Parkside Elementary School

2022-23 Schoolwide Improvement Plan

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Parkside Elementary School

5322 TEXAS AVE, Naples, FL 34113

https://www.collierschools.com/pse

Demographics

Principal: Sara Johnessee

Start Date for this Principal: 7/11/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: B (56%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	SIG Cohort 3
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Parkside Elementary School

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

As a school community we will foster an environment where students are able to develop character traits that exemplify respect, kindness, and good judgment. As educators we will provide purposeful, differentiated, and interactive learning experiences which will encourage students to challenge themselves and reach their full potential.

Provide the school's vision statement.

Empowering students for lifelong success.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Johnessee, Sara	Principal	Provides a common vision for the use of data-based decision making; verbalizes support of the MTSS process; ensures that MTSS is being implemented with fidelity; conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation; allows scheduling that supports common team planning and implementation of interventions; monitors curriculum, instruction, and assessment; ensures adequate professional development to support MTSS implementation; communicates with parents regarding school-based MTSS plans and activities. Responsible for monitoring the outcome of ELA achievement data. Focused support given to implementation of curriculum, adjustments, and effective teaching strategies to increase overall student performance in grades three and five. Systems for monitoring will include, but are not limited to: iObservation (FTEM), lesson planning program, data warehouse, and iReady.
Wind, Tiffany	Assistant Principal	Assists the principal in providing leadership and support of the MTSS process; regularly attends meetings to support and provide assistance/resources to teams as needed. Focused support given to implementation of curriculum, adjustments, and effective teaching strategies to increase overall student performance in grades: pre-kindergarten, kindergarten and first. Systems for monitoring will include, but not limited to: iObservation (FTEM), lesson planning program, data warehouse, iReady.
Moore, Rachel	Assistant Principal	Assists the principal in providing leadership and support of the MTSS process; regularly attends meetings to support and provide assistance/resources to teams as needed. Responsible for monitoring the outcome of Science achievement data. Focused support given to second and fourth grade implementation of curriculum, adjustments, and effective teaching strategies to increase overall student performance in grades four and five. Systems for monitoring will include, but not limited to: iObservation (FTEM), lesson planning program, data warehouse, iReady.
Ware, David	Science Coach	Develops, leads, and evaluates CORE programs; models effective instruction and coaches teachers through the coaching cycle; identifies and analyzes literature on research based intervention strategies; identifies systematic patterns of student need; assists with universal screening process; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Name	Position Title	Job Duties and Responsibilities
Roderick, Courtney	Math Coach	Develops, leads, and evaluates CORE programs; models effective instruction and coaches teachers through the coaching cycle; identifies and analyzes literature on research based intervention strategies; identifies systematic patterns of student need; assists with universal screening process; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Lamadrid, Jodie	Reading Coach	Develops, leads, and evaluates CORE programs; models effective instruction and coaches teachers through the coaching cycle; identifies and analyzes literature on research based intervention strategies; identifies systematic patterns of student need; assists with universal screening process; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Doriety, Kimberly	Other	Works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation. Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development. Attends all district required professional development activities aligned with specific position requirements, and demonstrates active participation and follow-through at the school(s) of assignment. Provides training and technical assistance in the use of the Enrich system, and consultation in the development of the Educational Plans (EP). Individual Educational Plans (IEP) and 504 plans according to individual student needs. Prepares, reviews and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements. Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida Statutes related to special programs for exceptional students; and Exceptional Student Program (ESE/FEFP). Assists district and school- based administrators with F.T.E., student projections, compliance monitoring, and federal, state and local reports. Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to

Name	Position Title	Job Duties and Responsibilities
		education programs and beneficial outcomes for students. Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school, and offers parents training about Exceptional Student Education.

Demographic Information

Principal start date

Monday 7/11/2022, Sara Johnessee

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

596

Identify the number of instructional staff who left the school during the 2021-22 school year.

20

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	86	104	84	128	81	91	0	0	0	0	0	0	0	574
Attendance below 90 percent	10	25	13	18	8	11	0	0	0	0	0	0	0	85
One or more suspensions	0	2	0	1	3	7	0	0	0	0	0	0	0	13
Course failure in ELA	1	16	9	21	2	4	0	0	0	0	0	0	0	53
Course failure in Math	2	10	19	14	10	5	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	17	20	0	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	14	18	0	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	4	43	17	44	23	20	0	0	0	0	0	0	0	151

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	2	8	5	15	7	11	0	0	0	0	0	0	0	48

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	4	2	3	18	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/23/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	102	79	102	98	87	92	0	0	0	0	0	0	0	560
Attendance below 90 percent	10	9	9	12	8	6	0	0	0	0	0	0	0	54
One or more suspensions	0	2	1	2	1	5	0	0	0	0	0	0	0	11
Course failure in ELA	2	27	25	21	0	0	0	0	0	0	0	0	0	75
Course failure in Math	1	19	19	13	0	0	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	14	25	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	16	29	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	38	15	40	32	14	25	0	0	0	0	0	0	0	164

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	7	5	8	3	5	0	0	0	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	1	0	12	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	102	79	102	98	87	92	0	0	0	0	0	0	0	560
Attendance below 90 percent	10	9	9	12	8	6	0	0	0	0	0	0	0	54
One or more suspensions	0	2	1	2	1	5	0	0	0	0	0	0	0	11
Course failure in ELA	2	27	25	21	0	0	0	0	0	0	0	0	0	75
Course failure in Math	1	19	19	13	0	0	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	14	25	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	16	29	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	38	15	40	32	14	25	0	0	0	0	0	0	0	164

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	7	5	8	3	5	0	0	0	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	1	0	12	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	64%	56%				49%	60%	57%
ELA Learning Gains	66%						57%	59%	58%
ELA Lowest 25th Percentile	52%						51%	51%	53%
Math Achievement	58%	56%	50%				66%	68%	63%
Math Learning Gains	73%						64%	64%	62%
Math Lowest 25th Percentile	56%						59%	55%	51%
Science Achievement	52%	72%	59%				43%	59%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	61%	-9%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	44%	58%	-14%	58%	-14%
Cohort Comparison		-52%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	68%	-2%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	48%	65%	-17%	64%	-16%
Cohort Comparison		-66%				
05	2022					
	2019	74%	67%	7%	60%	14%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	56%	-13%	53%	-10%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	17	52	50	38	72	75	13				
ELL	40	60	49	56	74	63	35				
BLK	59	68	50	51	76	67	58				
HSP	46	65	50	61	74	56	51				
FRL	48	66	50	58	73	56	54				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	25		22	19	20	7				
ELL	42	64	53	50	58	24	56				
BLK	37	59		47	59		71				
HSP	47	60	64	56	59	29	60				
WHT	60			60							
FRL	46	62	64	53	61	28	64				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	40	46	41	64	58	5				
ELL	45	57	50	66	64	57	36				
BLK	51	54		66	67	58	48				
HSP	49	58	48	65	62	59	42				
WHT	46			69							
FRL	49	57	52	66	64	61	43				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on FY22 FSA data, PSE showed an increase in overall reading proficiency, from 46% to 49%. Third grade and fifth grade reading and math proficiency declined. Fourth grade proficiency increased in both reading and math.
Students identified as ESE showed a significant decline in reading proficiency in third and fifth grade. However, fourth grade reading proficiency increased. Overall, 52% of students identified as ESE made learning gains in ELA. Similar to ELA, students identified as ESE decreased math proficiency in third and fifth grade, and increased proficiency in fourth grade. Overall, 72% of students identified as ESE made learning gains in math, a significant increase from 19% in FY21.

Students identified as ELL showed a decline in reading proficiency and learning gains compared to FY21. Conversely, students identified as ELL showed a 6% increase in math proficiency and a 16% increase in learning gains.

The percentage of students proficient in Science decreased from 62% to 51%. Proficiency declined in the following subgroups: ELL, Black, Hispanic, White, and Free and Reduced Lunch.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off of the 2022 progress monitoring and state assessment data, the areas that show the greatest need for improvement are science proficiency in fifth grade, and overall schoolwide reading proficiency. When looking at the progress monitoring data from FY22, students with disabilities (SWD) underperformed in all content areas when compared to the grade level overall proficiency in areas of reading, math, science. Additionally, English Language Learners (ELL) underperformed in reading proficiency compared to their grade level peers.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement include, but are not limited to: separate planning of support by resource, ELL, and ESE teachers, need to deepen understanding of the BEST Standards to ensure instruction reflects the depth and breadth of content standards, improve application and questioning skills within lesson planning to increase and improve the amount of engagement of all students, across content areas, particularly of students identified in the subgroups ESE and ELL.

Actions Necessary:
Lesson planning schedules including grade level ESE, ELL and Resource teacher support, increasing

the collaboration between content and support area teachers.

Increased support from academic coaches in the area of science to increase understanding of content standards, vocabulary, and application, return to consistent and effective use of science notebooking. ELL resource teacher, literacy coach, and science coach will support teachers with high yield strategies.

Increased support from academic coaches in the area of reading to increase the amount of student engagement and language development opportunities for students in the ELA block. This includes incorporating multiple opportunities to expose students to on grade level text to: read, write, listen and speak on topics that develop students depth and breadth of content knowledge while developing critical thinking skills. Incorporating and planning collaborative structures within lesson plans to provide students the opportunity to repeatedly show evidence of what they know and are learning.

Increased progress monitoring by leadership team, to adjust and monitor effectiveness of strategies to increase student achievement and learning gains in all content areas.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data that showed the most improvement from FY22 FSA was overall math proficiency from 54% to 58%, math learning gains from 61% to 73%, and math learning gains for the lowest 25% from 30% to 56%.

The SWD subgroup had the greatest increase in math achievement and learning gains when compared to FY21 FSA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Implemented a morning math program to provide pre-teaching exposure to students on upcoming content. Increasing opportunities for collaborative language structures for students. Re-shifted resource support for math. Peer observations of highly effective math teachers. Increased emphasis on student representation of content.

What strategies will need to be implemented in order to accelerate learning?

Reading:
Continued monitoring of students in the MTSS process, unified systems of monitoring student performance
Increased adjustments and re-grouping of students, when student performance stagnates
Increased collaborative planning of on grade level ELA lessons focused on questioning and student engagement

Math:
Continuous professional learning focused on implementation of the new BEST Standards.
Modeling of content and completion of coaching cycles by our academic coach
Instructional support by math resource teacher based on progress monitoring data

Science:
Science instruction delivered on grade level texts, increased collaboration between students, one hands-on experience planned within each unit.
5th grade will also deliver 4th grade Earth and Space Lessons and 3rd Grade Life Science Lessons
4th grade will also deliver 3rd grade Life Space Standards

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development Opportunities based on both content knowledge, application implementation, and student knowledge to build relationships.

Content Based Professional Development Opportunities:
B.E.S.T Standards and adopted Curriculum Professional Development
Tier 2 and Tier 3 Reading Intervention Training for Resource and Reading Teachers
Scaffolding & Differentiation of Content
Writing Across Content Areas
Implementation of High Yield ELL Strategies

Application Implementation Professional Development Opportunities:
Ongoing Progress Monitoring Meetings to provide data analysis based on:
I-Ready Diagnostic Data, End of Module Assessment Data, District Benchmark Analysis, FAST Assessment Data
WIDA Can-Do Descriptors Training

Relationship Building and Pedagogical Professional Development Opportunities:
New Teacher Meetings Monthly- Variety of Topics, Classroom Management, Engagement, Planning
Cooperative Learning Structure Training to Increase Student Engagement
Connect For Success- relationship building and goal setting
Active Engagement Strategies

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Connect for Success-is a district initiative increasing the opportunity for students to establish relationships and the feeling of community at every CCPS school. Students will engage in Connect for Success twice weekly, on Tuesday and Thursday mornings, with their classroom teachers. Additionally, all school staff, both instructional, and non instructional will be assigned to a classroom. During this time students will engage in opportunities to develop learner qualities, goal setting, organizational practices, and share with their class group ways that they are developing positive life skills within self and relationally to be successful in school and beyond.

All instructional staff will also be assigned to a team that shares responsibility in supporting Parkside Elementary School Improvement Plan through a variety of roles including the following:
Leadership: Family and Community Outreach, Student Leadership
Culture: Saw Sharpeners, PBIS
Academics: Summit Squad
These teams will allow greater collaboration across grade levels, content areas, and support staff, to engage different perspectives and create greater accountability between and within one another at PSE.

Parkside will begin implementing the Leader In Me (LIM) framework during the FY23 school year. Staff will be trained on The 7 Habits of Highly Effective People.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	PSE decreased overall science proficiency on the Statewide Science Assessment from 62% during the FY21 school year, to 52% in FY22. Student performance indicates a need to implement support from a science coach and the use of evidence-based strategies in order to increase student achievement in the area of science.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When teachers implement a targeted focus on content specific vocabulary and rigorous learning opportunities for students, PSE will increase its overall science proficiency to at least 60% on the Statewide Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored in multiple ways to reach desired outcome for the FY23 school year. Collaborative Science Planning session will be attended by administrative team members and the science coach. Planning will include the monitoring of end of unit assessments, student misconceptions, analysis of student work.

On-going Monitoring: End of Unit Assessments through GradeCam analytics to identify standards mastered, and needs for reteaching.

District Benchmark Monitoring: Quarter Benchmark 1, Quarter Benchmark 2, and Quarter Benchmark 3 During these times leadership team members meet to analyze data and plan next steps that can result in instructional, structural, staffing, and student adjustments.

Data Analysis Chats: Teachers, Students & Grade Level Teams

FTEM Science Observations: Sara Johnessee, Rachel Moore, Tiffany Wind During science observations monitoring of effective implementation of lesson plans, adjustments and use of high yield engagement strategies, feedback delivered and shared with staff. |
Person responsible for monitoring outcome:	Rachel Moore (moorer5@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence based strategy that is being implemented for the area of focus is collaborative planning. This strategy has been chosen due to numerous topics that can be covered in order to ensure alignment of instruction in response to student performance to promote academic achievement. During this school year, the FTEM element chosen for Parkside Elementary School is identifying critical content from the standards, which will be a focus point during our collaborative planning meetings.
Rationale for Evidence-based	This evidence based strategy was chosen after reflecting on the FY22 science results, which indicated an 11% decline in proficiency. When reflecting on data,

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	observations, and input from teams, Parkside Elementary identified the area of collaborative planning as the area to focus on for the upcoming year. During this time, staff will be able to identify the demands of the standard, content limits, and plan for ways to support effective student instruction and delivery of content.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative Planning:
During collaborative planning for science, teachers will dig deep into the standards to ensure instruction and hands-on explorations align with the intent of the standards. With guidance from our instructional science coach, grade level teams will engage in discussion to identify the critical content of the standards, possible misconceptions, key vocabulary, and collaborative structures to increase student engagement.

Person Responsible	David Ware (wareda@collierschools.com)

Professional Learning:
Professional learning will be delivered by our instructional science coach. Topics covered will be:
Effective use of science notebooking,
High Yield ELL Strategies,
Strengthening instruction of Life Science and Earth & Space

Person Responsible	David Ware (wareda@collierschools.com)

FTEM Observations & Focused Feedback:
Classroom observations will include "look fors" for evidence-based strategies. Specific feedback will be provided to teachers through the iObservation platform, along with suggestions for continued professional learning.

Person Responsible	Rachel Moore (moorer5@collierschools.com)

Progress Monitoring with Data Analysis:
On-going Monitoring: End of Unit Assessments will be analyzed and tracked through GradeCam Analytics to identify standards mastered and core areas in need of reteaching.
District Benchmark Monitoring: Within the school data tracking will be compared with district performance during benchmark testing during the fall, winter, and early spring, with the opportunity to make building wide structural and instructional adjustments based on student performance after reflecting on a needs assessment.
Teachers will engage in monthly progress monitoring data chats to review both individual student and class data. Student data will be tracked both in school wide common areas, through grade level recognition, and in individual data binders.

Person Responsible	Rachel Moore (moorer5@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	FY22 Math FSA data showed an increase in proficiency from 54% to 58% for grades 3-5. Math is still being identified as a critical need area as a result of the year over year trends when looking at comparative data in both math proficiency and gains of students performing in the lowest 25%. Overall PSE has trended higher in both areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When teachers deliver standards-based instruction that utilizes District resources, proficiency on the Spring 2023 FAST will increase at least 6 percentage points from 58% to 63%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored in multiple ways for the desired outcome. Collaborative Math Planning: Math Coach Courtney Roderick During math planning, teams will focus on standards based instruction by discussing the critical content found in the standards, plan with the end in mind through analysis of module assessments, discuss potential student misconceptions, and analyze student work. Administrators will also participate in collaborative math planning, dependent on assigned grade levels.
	On-going Monitoring: End of Unit Assessments, Differentiated Standards Based Monitoring through adopted curriculum
	District Benchmark Monitoring: Quarterly Benchmark - During these times leadership team members meet to analyze data and plan next steps that can result in instructional, structural, staffing, and student adjustments.
	Data Analysis Chats: Teachers, Students & Grade Level Teams
	FTEM Math Observations: Sara Johnessee, Rachel Moore, Tiffany Wind During math observations monitoring of effective implementation of lesson plans, adjustments and use of high yield engagement strategies, feedback delivered and shared with individual teachers.
Person responsible for monitoring outcome:	Sara Johnessee (johnessa@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for	The evidence based strategy that is being implemented for the area of focus is collaborative planning. This strategy has been chosen due to numerous topics that can be covered in order to ensure alignment of instruction in response to student performance to promote academic achievement.
	During this school year, the FTEM element chosen for Parkside Elementary School

this Area of Focus.	is identifying critical content from the standards, which will be a focal point during our collaborative planning meetings.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This evidence based strategy was chosen after reflecting on the FY22 math results in conjunction with the implementation of the new BEST standards and new math curriculum. When reflecting on data, observations, and input from teams, Parkside Elementary identified the area of collaborative planning as the area to focus on for the upcoming year. During this time, staff will be able to identify the demands of the standard, content limits, and plan for ways to support effective student instruction and delivery of content.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative Math Planning
During collaborative math planning, teachers will be responsible for bringing the curricular materials to planning, the team will engage in discussion to identify the critical content of the standards, key elements of the delivery of instruction, possible student misconceptions, and pre-planned questions will be developed to increase student engagement of mathematical concepts through collaborative structures and opportunities to work through mathematical problems.

Math Coach- Courtney Roderick - assists with collaborative planning as content expert
Principal-Sara Johnessee-oversees 3 & 5 Math Planning and Lesson Plans
Assistant Principal-Tiffany Wind-oversees K & 1 Math Planning and Lesson Plans
Assistant Principal-Rachel Moore-oversees 2 & 4 Math Planning and Lesson Plans

Person Responsible	Courtney Roderick (roderic@collierschools.com)

Professional Learning
Throughout the year professional development will be delivered from district support in the math department from Teaching and Learning, as well as from the school's math coach. Topics covered from the district support include:
Implementation and Understanding of the B.E.S.T. Standards
Training on the new math curriculum
Training on new curriculum guides and maps

Training provided from Math Coach:
Overview of new curricular components, and continuous support with B.E.S.T. Standards
Differentiated support and scaffolding dependent on grade level teams and needs of students
Implementing high yield ELL strategies
Cooperative learning structures with accountability

Person Responsible	Courtney Roderick (roderic@collierschools.com)

FTEM Observations & Focused Feedback:
Classroom observations will include "look fors" for evidence-based strategies. Specific feedback will be provided to teachers through the iObservation platform, along with suggestions for continued professional learning.

Person Responsible	Sara Johnessee (johnessa@collierschools.com)

Progress Monitoring:
Data tracking will be implemented from the building, grade level, and individual level, with a focus on increasing proficiency and deepening knowledge of both conceptual and procedural understanding of mathematics. Student data will be tracked both in schoolwide common areas, through grade level recognition, and in individual data binders.

Within the school, data tracking will be compared with district performance during benchmark testing during the fall, winter, and early spring, with the opportunity to make building-wide structural and instructional adjustments based on student performance after reflecting on a needs assessment.

In between benchmark testing, End of Unit tests will be analyzed and tracked to determine student understanding of standards within modules, additionally student performance will be analyzed through the use of common assessments and tracked by grade level to determine core areas in need of reteaching, small group compositions and individual student needs.

Person Responsible   Rachel Moore (moorer5@collierschools.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Historical subgroup data showed that year over year, students with disabilities (SWD) under perform in all tested areas when compared to their general education peers. FY22 ELA data shows only 17% of students with disabilities demonstrated proficiency compared to 53% of their general education peers. FY22 math and science data showed similar trends. Math FSA data showed only 38% of students with disabilities reached proficiency compared to 60% of general education peers. Science data showed only 13% of students with disabilities tested proficient compared to 58% of general education peers.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When teachers work cooperatively in an inclusive environment to meet students' IEP goals, as well as to deliver standards-based instruction that utilizes District resources, proficiency on the Spring 2023 FAST and NGSSS will increase at least 5 percentage points in all tested areas. ELA proficiency will increase from 17% to 22%. Math proficiency will increase from 38% to 43%. Science proficiency will increase from 13% to 18%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through multiple ways in order to ensure the desired outcome is met for the FY23 school year. Collaborative Planning: During planning teachers engage in monitoring of module assessments, discussing student misconceptions, and analysis of student work. Administrators will also participate in collaborative planning, dependent on assigned grade levels. On-going Monitoring: End of Unit Assessments, Differentiated Standards Based Monitoring through online curriculum resources District Benchmark Monitoring: Disaggregating data of all subgroups to plan for next steps that can result in instructional, structural, staffing, and student adjustments. Data Analysis Chats: Teachers & Grade Level Teams FTEM Observations: Sara Johnessee, Rachel Moore, Tiffany Wind During observations, monitoring of effective implementation of lesson plans, adjustments and use of high yield engagement strategies, feedback delivered and shared with individual teachers.
Person responsible for monitoring outcome:	Tiffany Wind (windt@collierschools.com)
Evidence-based Strategy:	Intensive and targeted interventions will be a focal point for the FY23 school year. Progress monitoring, including iReady data, will be utilized to drive decisions regarding classroom instruction and targeted interventions. Differentiated instruction will be provided

Describe the evidence-based strategy being implemented for this Area of Focus.	by our inclusion and classroom teachers. Instructional support will be provided by our reading coach to identify instructional strategies that specifically target our students with disabilities. Both inclusion and classroom teachers will monitor the progress of their students with disabilities and participate in data discussions on a monthly basis. Both the inclusion teachers and general education teachers will work collaboratively to create standards based instruction that meets the needs of our students in the students with disabilities subgroup.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	By providing resources, focused observational feedback, data discussions, and collaborative planning opportunities, teachers will be able to closely monitor the progress of students with disabilities. Standards based instruction and interventions necessary for academic achievement will be determined as part of our collaborative work between inclusion, general education, and our school based academic coach. Teachers will be provided opportunities to participate in professional development and coaching support specifically designed to target and strengthen instruction. Our multi-facet approach to closely monitor our students with disabilities, and engage in collaborative practices for teachers will increase proficiency for students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Progress Monitoring:
Data tracking will be implemented from the building, grade level, and individual level, with a focus on increasing proficiency and deepening knowledge of both conceptual and procedural understanding of mathematics. Student data will be tracked both in schoolwide common areas, through grade level recognition, and in individual data binders.

Within the school, data tracking will be compared with district performance during benchmark testing during the fall, winter, and early spring, with the opportunity to make building-wide structural and instructional adjustments based on student performance after reflecting on a needs assessment.

In between benchmark testing, End of Unit tests will be analyzed and tracked to determine student understanding of standards within modules, additionally student performance will be analyzed through the use of common assessments and tracked by grade level to determine core areas in need of reteaching, small group compositions and individual student needs.

Person Responsible	Tiffany Wind (windt@collierschools.com)

FTEM Observations & Focused Feedback:
Classroom observations will include "look fors" for evidence-based strategies. Specific feedback will be provided to teachers through the iObservation platform, along with suggestions for continued professional learning.

Person Responsible	Sara Johnessee (johnessa@collierschools.com)

Professional Learning
Throughout the year professional development will be delivered from Teaching and Learning district

support as well as from the school's instructional coaches. Topics covered from the district support include:
Implementation and Understanding of the B.E.S.T. Standards
Training on the new math curriculum
Training on new curriculum guides and maps
Differentiated instruction for Students with Disabilities
Writing Data Driven IEP Goals

Training provided from instructional coach:
Overview of new curricular components, and continuous support with B.E.S.T. Standards
Differentiated support and scaffolding dependent on grade level teams and needs of students
Implementing high yield ELL strategies
Cooperative learning structures with accountability

Person Responsible	Rachel Moore (moorer5@collierschools.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

When analyzing end of year FY22 iReady data, students in grades K-2 reflected the following:
FY22-Kindergarten- 74% on grade level, and 0% of students performing 2 or more grade levels below
FY22-First Grade-69% on grade level, and 0% of students performing 2 or more grade levels below
FY22-Second Grade-58% on grade level, and 14% of students performing 2 or more grade levels below
This is the rationale for supporting instructional practice relating ELA, ensuring students are exposed to on grade level instruction, and given opportunities to increase their learning gains to develop proficiency on grade level texts. Additionally, students receiving explicit reading interventions, need ongoing progress monitoring and adjustment of instruction to ensure the achievement gap closes, and learning

gains are made at a pace so that students are able to read and comprehend on grade level to the demands of the B.E.S.T Standards.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

During the FY22 school year FSA data indicated a 3% increase in overall FSA proficiency, from 46% to 49% in grades 3-5. While learning gains of low 25% of students decreased to 52%, learning gains overall increased. Students were still not making enough gains to increase building wide proficiency to 50% or greater.
Grade Level ELA Breakdown is reflected as follows:
FY22-Grade 3 Proficiency 36%
FY22-Grade 4 Proficiency 55%
FY22-Grade 5 Proficiency 48%
This is the rationale for supporting instructional practice relating ELA, ensuring students are exposed to on grade level instruction, and given opportunities to increase their learning gains to develop proficiency on grade level texts. Additionally, students receiving explicit reading interventions, need ongoing progress monitoring and adjustment of instruction to ensure the achievement gap closes, and learning gains are made at a pace so that students are able to read and comprehend on grade level to the demands of the B.E.S.T Standards.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

K-2 Grade Level Breakdown Measurable Goals Are As Follows:
Kindergarten: During FY22 school year increase proficiency on end of year iReady diagnostic by 5%, from 74% to 79%.
First Grade: During FY22 school year increase proficiency on end of year iReady diagnostic by 6% from 69% to 75%.
Second Grade: During FY22 school year, increase proficiency on end of year iReady diagnostic by 7%, from 58% to 65%.

Grades 3-5: Measureable Outcome(s)

PSE will increase its ELA proficiency overall by 6%. This will result in a minimum of 55% of our students meeting proficiency in the area of ELA for the FY22-23 school year, as evidenced by performance on the FAST.
Grade Level Breakdowns:
Grade 3: ELA Proficiency will increase by a minimum of 14%, from 36% to 50%.
Grade 4:ELA Proficiency will increase by a minimum of 14% , from 36% to 50%, when looking at cohort data. (Incoming 4th Grade-36% proficient).
Grade 5:ELA Proficiency will increase by a minimum of 5%, from 55% to 60%, when looking at cohort data. (Incoming 5th Grade-55 proficient)

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This area of focus will be monitored through multiple ways in order to ensure the desired outcome is met for the FY23 school year.
Collaborative ELA Planning:
Module assessments reviewed and questions developed, student misconceptions discussed, and teachers analysis student work.
Administrators will participate in collaborative planning, dependent on assigned grade levels.
On-going Monitoring: End of Module Assessments through HMH Curriculum, Differentiated Standards Based Monitoring through the iReady program.
Monitoring of results of District diagnostic assessments
*During these times leadership team members meet to analyze data and plan next steps that can result in instructional, structural, staffing, and student adjustments.
Data Analysis Chats: Teachers, Students & Grade Level Teams
FTEM ELA Observations: Sara Johnessee, Rachel Moore, Tiffany Wind
During ELA observations monitoring of effective implementation of lesson plans, adjustments and use of high yield engagement strategies, feedback delivered and shared with individual teachers

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Johnessee, Sara, johnessa@collierschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based strategy that is being implemented for the area of focus is collaborative planning. This strategy has been chosen due to numerous topics that can be covered in order to ensure alignment of instruction in response to student performance to promote academic achievement.
During this school year, the FTEM element chosen for Parkside Elementary School is identifying critical content, which will be a focus point during our collaborative planning meetings.
Collaborative Planning will be an opportunity to address high yield instructional strategies, engagement opportunities, identify areas to adjust instruction, and plan next steps for instructional delivery based on data analysis, teacher reflection and observational feedback.
During this school year, Parkside will begin with the implementation of Leader In Me. This will allow us to create professional development opportunities as well as measurable outcomes for all stakeholders around the areas of Leadership, Culture and Academics.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

This evidence-based strategy was chosen after reflecting on the FY22 reading proficiency data. While we saw an increase in overall proficiency, we are still below 50% of our students testing proficient. When reflecting on data, observations, and input from teams, Parkside Elementary identified the area of collaborative planning as the area to focus on for the upcoming year. During this time, staff will be able to identify the demands of the standard, content limits, and plan for ways to support effective student instruction and delivery of content.
Implementation of Leader In Me will create opportunities for students and teachers to implement best practices in goal setting and data tracking.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Collaborative Planning Framework: Teachers will prepare by reading and annotating texts sets and preparing areas to focus discussion on, misconceptions, complex vocabulary, higher order thinking questions, and collaborative structures for engaging students on grade level texts. Literacy Coach will work with grade level teams to identify key points of misconception, ensure all elements of effective literacy instruction are planned for and discussed including: foundational skills, vocabulary, text comprehension related to multiple standard sets, and integrated opportunities to increase embedded written opportunities for students to respond to text during the literacy block. Literacy Coach- Jodie Lamadrid -responsible for K-5 collaborative planning Principal- Sara Johnessee-oversees 3 & 5 ELA Planning and Lesson Plans Assistant Principal-Tiffany Wind-oversees K & 1 ELA Planning and Lesson Plans Assistant Principal-Rachel Moore-oversees 2 & 4 ELA Planning and Lesson Plans	Wind, Tiffany, windt@collierschools.com
Professional Learning: Throughout the year professional learning will be delivered from district support in the ELA department from Teaching and Learning, as well as from the school's literacy coach and/or literacy leadership team. Topics covered from the district support include: Implementation and Understanding of the B.E.S.T. Standards Training on the HMH Reading Curriculum Training on curriculum guides and maps Training on the components of the ELA Literacy Block Training on providing and documenting interventions Training provided from Literacy Coach and/or Literacy Leadership team: Overview of iReady, and continuous support with B.E.S.T. Standards Training on analyzing iReady Data and Instructional Support Differentiated support dependent on grade level teams and needs of students High Yield ELL Strategies	Lamadrid, Jodie, lamadrjo@collierschools.com
Assessment/Progress Monitoring: Data tracking will be implemented from the building, grade level, and individual level, with a focus on increasing proficiency. Student data will be tracked both in schoolwide common areas, through grade level recognition, and in individual data binders. Within the school, data tracking will be compared with district performance during benchmark testing during the fall, winter, and early spring, with the opportunity to make building-wide structural and instructional adjustments based on student performance after reflecting on a needs assessment. In between benchmark testing, module tests will be analyzed and tracked to determine student understanding of standards within modules, additionally student performance will be analyzed through the use of common assessments and tracked by grade level to determine core areas in	Wind, Tiffany, windt@collierschools.com

Action Step	Person Responsible for Monitoring

need of reteaching,
small group compositions and individual student needs.

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

There are multiple ways that Parkside Elementary School will build a positive school culture and environment,
by implementing district-based initiatives and school-led initiatives. District-wide, Collier County Schools will continue with implementing Connect for Success for the FY23 academic school year. During this time, all students and staff will engage in twice weekly fifteen minute learning sessions, building a sense of community and developing life skills within their classroom.

Additionally at Parkside, all staff members members are part of Action Teams comprised of staff members from all different grade levels and content areas. Within these teams, members develop schoolwide initiatives across the areas of academics, culture, and leadership to promote inclusivity, recognize student achievement, and build strong relationships with the school community.

During the FY23 school year, Parkside will begin implementing the Leader in Me framework starting with professional learning for staff based on the 7 Habits of Highly Effective People. Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Sara Johnessee, Principal: Oversees, monitors, and ensures the implementation of all school identified priorities in the area of relationship building and programming directly addressing positive school culture including but not limited to:
Teacher Leadership Opportunities to engage in decision making and schoolwide opportunities to promote academic, culture, and leadership both within and amongst students and staff,
Positive Behavior Intervention Support,
Parent and Family Engagement,
Community Partnerships