

Broward County Public Schools

Parkside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	18
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	18
VII. Budget to Support Areas of Focus	0

Parkside Elementary School

10257 NW 29TH ST, Coral Springs, FL 33065

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Parkside Elementary is committed to educating all students to reach their highest potential.

Provide the school's vision statement.

Educating today's students to succeed in tomorrow's world.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hall, Laneia	Principal	To provide a learning environment that is structured around student learning, growing and becoming well rounded citizens of the community. A place that is kid friendly, clean and welcoming to all stakeholders.
Wilkerson, Lakay	Curriculum Resource Teacher	To assure that the academics of all students are met.
Adamson, Chenita	Assistant Principal	School operational support, instructional leader for all academic grade levels

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All teachers and parents are invited to the monthly School Advisory Council meeting. The school improvement plan is discussed, reviewed, and adjusted as needed. The teachers have an opportunity for input in their team meetings after which the team leaders share with the group at Leadership team meeting.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is monitored each month during our SAC meetings and during RTI conferences with teachers. As we discuss the progress or lack of progress for individual students, we check to see if the interventions are lining up with our targeted outcomes in the areas of Math and reading. Adjustments are made to assure that students' instructions are moving them toward their highest achievement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	33	40	33	26	29	34	0	0	0	195	
One or more suspensions	1	0	2	9	8	13	0	0	0	33	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	20	34	23	27	21	27	0	0	0	152	
Level 1 on statewide Math assessment	0	24	25	19	22	33	0	0	0	123	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	38	38	34	29	23	0	0	0	175	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	17	37	30	33	29	34	0	0	0	180

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	10	4	9	11	4	0	0	0	45
Students retained two or more times	4	6	4	0	6	0	0	0	0	20

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	47	34	28	37	46	32	0	0	0	224	
One or more suspensions	0	0	4	6	15	14	0	0	0	39	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	26	31	25	0	0	0	82	
Level 1 on statewide Math assessment	0	0	0	23	24	29	0	0	0	76	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	35	19	17	11	12	0	0	0	101	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	27	13	28	46	29	0	0	0	152

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	21	14	15	9	6	0	0	0	76
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	47	34	28	37	46	32	0	0	0	224	
One or more suspensions	0	0	4	6	15	14	0	0	0	39	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	26	31	25	0	0	0	82	
Level 1 on statewide Math assessment	0	0	0	23	24	29	0	0	0	76	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	35	19	17	11	12	0	0	0	101	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	27	13	28	46	29	0	0	0	152

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	21	14	15	9	6	0	0	0	76
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	56	53	54	58	56	57		
ELA Learning Gains				59			42		
ELA Lowest 25th Percentile				49			41		
Math Achievement*	61	62	59	58	54	50	47		
Math Learning Gains				64			29		
Math Lowest 25th Percentile				59			11		
Science Achievement*	45	48	54	30	59	59	30		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	50	59	59	59			69		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	265
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	2	1
ELL	48			
AMI				
ASN	55			
BLK	43			
HSP	52			
MUL	77			
PAC				
WHT	69			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	54			
AMI				
ASN	74			
BLK	42			
HSP	60			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	56			
PAC				
WHT	60			
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			61			45					50
SWD	22			31			7				5	40
ELL	47			59			34				4	50
AMI												
ASN	60			50							2	
BLK	43			48			33				4	
HSP	54			62			44				5	50
MUL	65			88							2	
PAC												
WHT	67			75			61				4	
FRL	44			50			36				5	48

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	54	59	49	58	64	59	30					59
SWD	25	46	43	30	34	45	12					
ELL	56	61	50	56	64	50	33					59
AMI												
ASN	77	70		69	80							

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	42	53	33	42	54	42	26					
HSP	63	67	64	67	66	56	35					62
MUL	52	38		64	69							
PAC												
WHT	50	58	67	57	69	100	18					
FRL	45	54	43	51	61	53	25					52

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	57	42	41	47	29	11	30					69
SWD	25	33	37	27	20	12	17					50
ELL	55	34	18	49	28	0	19					69
AMI												
ASN	74	50		63	50							
BLK	51	36	31	40	17	13	21					69
HSP	57	39	36	48	31	0	23					69
MUL	55			33								
PAC												
WHT	64	51	60	53	37		40					
FRL	49	34	30	38	25	8	16					66

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	56%	0%	54%	2%
04	2023 - Spring	61%	61%	0%	58%	3%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	53%	2%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	62%	3%	59%	6%
04	2023 - Spring	66%	65%	1%	61%	5%
05	2023 - Spring	59%	58%	1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	46%	-2%	51%	-7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science was our lowest subject area. However, during the 2022-2023 academic school year, we saw a 14% increase from the previous year. Which was a significant increase from last school year. We will continue to implement the instructional practices and strategies this year to yield similar results.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

All of our components increased from the previous school year. There were NO components of decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Science data has a 6% gap, although we had a 14% increase from the 2021-2022 school year, we are still 6% behind the state in Science. We will continue to implement instructional practices and strategies learned during the 2022-2023 school year to continue on this trajectory for the 2023-2024 school year.

Which data component showed the most improvement? What new actions did your school take in this area?

The science component showed the most improvement. We had district staff developers to come out and work with our teachers during their PLC. We will continue to reach out to the district for grade level science support.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and number of student suspensions

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Increase Science Proficiency
Increase SWD Proficiency
Increase SWD Learning Gains

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Parkside Elementary, we had an increase in students absent 10% more days (195 to 224 students).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Parkside will decrease the number of students in the category by 5%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The assistant principal will hold monthly attendance meeting with the parents of students who are at danger. We will seek the support of the Social-worker to assist with supporting families to improve student attendance.

Person responsible for monitoring outcome:

Chenita Adamson (chenita.adamson@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our positive school culture begins at the gates of the school. Every student is greeted with a smile daily by school administration as well as their classroom teachers. The parents trust that their child is among an extended family who love and care for them while at school. We focus of the monthly character traits. This year we will focus on recognizing classes and individual students who are recognized by school staff for demonstrating positive behaviors in common areas, such as the hallways, cafeteria, and Special area classes. We work collaboratively with parents by putting the students first and communicating through classroom apps, Parent Link phone messages, school newsletters, the school website, and with frequent conferencing with classroom teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Making connections with families and providing additional support will allow us to reach our targeted goal.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

5th Grade Science to increase by 10% to reflect an overall proficiency of 54% by June 2024.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During each academic quarter, Parkside plans to see each student increase 2-3% on their unit assessments. In turn, each unit assessment increase will provide students with the knowledge base to increase on the EOY State Assessment by 10% by June 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Science Lesson Plans, Science Unit Assessments, Science Interim Assessments

Person responsible for monitoring outcome:

Laneia Hall (laneia.hall@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students who reach their 2-3% increase on their unit Science assessments will receive an incentive reward.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our rationale for choosing this specific strategy is because we know the power of monitoring and providing positive reinforcement when student reach their targeted goals. When students are aware of their goals and track their progress along the way, they are more likely to achieve their individual, classroom and school-wide goals.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

This year we will continue the momentum of having at an additional 10% of our 5th graders proficient on the State Science Assessment. 5th Grade teachers will participate in more team teaching of specific science topics, which is where we saw a huge bump last year with our 5th graders. The 5th grade team will continue to delve into the standards and lessons to ensure that core instruction is consistent as well as providing more lab opportunities with hands-on experience which helps students process the science concepts better.

Person Responsible: Laneia Hall (laneia.hall@browardschools.com)

By When: 5th grade Science proficiency will increase by 10% to 54% proficiency by June 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The principal will review school improvement funding allocations to ensure that all materials and possible substitutes are funded to ensure that teachers have coverage to team teach specific Science unit. The principal will review the budget quarterly with Parkside families at SAC meetings.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

During Open House the principal will meet with parents to review the SIP. Every quarter the principal will review the student academic and behavior student data during the SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Monthly a newsletter is sent to families to share the various classroom and school-wide activities. All classroom teacher utilize a communication app to communicate with families about their individual children as well as other special activities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

This year the grade level teams will participate in peer observations. We will train teachers on providing constructive feedback, followed by implementation of best practices through the continuous learning model.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At Parkside we have 2 counselors who provide counseling, school-based mental health services and specialized support services to students during the academic day. Our school counselors with students one-on-one and within small groups. Our school counselors also push-in to classrooms 2-3 times a year to teach specific lessons focused on Life Skills and Wellness and Safety.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Parkside we

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Weekly teachers meet within their Professional Learning Communities (PLCs) around various instructional practices (based on the teachers desired professional growth area) to improve their instructional practices. Teacher will utilize student data to guide their professional development and research best practices to implement within their classrooms. Teacher cohorts will also participate in peer observations with a constructive feedback component for peers, to improve their instructional practice as well.

New teachers will also participate in the new teacher mentor program. This mentor program provides teachers with the opportunity to learn a variety of new operational, instructional, and other best practices from specifically identified mentor teachers and a lead mentor. The new teachers will meet with their teacher mentor weekly for at least 30 minutes. The lead mentor meets with the cohort of new teachers once monthly for at least 30 minutes.

Paraprofessionals attend staff development meetings that are held every other month. Paraprofessionals also have very intentional development from their cooperative classroom teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Each year during the Spring, Parkside holds its annual Kindergarten Round-Up. During Round-Up, families are invited into the school to receive materials to assist them with registration as well as for them to meet our kindergarten classroom teachers and to visit kindergarten classrooms.