Parkside Elementary Improvement Plan
2017-2018

1400 Parkside Dr.
Columbus, Indiana 47201
812.376.4314

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Bartholomew Consolidated School District
Mission/Vision

BCSC Mission
Deeper Learning is our individualized approach for preparing all learners to succeed in a competitive global economy and democratic society, and to tackle the complex issues they will encounter.

BCSC Vision
BCSC demonstrates a community commitment to deeper learning for one...and all.

BCSC High Expectation Objectives
1. Provide a welcoming and diverse learning culture of respect, fairness and trust
2. Advance a deep community commitment to all learners' health, personal and academic success
3. Enable achievement of core academic knowledge and varied levels of critical thinking
4. Foster multiple perspectives to develop global citizens
5. Provide multiple pathways that intellectually engage all learners
6. Promote and support agile, collaborative learning environments
7. Cultivate a commitment to a life-long learning process for all

Parkside Elementary Mission
Parkside strives to empower every student to become an expert learner who is a responsible, productive, and engaged citizen in order to thrive in a global community.

Parkside Elementary Vision
Developing the mindset of an expert learner is our approach to achieving personal best for all.

Parkside Elementary School
Executive Summary

<u>Description of School</u>

Parkside Elementary School is a grade preK-6 public school located in the rural community of Columbus, IN in Bartholomew Country. Columbus is located about 40 miles south of Indianapolis, but has many benefits of a large city in a small town setting. Since 1962, Parkside has been educating the boys and girls of Columbus with high expectations for future success.

Parkside Elementary currently has an enrollment of over 800 students from very diverse backgrounds with over 25 different languages as their first language. The data for the 2016-17 school year shows the population consist of 54.2 percent caucasian, 23.9 percent Hispanic, 15.5 percent Asian, 4.1 percent multi-racial, 1.6 percent black, and .5 percent American Indian students. Additional data shows that Parkside Elementary has a paid lunch rate of 59 percent, with the free and reduced lunch rate of 41 percent for the 2016-17 school year.

Parkside Elementary offers Self Contained High Ability classrooms in grades 4, 5 and 6 for qualifying students from all over the school corporation. The core curriculum in every grade provides actives hands-on experiential learning opportunities for all boys and girl. Academic programs are extended by experiences in the arts, including visual art, vocal music, instrumental music, physical education and library science. By incorporating the principles of Universal Design for Learning and the instructional staff members strive to meet the varied needs of individual learners through a standards based rigorous curriculum.

Parkside also offers many extracurricular activities to students. The academic teams include a perennial State Champion Spell Bowl Team (grades 5-6), State Champion Math Bowl Team (grade 5-6), Lego Robotics Team (grades 1-6), Science Bowl Team (grades 4-6), and Destination Imagination Teams (grades 2-6) that compete regularly at the Global Competition. Parkside offers a string instrumental program (grades 2-6), a vocal performance group or choir with more than 85 participants (grades 5-6), and band (grade 6). Athletics that include basketball, cheerleading, and dance are offered for both boys and girls (grades 5-6).

Parkside enjoys an involved and active parent/teacher organization (PTO). The PTO sponsors many family oriented activities each year and fully supports our school by enhancing the facilities, materials, programs, and opportunities for students by organizing fundraisers and volunteering time in the classrooms during the school day.   iCare, our before and after school program, offers Spanish classes to those that would like to participate.

We are proud of our school building and our beautiful school grounds, which include a popular all-inclusive playground, many soccer fields, and basketball courts. The beautiful central courtyard has been designated a Certified Schoolyard Habitat by the National Wildlife Foundation and is cared for by students and staff grades preK-6.

School Purpose

Parkside Elementary is fully committed to performance excellence. All decisions are based around our school Vision (Developing the mindset of an expert learner is our approach to achieving personal best for all.), our Mission (Parkside strives to empower every student to become an expert learner who is a responsible, productive, and engaged citizen in order to thrive in a global community.) under the guidance of the BCSC Vision (BCSC demonstrates a community commitment to deeper learning for one...and all), and BCSC Mission (Deeper Learning is our individualized approach for preparing all learners to succeed in a competitive global economy and democratic society and to tackle the complex issues they will encounter). We consider knowledge of student and stakeholder needs essential to our success. It influences our ability to articulate where performance is meeting goals and where improvement is required.

Awareness of students and stakeholder needs is central to achievement of the district's High Expectation Objectives.

-Provide a welcoming and diverse learning culture of respect, fairness and trust
-Advance a deep community commitment to all learners' health, personal and academic success
-Enable achievement of core academic success
-Foster multiple perspectives to develop global citizens
-Provide multiple pathways that intellectually engage all learners
-Promote and support agile, collaborative learning environments
-Cultivate a commitment to a life-long learning environments

As part of a goal for a safe and well-disciplined school environment, Parkside Elementary has incorporated Lifelong Guidelines and Life Skills that create a foundation for the Positive Behavior Instruction and Supports Program (PBIS) in all grades through daily instruction. Life skills have been introduced that people in business have identified as being important to success in all levels of the work force. Visual cues, including banners that state the Parkside Pirates' Code of Be Kind, Be Safe, Be Truthful, Be Responsible and Be Respectful are throughout the building. School Wide Learning Outcomes (SWLOs) offer a way for students to reflect and set goals, in order to cultivate a growth mindset, in route to becoming an expert learning through the understanding and development in the nine guidelines of Universal Design for Learning (UDL).

<u>Notable Achievement and Areas of Improvement</u>

Parkside Elementary has become a very diverse school over the last 8 years. In order to celebrate our diversity we have had a very successful annual celebration of culture through an international fair. Students, staff and parents all work together in order to share and learn about countries and cultures from all over the world.

Until 2008, Parkside had been recognized by the state of Indiana as a 4 star school. In 2010, when the new letter grading system started, Parkside was graded a C. Since then, the school has been graded a B twice and an A four times for continued improvement and growth on the state standardized tests. However, Parkside Elementary will strive to improve UDL practices and cultural responsiveness by integrating more diverse cultural perspectives into everyday instruction, school social events, and celebrations. As a school, we have set a goal of increasing math and reading scores in the areas of low SES and EL students over the next several years in order to close the achievement gap that exists between these sub groups and the group at large. By focusing on comprehension grades 3-6, phonemic awareness and phonics grades K-2, and computation grades K-6 we intend to become much more focused and intentional with our ever changing population currently and over the next several years.

Parkside Elementary School Plan on a Page

BCSC — Bartholomew Consolidated School Corporation · Deeper Learning Works

CivicLab — An Institute for Civic Collaboration
In collaboration with

Universal Design for Learning Provides Deeper Learning For All

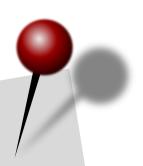| GOALS	CURRENT STATE	TARGET (WHAT)	STRATEGIES (HOW)	OUTCOMES/HEOs (WHY)
Safe and Caring Environment	**PBIS Expectations: "Be Respectful"** **2016-2017 office referrals: 73** **Disrespectful behavior office referrals: 27** **Students exhibiting disrespectful behaviors makes up 37% of our office referrals.**	**PBIS Expectations: "Be Respectful"** **Increase our number of students exhibiting positive behaviors by decreasing the number of office referrals specifically in the areas of "disrespectful behaviors."**	Increase amount of positive incentives Start "Kindness" club Increase teaching of conflict resolution, respect, and kindness strategies	Welcoming and diverse learning culture of respect, fairness and trust All learners' health, personal and academic success Achievement of core academic knowledge and varied levels of critical thinking Global citizens Intellectually engaged learners Agile, collaborative learning environments Life-long learning
High Academic Performance	**Mastery of Academic Standards** *IREAD 3: 78% Passing* *ISTEP+ E/LA: 69% Passing* *GMRC Reading Foundations K-2: 70.3% Mastery* *GMRC Comprehension 3rd: 53% Mastery* *ISTEP+ Math: 59% Passing* *GMRC Computation K-3: 62% Mastery*	**Mastery of Academic Standards** *IREAD: 85% Passing* *ISTEP+ E/LA: 75% Passing* *Reading Foundations Benchmark K-2: 80% Mastery* *Comprehension Benchmark 3-6: 70% Mastery* *ISTEP+ Math: 70% Passing* *Computation Benchmark K-6: 70% Mastery*	***Grades K-2*** *Phonemic/Phonological Awareness & Phonics Strategies** ***Grades 3-6*** *Comprehension Strategies** ***Grades K-6*** *Computation Strategies** **See detailed pages*	
Highly Effective Staff	**Eliminate Barriers for EL students in area of reading** 19% of our 3rd grade students did not reach mastery standards R.N.2.1 and R.L.2.1 27% of 3rd grade students did not reach mastery in standard R.F.5 75% of students not mastering both are EL students	**Eliminate Barriers for EL students in area of Reading** 65% of the students who did not reach mastery of standards R.N.2.1 and R.L.2.1 will meet grade level expectations by May	Targeted grade level groups Teachers attending PLC meetings Phonics and Phonological awareness taught to struggling readers	

Safe and Caring Environment

Parkside Elementary School SAFE AND CARING ENVIRONMENT 2017-2018

COMPELLING CHALLENGE	How can we work together as a school to ensure students are meeting the "Be respectful" PBIS Pirates' Code expectation?
CURRENT STATE	**Currently,**

Number of office referrals in 2016-2017	Number of office referrals for "disrespectful behavior (including inappropriate language)" or "hands not to self"
73	A total of 27 (37%) of office referrals

TARGETS (WHAT)	We would like to increase our number of students exhibiting positive behaviors by decreasing by 10% the number of office referrals specifically for disrespectful behavior (including hands not to self and inappropriate language).
PBIS EXPECTATIONS (WHAT)	We would like to focus on the PBIS expectation of "Be Respectful."
STRATEGIES (HOW)	"Be Kind" challenge throughout the school " Kindness" club - Increase the amount of Treasure Bucks handed out when respectful behavior is observed - Increase the amount of incentives to earn from Treasure Bucks - Increase positive behavior (specifically respect) on the bus with our bus recess incentives - Conflict resolution, respect, and kindness are taught throughout the school in school guidance lessons
ADMINISTRATOR ACCOUNTABILITY (HOW)	- Reiterate PBIS expectations on announcements every morning - Follow through with a positive conversation about changing behavior if a student is sent to the office - Provide PBIS committee with PD and strategies when needed
TEACHER ACCOUNTABILITY (HOW)	- Teachers handing out Treasure Bucks when they see students being respectful - Teachers teach conflict resolution and problem solving skills when needed - PBIS members attend monthly meetings (a representative from each grade level present)
STUDENT ACCOUNTABILITY (HOW)	**Participating in "Kind" activities throughout the school** **Encouraging one another to be respectful and kind**
RESOURCES NEEDED	**Materials for Treasure Bucks store**

Action Items:

Parkside Elementary School HIGH ACADEMIC PERFORMANCE
English/Language Arts
Grades Kindergarten-Second
2017-2018

COMPELLING CHALLENGE	How do we work together, as a district, to ensure student performance in **phonological awareness, phonemic awareness, and phonics** that meets or exceeds grade level expectations?
CURRENT STATE	<table><tr><td></td><td>K</td><td>1</td><td>2</td></tr><tr><td>**GMRC Q4 SY 16-17**</td><td>RF 4.2 79%</td><td>RF 4.1 60%</td><td>RF 4.2 80%</td></tr></table>
TARGETS (WHAT)	- Teachers will utilize Wonders as the primary resource for reading instruction - Teachers will utilize finger tapping (one finger for each phoneme) - Teachers will utilize Elkonin (sound) boxes - Teachers will utilize dictation -- match letter for each sound (write the letter as you say the letter sound) - Teachers will utilize assessment vocabulary when applicable 80% of K-2nd grade students will score an 80% or above on RF.4.2 (K,2) and RF.4.1 (1st) based on BCSC district benchmark assessment
ACADEMIC STANDARDS (WHAT)	Read and comprehend a variety of literature and nonfiction independently and proficiently

Grade	Standard	Brief Description
K	K.RF.4.2	Blend CVC sounds to make words
1	1.RF.4.1	Use letter sound knowledge to decode words
2	2.RF.4.2	Use letter sound knowledge to decode two syllable words

STRATEGIES (HOW)	● Students will use finger tapping (one finger for each phoneme) to develop phonological and phonemic awareness ● Students will use Elkonin (sound) boxes to develop phonological and phonemic awareness ● Students will use dictation -- match letter for each sound (write the letter as you say the letter sound) to develop phonics ○ Teachers will discuss these strategies
ADMINISTRATOR ACCOUNTABILITY (HOW)	● Develop administrators on phonological awareness, phonemic awareness and phonics ● Focused conversations between principals and teachers using current data
TEACHER ACCOUNTABILITY (HOW)	● Utilize the adopted resource as the main component of reading ● Share best practices and strategies during PLCs that reflect student achievement ● Intentionality should be used with assessment vocabulary during instruction and common assessment creation ● Review growth of each student and provide additional support and/or enrichment based on data ● Focus on phonemic awareness, phonological awareness and phonics ● Report on K.RF.4.2, 1.RF.4.1, 2.RF.4.2 ● Confer with students on their goals and growth
STUDENT ACCOUNTABILITY (HOW)	● Create goals on phonological awareness, phonemic awareness,and phonics ● Monitor goals on phonological awareness, phonemic awareness,and phonics
RESOURCES NEEDED	

Action Items:

Parkside Elementary School HIGH ACADEMIC PERFORMANCE
English/Language Arts
Grades 3rd-6th
2017-2018

COMPELLING CHALLENGE	How do we work together, as a district, to ensure student performance in **reading comprehension** meets or exceeds grade level expectations?

CURRENT STATE					
		3	**4**	**5**	**6**
	GMRC Q4 SY 16-17	RL.2.1 = 49% RN.2.1 =57%			
	Pivot SY 16-17	58%	56%	60%	57%
	IREAD SY 16-17	78%			
	ISTEP+ SY 16-17	61%	69%	75%	70%

TARGETS (WHAT)	- Teachers will utilize the adopted resource as the primary resource for reading instruction - Teachers will be developed using a **close reading strategy (Smekens)** - Teachers will be using a **constructed response** rubric to assess reading/writing comprehension - Teachers will be using **assessment vocabulary** on all common assessments 80% of 3rd-6th grade students will score a 80% or above on RL.21 and RN.2.1 based on BCSC district benchmarks 73% of 3rd-6th grade students will Pass/Pass+ E/LA ISTEP+

ACADEMIC STANDARDS (WHAT)			
	Grade	**Standard**	**Brief Description**
	3rd-6th	RL.2.1	Read and comprehend a variety of literature independently and proficiently using text evidence
	3rd-6th	RN.2.1	Read and comprehend a variety of nonfiction independently and proficiently using text evidence

STRATEGIES (HOW)	- Students will **write a constructed response** to reading when presented with reading passages to improve comprehension. - Students will analyze text by using a **close reading strategy** when presented with reading passages to improve comprehension. - During the PLC process, **assessment vocabulary** will be reviewed and highlighted so students are aware of the connection between standards and assessments.
ADMINISTRATOR ACCOUNTABILITY(HOW)	- Conduct focused conversations between principals and teachers using current data - Utilize look-fors and focused questions to guide conversations with teachers
TEACHER ACCOUNTABILITY (HOW)	- Utilize the adopted resource as the primary resource for reading instruction - Share best practices and strategies during PLCs that reflect student achievement - Intentionality should be used with assessment vocabulary during instruction and common assessment creation - Review growth of each student and provide additional support and/or enrichment based on data - Focus on reading comprehension weekly - Conference with students about their reading comprehension goals
STUDENT ACCOUNTABILITY(HOW)	- Create goals on comprehension - Monitor goals on comprehension
RESOURCES NEEDED	

Parkside Elementary School HIGH ACADEMIC PERFORMANCE MATH
Grades Kindergarten-Sixth
2017-2018

COMPELLING CHALLENGE	How do we work together, as a district, to ensure student performance in the **math strand of computation** that meets or exceeds grade level expectations?

CURRENT STATE

	K	1	2	3	4	5	6
GMRC SY 16-17	K.CA.1 59%	1.CA.1 75%	2.CA.1 72%	3.C.6 41%			
Pivot SY 16-17		60%	72%	60%	59%	68%	53%
ISTEP+ SY 16-17 *162 day students				54%	57%	71%	55%

TARGETS (WHAT)

- Teachers will be utilizing the **adopted resource**
- Teachers will be developed in using **process standards**: perseverance, modeling, and precision
- Teachers will be using **assessment vocabulary** on all common assessments;
- 65% of K students will be proficient in GMRC Standard CA.1
- 70% of 1st grade students will be proficient in GMRC Standard CA.1
- 80% of 2nd grade students will be proficient in GMRC Standard CA.1
- 60% of 3rd grade students will be proficient in GMRC Standard C.6
- 60% of 4th grade students will be proficient in GMRC Standard C.5 and C.6
- 70% of 3rd-6th grade students will Pass+/Pass on ISTEP+ Math

ACADEMIC STANDARDS (WHAT)	

Grade	Standard	Brief Description
K	CA.1	Add and subtract using pictures up to the **number 10**
1	CA.1	Add and Subtract within **the number 20**
2	CA.1	Add and Subtract within **the number 100**
3	C.6	Multiply and Divide **numbers 0-10**
4	C.6	Add and Subtract **mixed numbers and fractions** with LIKE denominators
5	C.4	Add and Subtract **mixed numbers and fractions** with UNLIKE denominators
6	C.2	Add, Subtract, Multiply and Divide **fractions and decimals**

Process Standards
#1 - **Make Sense of the Problem** and **Perseverance** - Students will restate the problem in their own words and then develop a plan to solve the problem. They consistently evaluate their progress and modify their plan as needed. They ask themselves, "Does this make sense?"
#4 - **Modeling** - Students can recognize math in real-life and also use math models to solve problems. They may use symbols, pictures, or concrete models to show their thinking and can show relationships to other ideas.
#6 - **Precision -** Students are efficient and accurate in both their calculations and explanations. They use the correct terminology, symbols, and units in their work.

STRATEGIES (HOW)	● 1. Teachers and students will utilize the adopted resource as the primary resource for math instruction. ● 2. Students will restate the problem in their own words and then develop a plan to solve the problem. They consistently evaluate their progress and modify their plan as needed. They ask themselves, "Does this make sense?"

	- 3. Students can recognize math in real-life and also use math models to solve problems. They may use symbols, pictures, or concrete models to show their thinking and can show relationships to other ideas. - 4. Students are efficient and accurate in both their calculations and explanations. They use the correct terminology, symbols, and units in their work. - 5. During the PLC process, assessment vocabulary will be reviewed and highlighted so students are aware of the connection between standards and assessments.
ADMINISTRATOR ACCOUNTABILITY (HOW)	- Focused conversations between principals and teachers using current data - Utilize look-fors and focused questions - Assure end of quarter assessments are given and assessed - Encourage attendance at a professional learning opportunity on Go Math (summer workshop, September 21, January 25)
TEACHER ACCOUNTABILITY (HOW)	- Attend a professional learning opportunity on Go Math - Share during PLC time best practices and strategies that reflect student achievement - Intentionality should be used with assessment vocabulary during instruction and common assessment creation - Review growth of each student and provide additional support, feedback and/or enrichment based on data - Focus on math computation
STUDENT ACCOUNTABILITY (HOW)	- Create goals on computation - Monitor goals on computation
RESOURCES NEEDED	

Parkside Elementary School SCHOOL SPECIFIC
2017-2018

COMPELLING CHALLENGE	How can we work together, as a school, to eliminate barriers for our growing and diverse English Learner population specifically in 3rd grade in the area of ELA?
CURRENT STATE	Currently, there are 19 students in 3rd grade who did not master the two reading comprehension standards (R.N.2.1 and R.L.2.1) in 2nd grade per GMRC data. There are 30 students in 3rd grade who did not master the reading fluency standard (R.F.5) in 2nd grade per GMRC data. 12 of these students did not master either the fluency or reading comprehension standards. Of the 12 students not mastering both, 75% (9 students) of them are EL students. In order to improve their reading comprehension, students need some more time on basic reading skills. Moving on to 3rd grade material without a solid foundation of phonemic awareness, phonological awareness, and phonics will make it harder for these students to meet grade level standards. ****3rd grade is our reporting group, but grades K-4 have a similar current states in regards to these standards and students.

	2.R.N.2.1 and 2.R.L. 2.1	2.R.F.4.2
Percentage of students not reaching mastery	19%	27%
Percentage of EL students not reaching mastery in both R.N.2.1/R.L.2.1 and R.F.5	75%	75%

TARGETS (WHAT)	100% of teachers will be utilizing the adopted resources in both ELA and Math 100% of teachers will be analyzing common assessment data, attending PLCs, and sharing strategies to improve instruction and learning 100% of teachers will be grouping students based on data and need in reading comprehension and phonics - Teachers will be instructing the 49 students who did not master R.N. 2.1 and R.L.2.1 and R.F. 5 phonemic awareness, phonological awareness, and phonics in their groups
STRATEGIES (HOW)	- Grade level remediation specifically using phonemic awareness, phonological awareness, and phonics - Grade level PD specifically on phonics and phonological awareness - EL teachers attending PLC meetings - EL teacher and TA intentional with students - EL teacher and TA trained from EL department - Classroom teachers trained from EL department and UDL Facilitator
ADMINISTRATOR	Schedule whole school PD monthly with an EL/UDL lense

ACCOUNTABILITY (HOW)	● Schedule PD with teachers and EL TAs from EL department
TEACHER ACCOUNTABILITY (HOW)	● Teachers will use adopted Math and ELA resources ● Teachers will have weekly PLC conversations, specifically targeting question 3 of the essential questions in the PLC process ● Teachers will share best practices and strategies during their weekly PLC time in relations to EL students and barriers
STUDENT ACCOUNTABILITY (HOW)	● Students set specific goals for growth on critical standards
RESOURCES NEEDED	

Action Items: