

## **Parkside Elementary School**

**2021-2022**

**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:** During the 20-21 School Year 71% of the students were not chronically absent (attendance greater than or equal to 90% of the school year). Our goal for the 2021-2022 school year is 74%.

| Specific Strategies   | Evidence of Success   | Who is Responsible  | Target Dates         |
|---|---|---|----------------------|
| 1. Raise student awareness <ul style="list-style-type: none"> <li>• Classroom recognition for attendance</li> <li>• 2:10 p.m. announcement for 100% attendance per room and attendance messaging</li> <li>• Morning Announcements re: attendance</li> <li>• Grade level attendance posted outside of cafeteria</li> <li>• “Glad You Are Here” tardy slips</li> <li>• School wide attendance flags</li> </ul>  | Documented increase in student attendance based on the not chronically absent student report.   | Instructional staff K-5<br>Parents<br>Students<br>Office staff<br>Principal   | Sept. 2021-June 2022 |
| 2. System to support parents/students <ul style="list-style-type: none"> <li>• 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>• Historical attendance reports for conferences</li> <li>• Notify parents about absences via ParentSquare</li> <li>• Reader Board messages</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<br>Parents<br>Students<br>Literacy Specialist<br>Behavior Intervention Specialist (B.I.S.)<br>Office Manager<br>Principal | Sept. 2021-June 2022 |

## **Parkside Elementary School**

**Goal #2:** Our goal for the 2021-2022 school year is to have 90% or more students having 5 or less major behavior incidents.

| Specific Strategies  | Evidence of Success                                | Who is Responsible  | Target Dates         |
|--|--|---|----------------------|
| Strategies to support positive behavior: <ul style="list-style-type: none"> <li>• Soft start of school year</li> <li>• Classroom recognition for PBIS</li> </ul> System to support parents/students <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)</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> </ul> | Documented decrease in student behavior incidents. | Instructional staff K-5<br>Parents<br>Students<br>Office staff<br>Principal<br>PBIS Team<br>Options Therapist<br>Options Skills Trainers<br>B.I.S.<br>Learning Center Staff | Sept. 2021-June 2022 |

**Goal #3:** For the 20-21 School year 34% of K-5 students were meeting the EOY Ready Math Scale Score. Our goal for the 2021-2022 school year is to have 40% of our K-5 students meet.

| Specific Strategies  | 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> </ul> | Increased scores iReady diagnostic/progress monitoring | Instructional staff K-5<br>Resource Room<br>Students<br>Parents<br>Literacy Specialist<br>Principal | Sept. 2021-June 2022 |

## ***Parkside Elementary School***

**Goal #4:** Acadience K- 5<sup>th</sup> grade reading composite for the 2020-2021 school year was 42% at or above benchmark level. Our goal for the 2021-2022 school year is 50% of our K-5 grade 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>• Phonemic Awareness 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>• 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> </ul> | <p>Increased scores on Acadience Reading</p> | <p>Instructional staff K-5<br/>Resource Room<br/>Parents<br/>Students<br/>Literacy Specialist<br/>Principal</p> | <p>Sept. 2021-June 2022</p> |