

Comprehensive Progress Report

Mission:

The mission of Parkside Elementary is to meet the needs of our diverse community through various learning experiences designed to create lifelong learners.

Vision:

Parkside Elementary offers a nurturing environment where all are treated with respect and acceptance. Everyone will reach their fullest potential to become productive citizens.

Goals:

*Percent of students in Grades 3-5 reporting a positive self-perception of their self-efficacy on the Fall Panorama Screener will increase from 61% in September 2021 to 62% in 2022-2023 and 68% in 2023-2024. (Aligns to A4.06 and CMS Guardrail 3). *Percent of students in Grades 3-5 reporting a positive self-perception of their self-management on the Fall Panorama Screener will increase from 72% in September 2021 to 75% in 2022-2023 and 78% in 2023-2024. (Aligns to A4.06 and CMS Guardrail 3). *Percent of students in Grades 3-5 reporting a positive self-perception of their engagement in school on the Fall Panorama Screener will increase from 66% in September 2021 to 64.5% in 2022-2023 and 72% in 2023-2024. (Aligns to A4.06 and CMS Guardrail 3).

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- in English Language Arts (ELA) will increase from 15.9% in October 2021 to 28.7% in SY2022-2023 and 50% in SY2023-2024. (Aligns to A2.04 and B3.03 and CMS Goal 1)

By June 2023, all students will show an increase in Math growth and proficiency (from 41% to 62% GLP) and (from 23% to 50% CCR) as measured by State testing. (A2.04, A4.01, A4.06, B3.03)

Duty-Free Lunch: The NC SBE's statutory provision 115C -105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C- 301.1(a) (A4.06).

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C -105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C -301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK -R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

By June 2023, Parkside teachers will meet or exceed Educator Value Added Assessment System (EVAAS) growth from XX% in October 2019 to 95% by October 2024.



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>All teachers are aligning their curriculum to the common core expectations. Teachers in grades K-5 are currently implementing the EL curriculum. All teachers use the core standards in order to develop their lesson plans. Lesson plans are required and monitored by the administration through lesson plan reviews in planning on a weekly basis .</p> <p>We have updated our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas.</p>	Limited Development 06/14/2022		
<i>How it will look when fully met:</i>		<p>Instructional teams will develop lesson plans to ensure students master standards-based objectives and also provide opportunities for enhanced learning. The instructional team will first review the standards to which they will align objectives, assessment items, and curriculum. They will then engage in a process of:</p> <ul style="list-style-type: none"> • Prioritizing: Identify the most critical learning standards for the grade level • Unpacking: Identify the explicit and implicit domain skills for those learning standards at the grade level • Attaching a mastery criterion (exemplar) to each learning objective that describes the level of performance a student must achieve in order to meet the objective • Powering: Identify the essential skills from among the domain skills 		Tonya Morris (09/22/21)	06/13/2023
Actions			0 of 3 (0%)		
	6/14/22	Review weekly lesson plans to insure alignment to the instructional standards and fidelity of curriculum implementation. Administrative team to provide weekly feedback to staff.		Simone McCall & Lea Anne West	06/13/2023
<i>Notes:</i>					
	6/14/22	Strengthen and sustain current PLC processes of collaborative lesson planning and assessment and data analysis monitored by the leadership team with feedback given to lessons plans that reflect reteach, enrichment and differentiated plans after each interim assessment.		Simone McCall & Lea Anne West	06/13/2023

Notes:

6/14/22 Provide staff with Get Better Faster professional development on aggressive monitoring and the use of exemplars

Simone McCall &
Lea Anne West

06/13/2023

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we have a school wide Positive Behavior Intervention Support (PBIS) program. Each classroom uses a clip chart that offers a clear management system and is a visual support to students to track individual behavior. There is a system of recognition for positive behavior throughout the building with teachers and administrators positively reinforcing the school wide behavior expectations. Classes are able to earn points towards a class incentive. Teachers currently accept responsibility for all students. Teachers communicate with parents and families in a variety of ways.	Limited Development 06/14/2022		
<i>How it will look when fully met:</i>		<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <p>Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. Students will have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. Students will take responsibility for their actions and effectively work to resolve issues and concerns in a healthy manner which will ultimately result in a positive increase in students' self-efficacy, self-management and engagement as measured by the Panorama survey. All adults will fully engage with students during the instructional day and develop meaningful relationships. All teachers will effectively implement the Caring School Curriculum with fidelity through a daily SEL instructional block.</p>		Ebone Ellison	06/13/2023
Actions			0 of 4 (0%)		
	6/14/22	All staff members will actively participate in morning greetings and student wellness checks at the start of each school day.		Ebone Ellison	06/13/2023
<i>Notes:</i>					
	6/14/22	Teachers will post SEL standards on the board per Caring Schools Curriculum.		Ebone Ellison	06/13/2023
<i>Notes:</i>					

6/14/22	Staff will receive professional development on Restorative Practices to equip teachers with skills to manage student conflict and improve student outcomes in the areas of self-efficacy, self-management and engagement.		Ebony Ellison	06/13/2023
<i>Notes:</i>				
6/14/22	Create processes and procedures to monitor student behavior trends. This includes creating intervention plans to support students on Tier 2 and Tier 3 behavior plans		Ebony Ellison	06/13/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal works to create clear systems and structures to remove barriers that prohibit staff members. Teachers are provided an orientation to the NC Teacher Evaluation System. Each staff member receives regular performance reviews via walkthroughs, weekly PLC meetings and formal observations.	Limited Development 06/14/2022		
<i>How it will look when fully met:</i>		<p>Overall student achievement will increase in both proficiency and growth measures as a result of improved teacher effectiveness.</p> <ul style="list-style-type: none"> This indicator will be fully met when the following criteria is consistently implemented: The principal is highly visible and regularly present in classrooms and PLCs. Teachers receive meaningful feedback on their practice consistently from the principal throughout the year from formal and informal observations and walkthroughs The principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction Principal engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice. 		Brenda Mills (9/22/2021)	06/13/2023
Actions			0 of 4 (0%)		
	6/14/22	The Leadership Team regularly looks at school performance data and uses that data to make decisions about school improvement needs.		Brenda Mills (9/22/2021)	06/13/2023
<i>Notes:</i>					
	6/14/22	Principal monitors curriculum and classroom instruction regularly and provides coaching and feedback to all teachers.		Brenda Mills (9/22/2021)	06/13/2023
<i>Notes:</i>					

6/14/22	Principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals.		Brenda Mills (9/22/2021)	06/13/2023
<i>Notes:</i>				
6/14/22	Monitor walkthrough observation trends and make instructional adjustments as needed.		Brenda Mills (9/22/2021)	06/13/2023
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>This indicator will be sustained through:</p> <ul style="list-style-type: none"> • Consistent two-way communication tools such as Blooms, Remind, weekly grade level newsletters and/or Smore • Resources and supports are made available to parents regularly in support of student learning • Supporting students and families by sharing academic, behavior and social emotional progress through a minimum of three parent conferences, weekly check-ins and daily office hours. • Host meetings to keep families informed about school information, events, and academic, behavioral, and social-emotional supports. 	Full Implementation 06/14/2022		