

## **Parkside Elementary School**

**2019-2020**

**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:** The three-year average for students not chronically absent (attendance greater than or equal to 90% of the school year) is 84.2%. Our goal for the 2019-2020 school year is 87%.

Specific Strategies	Evidence of Success	Who is Responsible	Target Dates
1. Raise student awareness <ul style="list-style-type: none"> <li>• Kindergarten-monthly pizza</li> <li>• First Grade-attendance flags; monthly pizza</li> <li>• Second Grade-monthly pizza party</li> <li>• Third Grade-daily and weekly incentives; monthly pizza party</li> <li>• Fourth Grade- daily and weekly incentives; trimester movie party</li> <li>• Fifth Grade-prizes monthly</li> <li>• 2:10 p.m. announcement for 100% attendance per room and attendance messaging</li> <li>• Morning Mr. Lewis message re: attendance</li> <li>• Grade level attendance posted outside of cafeteria</li> <li>• “Glad You Are Here” tardy slips</li> <li>• Recognition assemblies</li> <li>• Historical attendance reports for conferences</li> </ul>	Documented increase in student attendance based on the not chronically absent student report.	Instructional staff K-5 Parents Students Office staff Principal	Sept. 2019-June 2020
2. System to support parents/students <ul style="list-style-type: none"> <li>• Kindergarten-Parent meetings emphasizing attendance at start of school year</li> <li>• Attendance Matters updates to classroom teachers</li> <li>• Classroom teachers will make contact with families</li> <li>• Review and document in Power School non-regular attenders during IPM meetings, data review meetings, and Universal Screening meetings by grade level teams</li> <li>• A2A Program</li> <li>• Family support</li> <li>• Office TV display</li> </ul>	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. 2019-June 2020

## **Parkside Elementary School**

**Goal #2:** The three-year average of students at the intensive behavior level (16 or more major incidents) is 28. Our goal for the 2019-2020 school year is to have 25 or fewer students at the intensive behavior level.

<b>Specific Strategies</b>	<b>Evidence of Success</b>	<b>Who is Responsible</b>	<b>Target Dates</b>
<p>Strategies to support positive behavior:</p> <ul style="list-style-type: none"> <li>• Kindergarten-soft start of school year. Monthly ice cream party for no trackers/referrals</li> <li>• First Grade-lunch dates</li> <li>• Second Grade-rotations to help support each other</li> <li>• Third Grade-trimester no tracker or referrals lunch</li> <li>• Fifth Grade-leveling game</li> <li>• Special Education and Title I-weekly social &amp; emotional professional development</li> </ul> <p>System to support parents/students</p> <ul style="list-style-type: none"> <li>• Core curriculum: 2<sup>nd</sup> Steps grades K-5</li> <li>• Core curriculum time built into K-5 schedule</li> <li>• Morning Mr. Lewis announcements</li> <li>• Trauma Informed Practice (ACES) PD</li> <li>• Strengthen PBIS systems &amp; Parkside Pride Tickets</li> <li>• Learning center &amp; ASC room</li> <li>• 5-point scale</li> <li>• Recognition Assembly</li> <li>• Parent Involvement Night</li> <li>• District calibration of writing trackers and referrals</li> <li>• Student of the Month</li> <li>• Consistent citizenship home activity</li> <li>• 2<sup>nd</sup> Step Home Connections</li> <li>• Office TV display</li> <li>• Parkside Pride Tickets</li> </ul>	<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. 2019-June 2020</p>

## ***Parkside Elementary School***

**Goal #3:** The three-year average for 3<sup>rd</sup>-5<sup>th</sup> grade students meeting Math SBAC outcomes is 34.5%. Our goal for the 2019-2020 school year is to have 43% of our students grades 3-5 meet.

<b>Specific Strategies</b>	<b>Evidence of Success</b>	<b>Who is Responsible</b>	<b>Target Dates</b>
<ul style="list-style-type: none"> <li>• Ready Math program grades K-5</li> <li>• Commit to Think-Share-Compare Routine (Lesson 0)</li> <li>• Math professional development school-wide/district-wide targeted on instructional practices</li> <li>• Grades 2-5 Math in Action Lessons in Ready curriculum</li> <li>• Collaborate with other schools to find and use effective strategies and resources to better prepare students for the SBAC</li> <li>• Separate math intervention time in grade level schedules</li> <li>• Number Talks</li> <li>• Parent Education/Communication of Ready Math</li> <li>• Consistent school-wide homework expectations</li> <li>• Office TV display</li> </ul>	<p>Increased scores on SBAC, Acadience 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. 2019-June 2020</p>

## ***Parkside Elementary School***

**Goal #4:** The three-year average for Acadience K- 3<sup>rd</sup> grade reading composite is 69.8% at or above benchmark level. Our goal for the 2019-2020 school year is 72% of our K-3 students performing at or above benchmark level.

<b>Specific Strategies</b>	<b>Evidence of Success</b>	<b>Who is Responsible</b>	<b>Target Dates</b>
<ul style="list-style-type: none"> <li>• Kindergarten-Haggerty Lessons daily</li> <li>• Universal Screening and Data Review meetings to improve school-wide reading instruction</li> <li>• Grade level reading goals written to focus on most deficit skill support</li> <li>• Use of Journeys core curriculum to support most deficit reading skill(s)</li> <li>• Literacy Specialist support in classrooms and for Title I assistants</li> <li>• Professional development activities focused around improving reading instruction during professional development days</li> <li>• Dyslexia training for intervention and classroom teachers</li> <li>• Use of Acadience Reading Benchmark screener and progress monitoring</li> <li>• Separate reading intervention time in grade level schedules</li> <li>• Parent Education/Communication of reading goals and expectations</li> <li>• Consistent school-wide homework expectations</li> <li>• Office TV display</li> </ul>	<p>Increased scores on Acadience Reading</p>	<p>Instructional staff K-5 Resource Room Parents Students Literacy Specialist Principal</p>	<p>Sept. 2019-June 2020</p>