

## ***Parkside Elementary School***

**2023-2024**

### **District Vision: Fostering Hope and Engagement**

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

### **School Improvement Goals**

**Goal #1:** During the 22-23 School Year 72% of the students were not chronically absent (attendance greater than or equal to 90% of the school year). Our goal for the 23-24 school year is 75%.

Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
<ul style="list-style-type: none"> <li>Teachers implement class rewards</li> <li>Morning Announcements re: attendance</li> <li>Grade level attendance posted outside of cafeteria</li> <li>Amazing attendance posted in the hall (90%+)</li> <li>“Glad You Are Here” tardy slips</li> <li>Parkside rescue team/pick up student who miss bus</li> <li>Parent meetings emphasizing attendance at start of school year</li> <li>Attendance initiative in the fall</li> <li>Attendance Matters updates to classroom teachers</li> <li>Classroom teachers will make contact with families</li> <li>Review and document in PowerSchool non-regular attenders during IPM meetings, data review meetings, and Universal Screening meetings by grade level teams</li> <li>A2A Program</li> <li>Historical attendance reports for conferences</li> <li>Notify parents about absences via ParentSquare</li> <li>Reader Board messages</li> <li>Punch cards as incentives for chronically absent or tardy students and parents</li> </ul>	<ul style="list-style-type: none"> <li>S</li> <li>S,C</li> <li>C</li> <li>S,C</li> <li>S,C</li> <li>L,S,C</li> <li>S,C</li> <li></li> <li>S</li> <li>C,S</li> <li>S,C,L</li> <li>S,L</li> <li></li> <li></li> <li></li> <li></li> <li>S</li> <li>S</li> <li>C,S</li> <li></li> <li>S</li> <li>S,C</li> <li></li> </ul>	<p>Documented increase in student attendance based on the not chronically absent student report.</p> <p>Increase in student attendance using On-Track and Attendance Matters data, tracking calls in Intervention screen in Power School, attendance IPMs, parent/teacher communication.</p>	<p>Instructional staff K-5</p> <p>Parents</p> <p>Students</p> <p>Office staff</p> <p>Principal</p> <p>Literacy Specialist</p> <p>Behavior Intervention Specialist (B.I.S.)</p>	<p>Sept. 2023</p> <p>June 2024</p>

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<ul style="list-style-type: none"><li>Kindergarten is contacting families for students who miss two consecutive days</li><li>4th – Monthly lunch party for perfect attendance</li><li>4th - “We Are 100% Here” bulletin board</li><li>4th- Spelling the word attendance for extra recess</li><li>4th – Informative parent square message</li><li>4th – Class cash for being here each day</li><li>5<sup>th</sup>- Weekly attendance drawing – Strive For Ten</li></ul>	<ul style="list-style-type: none"><li>L,C</li><li></li><li>S,C</li><li>S,C</li><li>S,C</li><li>S,C</li><li>S,C</li><li>S,C</li><li></li></ul>			
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## ***Parkside Elementary School***

**Goal #2:** For the 22-23 school year 72% of Parkside students had 5 or fewer major behavior incidents. Our goal for the 23-24 school year is to have 85% or more students having 5 or less major behavior incidents.

Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
<ul style="list-style-type: none"> <li>• Soft start of school year</li> <li>• Classroom recognition for PBIS</li> <li>• 3<sup>rd</sup> – Self Managers &amp; BIS groups</li> <li>• K – Behavior support menu for tier I</li> <li>• 1<sup>st</sup> – classroom conversations/meetings, Fun Fridays, Clip-Up/Clip-Down</li> <li>• 4<sup>th</sup> – Clip-Up/Clip-Down, class store, blurt beans, and sticker store</li> <li>• 2<sup>nd</sup> Grade GEMS and clip-up, tickets, desk pets</li> <li>• 5<sup>th</sup> Fun Friday, Woodshop class, bracelet making</li> <li>• Core curriculum: 2<sup>nd</sup> Steps grades K-5</li> <li>• Core curriculum time built into K-5 schedule</li> <li>• Morning school-wide announcements</li> <li>• Trauma Informed Practice (ACES)</li> <li>• Strengthen PBIS systems &amp; Parkside Pride Tickets</li> <li>• CAMP room</li> <li>• 5-point scale</li> <li>• District calibration of writing trackers and referrals</li> <li>• 2<sup>nd</sup> Step Home Connections</li> <li>• Parkside Pride Tickets</li> <li>• Check-In-Check-Out</li> </ul>	<ul style="list-style-type: none"> <li>• L,S,C,I</li> <li>• C,S,</li> <li>• S</li> <li>• S</li> <li>• S,I,L</li> <li>•</li> <li>• S,I</li> <li>•</li> <li>• S,I</li> <li>•</li> <li>• S,I</li> <li>• I</li> <li>• L,S</li> <li>• S,L,I</li> <li>• I,C,S</li> <li>• S,I,L,</li> <li>• I,S,L,C</li> <li>• I</li> <li>• S</li> <li>• I</li> <li>•</li> <li>• S,C</li> <li>• S,I</li> </ul>	Documented decrease in student behavior incidents.	Instructional staff K-5 Parents Students Office staff Principal PBIS Team Options Therapist Options Skills Trainers B.I.S. Learning Center Staff	Sept. 2023 June 2024

## ***Parkside Elementary School***

**Goal #3:** Ready grades K- 5<sup>th</sup> Math Final Diagnostic Results for the 22-23 school year was 48% on or above grade level. Our goal for the 23-24 school year is 55% of our K-5 students performing at or above grade level.

Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
<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>• Separate math intervention time in grade level schedules</li> <li>• Parent Education/Communication of Ready Math</li> <li>• District non-negotiables (posters, vocabulary words, slides, and teacher's guide).</li> <li>• Designated iReady time</li> <li>• K- Daily recognition for kids that pass lessons</li> <li>• Monitoring non-passing students</li> <li>• 1<sup>st</sup> &amp; 2<sup>nd</sup>- Parties when 100 – 100%'s</li> <li>• Daily and weekly celebrations for students who spend the most time on task</li> <li>• Go Guardian while doing iReady</li> <li>• Multiple iReady incentives</li> <li>• Learning games after a specific time on task</li> <li>• Fun Friday</li> </ul>	<ul style="list-style-type: none"> <li>• I,S</li> <li>• C,S,I,L</li> <li>• L,I</li> <li>• </li> <li>• L,I,</li> <li>• </li> <li>• C,I,L</li> <li>• </li> <li>• L,I</li> <li>• </li> <li>• L,S</li> <li>• S,C,</li> <li>• S</li> <li>• S</li> <li>• S</li> <li>• </li> <li>• S</li> <li>• S,C</li> <li>• C</li> <li>• S,C</li> </ul>	Increased scores Ready Final Diagnostic Results report	Instructional staff K-5 Resource Room Students Parents Literacy Specialist Principal	Sept. 2023 June 2024

## ***Parkside Elementary School***

**Goal #4:** Acadience K- 5<sup>th</sup> grade reading composite for the 22-23 school year was 51% at or above benchmark level. Our goal for the 23-24 school year is 60% of our K-5 grade students performing at or above benchmark level.

Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
<ul style="list-style-type: none"> <li>● Phonemic Awareness Lessons daily</li> <li>● Core Review and Data Review meetings</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>● Professional development activities focused around improving reading instruction during professional development days</li> <li>● Use of Acadience Reading Benchmark screener and progress monitoring</li> <li>● Separate reading intervention time in all schedules</li> <li>● Parent Education of reading goals and expectations</li> <li>● Walk-to-Read</li> <li>● K – Assign reading homework and increase the number of books sent home each week from 2 to 5</li> <li>● 4<sup>th</sup> – Using AR &amp; Epic</li> <li>● 4<sup>th</sup> – Leveled readers</li> <li>● Heggerty and ECRI</li> <li>● Working with other grade levels</li> <li>● 1st – Meetings with Title 1 teacher (Connie Montgomery) and D7 Curriculum Coach (Marci Sarver) to develop classroom strategies/lessons for whole group and small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● I,S,L</li> <li>● L,S,I,C</li> <li>● L,S</li> <li>●</li> <li>● L,I,</li> <li>●</li> <li>● L,I,</li> <li>●</li> <li>●</li> <li>● L,S,I</li> <li>●</li> <li>● L,S,I</li> <li>● L,I</li> <li>● S,I</li> <li>● S</li> <li>●</li> <li>● S,I</li> <li>● I</li> <li>● L,I,S</li> <li>● C,</li> <li>●</li> <li>● C,S,I</li> </ul>	Increased scores on Acadience Reading	Instructional staff K-5 Resource Room Parents Students Literacy Specialist Principal	Sept. 2023 June 2024