement our school-wide plan.

- Rockdale County Sheriff Department – implemented the CHAMPS program
- Georgia Metro RESA – provides professional development and training.
- Rockdale County Mental Health Services – facilitate counseling for parents and students.
- Special education services for those with disabilities, speech and/or language deficiencies
- ESOL for students where English is not their primary language
- Early Intervention Program for students who are at-risk in reading and/or mathematics as defined by state criteria
- Free/reduced meal program for student who qualify for free or reduced meals

b. Description of how resources from Title I and other sources are used

We plan to use our Title I allocation in the following ways:

Parent Involvement

Funds will provide a Parent Liaison who will coordinate parent involvement activities/workshops and supervise the parent resource center. The Parent Liaison will establish and maintain a stakeholder-friendly environment at our school by offering light refreshments and childcare for our parent workshops, present and distribute the Title I parent plans, Home-School Connection newsletters, Parent Workshop flyers, and create/review parent surveys.

Teacher Salaries

An additional teacher will be hired to lower class size in 5th grade. The following strategies will be more effectively implemented to enhance student growth with smaller class sizes:

- Differentiation of the instructional content, process, product, and learning environment to meet individual developmental needs
- Remediation, enrichment, and acceleration to further student understanding of the material
- Utilization of flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals
- Utilization of diagnostic, formative, and summative assessment data to inform instructional modifications for individual students
- Development of critical and creative thinking by providing activities at the appropriate level of challenge for students
- Demonstration of high learning expectations for all students

Contracted Services

Title I funds will be utilized to contract services with a Parent Liaison to improve Parent Involvement.

Paraprofessionals

Title I funds will be utilized to hire three paraprofessionals to work under the direct supervision of certified teachers in grades first, second, and third to enhance student growth by implementing strategies to:

- Maximize instructional time
- Encourage student productivity through small group instruction
- Providing academic rigor, encouraging critical and creative thinking, and pushing at-risk students to achieve goals
- Encouraging at-risk students to explore new ideas and take academic risks

c. Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990

As a Title I school, Honey Creek Elementary receives additional funds to support student achievement to help meet the diverse needs of our students who do not meet or exceed

standards. We coordinate and integrate our services and programs by hiring staff – teachers, paraprofessionals, and parent involvement resources.

9. Activities that ensure students who experience difficulty mastering standards shall be provided with effective, timely assistance:

- Collaborative planning
- Instructional support from administration, math coach, technology specialist
- Data analysis
- EIP program
- Extended day tutoring
- Enrichment clubs
- Intersessions
- RTI

a. Measures to ensure that students' difficulties are identified on a timely bases

- Collaborative planning
- Data bulletin boards/charts
- Report cards
- Academic alerts
- Conferences
- Learning nights
- Parent liaison
- Website
- Newsletters
- Class Dojo
- Remind101
- Educators Handbook

b. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties

- Classroom observations by administrators
- Professional development opportunities
- Team meetings to analyze student achievement data
- Professional Learning Communities within the school and at the district level

c. Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the students, and additional assistance available to the student at the school or in the community. Assessment results are sent home to parents and meetings are scheduled at convenient times for parents to come in and discuss results. Parents of struggling students are requested to come in for conferences to discuss in detail what can be done to help support the student. Parents are notified by letters sent home and on the

website of workshops that take place to assist students. Parents of struggling students are invited to workshops to discuss what additional assistance is available for their child.

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

Parents receive individual student test results for all required state assessments and Rockdale County Public Schools locally required tests. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, in the student folders sent home each week, or mailed to the student's home. Individual student results of the Rockdale County Public Schools Benchmark Assessments administered to students are sent home to parents/guardians. Interpretations of test results are sent with the student scores. Whenever possible, letters explaining results are translated in the home language. In an effort to assist parents in understanding student academic assessment, a translator and visual aids will be provided as needed. A team, which includes school administrators, teachers and translators, will assist in reviewing assessment data with the parents.

Examples of items communicated include, but are not limited to, the following:

- Annual CCRPI reports
- School status reports
- Assessment Conferences / Student Led Conferences
- Report cards
- Progress Reports
- Benchmark reports

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

Classroom teachers and support staff are thoroughly trained and participate in the collaborative data team process. Teachers review assessments, both summative and formative, to pinpoint specific weaknesses as a grade level. We collect pre- test data, pinpoint specific skills and areas, and collaborate on strategies and interventions to produce mastery of those skills, and then collect and analyze post test data to determine the effectiveness of the strategies. Data is tracked on each student and progress is monitored to increase success for all learners.

Disaggregation of the data collected through the administration of the assessments listed in the plan will identify the following groups: gender, socio-economic status, and students with disabilities. The data will be entered into databases and spreadsheets, which will allow manipulation and greater interpretation and analysis of the results. Increased achievement in reading comprehension and math problem solving by all students in each subgroup will indicate that the plan is effective, and that the students are making progress.

This data also assists teachers in identifying learners needing additional support. Once these students are identified, classroom teachers begin implementing interventions and strategies through RTI. Using the RTI process and framework, teachers collaborate and develop specific interventions to use, as well as receive needed support for those learner, such as Extended Day Tutoring, Early Intervention Support, and also support from support staff, such as ESOL teachers, Speech teachers, Academic Coaches, Psychologists, Counselors, Administration, etc.

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

Test results from numerous assessment pieces are analyzed each year to identify specific strengths and growth areas in student performance. This information is used to direct teaching strategies and guide instruction. Data is collected from ITBS, CogAT, Georgia Milestones EOG, STAR Math, STAR Reading, Achievement and Performance Series Test, ACCESS for ELL (English Language Learners), County Benchmark Assessments, portfolios, student writing samples, Accelerated Reader, GKAP, G-KIDS, IMI's (Individual Math Inventories), Achieve3000, EIP skills assessment, and GAA. In addition, we utilize common assessments ongoing to address individual student needs.

13. Provisions for public reporting of disaggregated data

Honey Creek understands the importance of communicating data to its stakeholders. As a result, we insure all stakeholders have access to necessary data by utilizing the following:

- Data Notebook
- Newsletters
- Parent Meetings
- School Council
- PTO
- HCE Parent University workshops
- Open House
- Main Office
- PTO Parent Resource Room
- Websites
- Electronic Sign
- School Brochure
- Community Forums
- School Messenger Phone System
- School Twitter
- Class Dojo

14. Plan developed during a one year period

The Title I School-wide plan in conjunction with our SIP, School Improvement Plan is developed, reviewed, and revised and the beginning, mid and end of each academic year or as needed by a team of teachers, administrators, and parents.

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

Our Title I School-wide Plan was developed in conjunction with our School Improvement Plan with all stakeholders in mind. Team members include:

Hillary Meeler, Principal
Christine Weaver, Kindergarten Teacher
Kathy Moore, First Grade Teacher
Jemica Brown, Second Grade Teacher
Jennifer Kenney, Third Grade Teacher
Amanda Straw, Fourth Grade Teacher
Nicole Kirby, Fifth Grade Teacher
Teresa Lofton, Parent Liaison
Glenda Mapp, EIP Teacher
Alecia Mendoza, Parent
Cynthia Shackelford, Parent
Val Mack, School Council President

16. Plan available to the LEA, parents, and the public

Our Title I School-wide Plan, Parent Involvement Plan, Parent Compact, and School Improvement Plan is available to all stakeholders upon request. In addition, our plans are available on our school's website.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language

All literature and correspondence sent home are translated locally in Spanish as requested. Other languages can be provided upon request.

18. Plan is subject to the school improvement provisions of Section 1116

This school wide plan of Honey Creek Elementary is subject to the school improvement provisions of Section 1116. Section 1116, of the Title I, Part A of the Elementary and Secondary Education Act, states that schools must provide Supplemental Educations Services and School Choice if the school did not make adequate yearly progress two years in a row. At this time, all schools in Rockdale County have made College Career Readiness Performance Index (CCRPI).

If required, Supplemental Educational Services will be offered to students to increase their academic achievement. These services may include academic assistance such as tutoring, remediation and other educational interventions, consistent with the content, curriculum and instruction used by the school district. These services will be aligned with Georgia's achievement standards.

Title I Parental Involvement Policy 2016-2017

Honey Creek Elementary

Created: May 2011

Modified: May 3, 2016

Parent participation and school involvement is an important component of the Honey Creek Elementary School Title I program. Honey Creek supports the development, implementation, and evaluation of a plan that increases parent involvement and reflects the needs of its students and families. This Title I Parental Involvement Policy was written collaboratively with parents who participate on the Title I, SACs, PTO, and School Council committees.

1. Honey Creek's Title I Parental Involvement Policy is developed jointly with HCE administration, faculty and staff, and parents. Components of the plan were comprised from Parental involvement guidelines and a school-wide climate survey, administered at the beginning and throughout the academic year. Parents of Honey Creek Elementary School are invited to a parent meeting at the beginning of the school year. The purpose of the meeting will be to:
 - Inform parents about the guidelines, purpose, goals, and expectations of the Title I program;
 - Inform parents of the components of the School-wide Title I Programs available in the school;
 - Inform parents of the school improvement or corrective action process, if applicable;
 - Inform parents of their important role in their child's success and the requirements of Title I, Part A; and
 - Present an overview of the school's curriculum and expectations regarding parental involvement.
2. The Initial Title I meeting for the academic year will be held in the beginning of the school year to inform parents of HCE's Title I status and the requirements for their school's participation under Title I, the meaning of Title I, and their rights to be an involved parent at Honey Creek. Meetings for parents will be offered at flexible times both morning and afternoon throughout the school year to allow parents the opportunity to participate in the school's programs and parental educational opportunities.
3. Various meetings will be planned throughout the school year on a monthly basis to provide numerous opportunities for parents to be involved in school activities, educational sessions and school program planning. These meetings will be held both mornings and evenings to accommodate parent schedules. With funds provided by Title I, transportation, child care, home visits as needed to prevent and eliminate any parental involvement barriers.
4. Opportunities for HCE faculty and staff, parents, and community stakeholders to actively contribute to planning, review, and improvement of programs under Title I are given on a consistent basis with each scheduled session. Parents and community stakeholders serve along with HCE faculty and staff on the school's strategic planning team and school council. These teams offer suggestions and feedback on how to provide student support, parental support, implementation of needed programs, staff development training, to increase the connection between home and school. As a part of the strategic plan the parent and community involvement

committee will focus on parental needs and empowering and encouraging parents to be involved with the school and their child's education.

5. (a). Pertinent information will be disseminated to parents about school programs, school performance data, and annual reviews. In order to keep parents informed of upcoming programs and activities, parent Information bulletin boards and information stations placed throughout the school building, school emails, Alert Now, automated attendance notification, informal communication, personal phone calls, frequent parent-teacher conferences, I-Parent, and the school web page will be used. In addition, a Spanish translation of all information will be made available on DVD, and A PTO Announcement board located in the School based PTO/ Parent Center.
 - (b) Parents will be given the chance to review the school's annual surveys and assessment results. Any testing information for the school will also be given by the school system to be published in the local newspaper and state and system websites. A copy of Honey Creek's SACS report and current test results will be available at the school for parents. Assessments results are available via the system and school website.
 - (c) Parents will be given a copy of their child's standardized test results, as well as an explanation. At conferences, teachers will inform parents about their child's progress on informal testing and classroom performance as well as the expected proficiency level. At least twice a year, parent-teacher conferences will be held. Parents will have the opportunity to review their child's testing results, RTI minutes, and testing information with a teacher, counselor, or administrator. After review of results, parents and staff will determine strategies for acceleration, remediation, and training opportunities for teachers, tutorials, academic safety nets and student support.
 - (d) System curriculum objectives, state curriculum content, various types of assessments and school goals and expectations will be explained and presented to parents during the initial Title I meeting. Parents will be given the opportunity to ask questions and make suggestions.
 - (e) Parents will be provided with varied assessments administered throughout the year, formal and informal. Specific data information will be shared with parent regarding student progress, growth, and strategies for meeting and exceeding the state standards.
 - (f) Parents will be willing to share with each other in formal and informal settings with parent education training sessions, Title I team meetings, School Council, Strategic Planning Team meetings, and PTO events.
 - (g) Parent suggestions are addressed in a timely manner by school administration and/or school committees as documented in meeting minutes and reports. Suggestions, whether oral or written will be reviewed, discussed by school administration, the Building Leadership Team, the Title I team, and the School Council.
 - (h) Any unsatisfactory comments regarding the school wide plan will be attached to the document and submitted to the LEA.
6. (a) The national Common Core Curriculum Initiative and system curriculum objectives and state GPS curriculum content will be presented and explained to each parent at a Curriculum Night meeting held at the beginning of the school year. The process of moving standards from local to state to a national common curriculum will be discussed. Parents will be given an opportunity to ask questions and share suggestions and concerns about Standard Based instruction. Access to the

Georgia Department of Education was demonstrated and links to curriculum information is shared with parents at this time.

(b) Through our parent education program entitled HCE Parent University we will offer parent sessions in all academic areas of support. Sessions will be offered for parents in understanding state standards and curriculum and test and data interpretation, as well as understanding the standards based report card and grading system. Parent Conferences and communication offer further assistance with understanding data, measurement tools, and student performance levels.

(c) Honey Creek Elementary has made Adequate Yearly Progress for 8 consecutive years and is not on the needs improvement list. Based on the College and Career Readiness Performance Index which replaces AYP, Honey Creek received a score of 94 and was also named a Title 1 Reward School based on Student Academic Performance.

(d) The School Wide Title I Plan and Title I Involvement Policy is made available to the public via the RCPS and Honey Creek website. A copy of the plan is also available in the school office as well as the PTO and Parent Resource room located in the media center. Parents may request copies of the plan in the school office. Administration, Faculty, and Title I Team members will be available to interpret or answer any questions regarding the plan as needed.

(e) Honey Creek Elementary is a school wide Title I school. The Targeted Assistance status does not apply.

(f) Various types of state and local assessments will be used to measure student progress and the proficiency levels students are expected to meet. This information will be shared with parents during the initial Title I meeting and Curriculum Night. Further assistance will be given to parents during parent-teacher conferences. Letters will be sent home to parents regarding upcoming assessments to be administered and interpretation of assessment results.

(g) Requirements of Title I, Part A will be provided to parents through the Honey Creek Elementary Parent Student Handbook. These requirements will be reviewed during the Title I meeting and Curriculum Night

(h) Methods used to demonstrate what children have learned and academic expectations of the next grade will be shared with parents. Each student will have a progress portfolio with required information including skill checklists, formative and summative results, progress reports, end of level and curriculum guide checklists, tests, and content performance. Through Parent and Teacher conferences, RTI/ and Student Support Team meetings parents and teachers will determine and monitor student progress and participate in educational decision making regarding the student.

(i) Parents will have many opportunities to participate on county and school level committees and forums. Suggestions and feedback is available to the school from parents via surveys, suggestion boxes, or oral and written communication with the school and administration, Parents will be able to attend local and county forums. System leadership will be available to parents to provide updates on system progress as well as address any questions or issues.

7. (a) Six educational based workshops will be provided for parents during the school year. Topics for the workshops were based on student and parent needs. Parent needs will be determined based on the School wide Title I survey given at the onset of the academic year. Session training will include strategies for reinforcing literacy skills, math skills, technology use and other resources to be used in the home environment.

- (b) The school counselor, teachers, and parent liaison will provide parenting skills to parents. Instructional resources and materials on parenting will be available for check-out to parents through the school based parent resource center located in the media center. HCE Parent University educational sessions and home visits will extend the Title I program to the home.
8. Parents will be informed at all Title I meetings and educational sessions of community resources available to assist them with their child's education. The Partners in Education sponsors and the PTO will provide parents with assistance as needed. The school staff will provide academic assistance to those students in need through tutorials and after-school programs. Staff development in the areas of working with parents to encourage student achievement will be provided. The Parent to Parent Program will offer assistance to parents as staff members will seek appropriate paths to obtain information regarding parents in need. SchoolMessenger, automated attendance notification, informal communication, personal phone calls, frequent parent-teacher conferences, Infinite Campus, and the school web page will be used.
 9. The Kindergarten Transition team will work with area daycare programs to provide additional resources and services to parents. Parents will attend a parent educational session while students attend the annual Kinder-Camp initiative prior to the beginning of school. Supplies for assisting parents with their child's transition to school will be provided.
 10. Area businesses, community members, and Partners in Education sponsors will be invited to participate in school events and provide parents with information regarding available resources. Opportunities for this community connection will also be provided through the HCE Parent University educational program. Sponsors also will support PTO events and participate as an active member of the HCE parent University instructional component.
 11. The Parent Resource Center will be available to encourage parent participation in the classroom as well as classroom visitation. Information will be shared with parents during these visits on how to reinforce academic skills at home. Parents will be encouraged to volunteer in classrooms when needed. Parents can be emailed when a need exists. Flexible volunteer times will be offered to promote participation. The School Wide Title I Policy Plan and Title I Parent Involvement Policy is also available in the school office as well as the PTO and Parent Resource room located in the media center. Parents may request copies of the plan in the school office. Administration, Faculty, and Title I Team members will be available to interpret or answer any questions regarding the plan as needed. The Parent Resource Center will contain materials available on topics such as parenting, child development, behavioral and social development and skills, academics, academic support, and assessments and data interpretation
 12. With the help of parents, a school parent compact plan will be created that outlines how parents, the school staff, and students will share the responsibility for improved student achievement as well as the means by which the school and parents will build a partnership to help children achieve the state's high standards. The Annual School wide Title I surveys and the surveys conducted during the HCE Parent University informational sessions will serve as a measuring tool for the assessment of the Title I program, resources, and plan. Title I Team, parents, and community stakeholders will play an integral role and serve on planning teams and committees. They will have the opportunity to suggest topics for educational training and resources for the parent resource center. Parents will be offered the opportunity to offer suggestions for enhancing and improving the current programs.

13. All meetings, notifications, instructional materials and other pertinent information will be presented in a language easily understood by the parents. Oral explanations will be given when necessary. All parents will be encouraged to provide e-mail addresses as part of their student information so that messages may quickly be sent to all participants. Alert Now will send out messages to all families, and teachers will also make personal calls.
14. Parents will receive information describing ways the home and the family can become responsible for supporting their child's learning. Information will be provided through parent workshops, parent-teacher conferences, and Response to Intervention meetings in ways that the school can support parents as needed.
15. Parent suggestions will be included in planning professional learning for administration, faculty, and staff. Efforts will be made to establish a sound communication partnership between school and home which strengthens student achievement and community relationship. HoneyCreek needs your help in planning programs and services that will serve you and your children. All parents of children receiving Title I services have the opportunity to provide input into how the required 1% set aside Title I and parent Involvement Funds will be budgeted. Please contact the school regarding suggestions.
16. As a part of the school Strategic Plan, a Parent to Parent team will be formed with staff members and parents. This team will formulate ways to engage new parents into becoming involved in school programs and activities. Plans will include informal parent forums, home and social visits, and an informational video about the school.
17. Honey Creek Elementary will continue to work with parents and the community on Best Practices for involving parents in the mission of our school. Research on model approaches will be implemented to encourage and empower parents to be involved in the daily routine and school activities.

2016-2017 Parent Workshop Dates

Date	Event	Location	Time
7 /18/16-7/20/16	Pre-K/Kindercamp	HCE	8:30-11:30p.m.
7/22/16	Open House	HCE	5:00 – 7:00
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12/6/17	Math Meeting for Parents	HCE	5:00 – 8:00
2/7/17	Writing/Reading Meeting for Parents	HCE	5:00 – 8:00
3/7/17	Science Meeting for Parents	HCE	5:00 – 8:00

4/11/17	Social Studies Meeting for Parents	HCE	5:00 – 8:00
5/10/17	Transition Training for Parents	HCE	5:00 – 8:00

