

Parkside Elementary School

2018-2019

District Vision: Fostering Hope and Engagement

Parkside Mission: “We will provide a culture that encourages all students to reach their potential and to become responsible, productive citizens.”

School Improvement Goals

Goal #1: Our three-year average for students that are not chronically absent was 82.3%. The attendance for the 2018-2019 school year will exceed the three-year average to at least 86.3%. (Chronically absent students attend school less than or equal to 90% of the school year.)

Specific Strategies	Evidence of Success	Who is Responsible	Target Dates
1. Raise student awareness <ul style="list-style-type: none"> • First Grade-attendance flags; monthly pizza • Second Grade-monthly pizza party • Third Grade-daily and weekly incentives; trimester pizza party • Fourth Grade- daily and weekly incentives; trimester movie party • Fifth Grade-prizes monthly • 2:10 p.m. announcement for 100% attendance per room and attendance messaging • Morning Mr. Lewis message re: attendance • “Glad You Are Here” tardy slips • Recognition assemblies 	Documented increase in student attendance based on the not chronically absent student report.	Instructional staff K-5 Parents Students Office staff Principal	Sept. 2018-June 2019
2. System to support parents/students <ul style="list-style-type: none"> • Attendance Matters updates to classroom teachers • Classroom teachers will make contact with families • Student of the Month • Review and document in Power School non-regular attenders during IPM meetings, data review meetings, and Universal Screening meetings by grade level teams • A2A Program • Family support • Office TV display 	Increase in student attendance using On-Track and Attendance Matters data, tracking calls in Intervention screen in Power School, attendance IPMs, parent/teacher communication	Instructional staff K-5 Parents Students Literacy Specialist Behavior Intervention Specialist (B.I.S.) Office Manager Principal	Sept. 2018-June 2019

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Goal #2: Our three-year average for combined major and minor behavior incidents is 2,885. Behavior incidents for the 2018-2019 school year will decrease 10% to 2,597 incidents or fewer.

Specific Strategies	Evidence of Success	Who is Responsible	Target Dates
<p>Strategies to support positive behavior:</p> <ul style="list-style-type: none"> • Kindergarten-soft start of school year • First Grade-lunch dates • Second Grade-rotations to help support each other; Fun Friday • Third Grade-trimester no tracker or referrals lunch • Fifth Grade-leveling game • Special Education and Title I-weekly social and emotional professional development <p>System to support parents/students</p> <ul style="list-style-type: none"> • Core curriculum: 2nd Steps grades K-5 • Core curriculum time built into every grade level schedule • Morning Mr. Lewis announcements • CLEAR • Trauma Informed Practice (ACES) PD • Strengthen PBIS systems & Parkside Pride Tickets • Learning center • 5-point scale • Recognition Assembly 2 minutes each assembly-Corrine Brady • Parent Involvement Night • District calibration of writing trackers and referrals • Student of the Month • Consistent citizenship home activity 2nd Step Home Connections • Office TV display 	<p>Documented decrease in student behavior incidents.</p>	<p>Instructional staff K-5 Parents Students Office staff Principal PBIS Team Options Therapist Options Skills Trainers B.I.S. Learning Center Staff</p>	<p>Sept. 2018-June 2019</p>

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Goal #3: Our three-year average for 5th grade math outcomes on SBAC is 20.7%. We will exceed the three-year average for 5th grade math outcomes to at least 25.7% for the 2018-2019 school year.

Specific Strategies	Evidence of Success	Who is Responsible	Target Dates
<ul style="list-style-type: none"> • Piloting Ready Math program grades K-5 • Commit to Think-Share-Compare Routine (Lesson 0) • Math professional development school-wide/district-wide targeted on instructional practices • Grades 2-5 Math in Action Lessons in Ready curriculum • Use of DIBELS Math Benchmark screener and progress monitoring grades K-2 • Focus on technology for Smarter Balanced Assessment success • Collaborate with other schools to find and use effective strategies and resources to better prepare students for the SBAC • Separate math intervention time in grade level schedules • Number Talks • Parent Education/Communication of Ready Math • Consistent school-wide homework expectations • Office TV display 	<p>Increased scores on SBAC, DIBELS Math (grades K-2), and iReady diagnostic/progress monitoring</p>	<p>Instructional staff K-5 Resource Room Students Parents Literacy Specialist Principal</p>	<p>Sept. 2018-June 2019</p>

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Goal #4: Our three-year average for DIBELS 3rd grade reading composite outcomes is 69% at benchmark level. We will exceed the three-year average for 3rd grade reading outcomes to at least 75% at benchmark level for the 2018-2019 school year.

Specific Strategies	Evidence of Success	Who is Responsible	Target Dates
<ul style="list-style-type: none"> • Universal Screening and Data Review meetings to improve school-wide reading instruction • Grade level reading goals written to focus on most deficit skill support • Use of Journeys core curriculum to support most deficit reading skill(s) • Literacy Specialist support in classrooms and for Title I assistants • Professional development activities focused around improving reading instruction during professional development days • Dyslexia training for intervention and classroom teachers • Use of DIBELS Reading Benchmark screener and progress monitoring • Separate reading intervention time in grade level schedules • Parent Education/Communication of reading goals and expectations • Consistent school-wide homework expectations • Office TV display 	<p>Increased scores on DIBELS Reading</p>	<p>Instructional staff K-5 Resource Room Parents Students Literacy Specialist Principal</p>	<p>Sept. 2018-June 2019</p>