

Parkside Elementary School (Jackson Cluster)

District Mission & Vision

Mission: With a caring culture of trust and collaboration, every student will graduate ready for college and career.

Vision: A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system.

Cluster Mission & Vision

Mission: Developing inquiry, knowledge and character: every student, every teacher, every leader, every day in collaboration with every stakeholder.

Vision: To graduate students who are productive, caring, and life-long learners.

School Mission & Vision

Vision: To build a foundation for students who will graduate as productive, caring and life-long learners.

Mission: Cultivating and developing independent thinking, exemplary citizenship, and healthy life-long learning: Every student, every teacher, every leader, every day in collaboration with every stakeholder.

School Priorities

1. Strengthen Early Literacy Program phonics, phonemic awareness, fluency instruction, and increase Lexile levels for all grade levels.
2. Strengthen students conceptual understanding of math skills and concepts.



Academic Program

1. Recruit and retain SEL and Gifted certified teachers.
2. Support the shift in the gifted program's delivery model.



Talent Management

1. Continue the process of becoming an IB authorized school.
2. Consider long term capital support models.



Systems & Resources

1. Inform and engage the school community
2. Foster a positive school culture



Culture

Signature Program: International Baccalaureate

School Strategies

1A. Implement the strategies developed by the early literacy study group
 1B. Small group instruction supported by paraprofessionals
 Implement Wilson's Foundations and/or OG Phonics (K-3)
 1C. Implement a reading lab and departmentalization in grades 3-5.
 1D. Monitor, assess and plan for student mastery using data (etc. STAR, Lexia, Guided Reading)
 1E. Focus on Accelerated Reader and Lexia individual goals
 1G. Teachers in K-2, EIP, ESOL, and Special Ed will complete the Complete Reading Series(CRS) – Early Literacy & Focused on Phonics
 2A. Increase use of manipulatives during math instruction
 2B. Incorporate small group instruction and centers supported by paraprofessionals
 2C. Use of the Gradual Release Model for instruction
 2D. Increase rigor by implementing the APS Instructional Practices and APS Units of Study

1A. Provide targeted professional learning for all K-3 teachers to improve early literacy instruction using the Foundations and OG
 1B. Provide targeted professional learning for 4th and 5th grade teachers using Wilson Language Coach materials
 2A. Provide targeted professional learning facilitated by the Instructional Coach for all teachers focused on best instructional practices
 2B. Encourage teachers to become gifted certified through the district or an alternative program

1A. Build teacher capacity through in-house PD with an IB Coach/ Coordinator
 1B. Build homeroom classes with 18 students or less in grades K-3
 1C. Ensure the school budget and personnel decisions are aligned to the strategic plan
 1D. Build master schedule to maximize instructional time
 2A. Explore developing a 501(c)(3) foundation for the school

1A. Build community awareness, knowledge and support for IB
 1B. Improve school online presence (eg. Website)
 2A. Implement IB Learner Profile and Attitudes school-wide
 2B. Build systems and resources to promote social and emotional growth.
 2C. Utilize a coach to support the SEL program

Key Performance Measures

To increase the percent of students in grades 3-5 who score at the proficient level or higher in the area of Reading/ELA on the spring 2019 administration of the GMAS by 5% from 27.7% in spring of 2018 to 32.7% in spring 2019.

To increase the percent of students in grades 3-5 who score at the proficient level or higher in the area of Math on the spring 2019 administration of the GMAS by 5% from 30.9% in spring 2018 to 35.9% in spring 2019.

To increase the percent of students in grades K-2 who show significant growth in the areas of Reading and Math from fall 2018 to spring 2019 on the STAR assessment.

To increase the results of the Gallup Survey to at or above the district's average.

To adhere to the implementation timeline for authorization.

To increase staff and parent satisfaction survey data based on the spring 2019 climate survey

To increase the percent of students who "Agree" or Strongly Agree" with feeling safe at school based on the spring 2019 climate survey.