Parkside Elementary School (Jackson Cluster)

District Mission & Vision

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

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

Cluster Mission & Vision

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

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

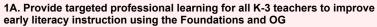
School Mission & Vision

Vision: To build a foundation for students who will graduate as productive, caring and life-long learners. Mission: Cultivating and developing independent thinking, exemplary citizenship, and healthy life-long learning: Every student, every teacher, every leader, every day in collaboration with every stakeholder.

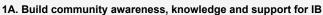
Signature Program: International Baccalaureate

School Strategies

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



- 1B. Provide targeted professional learning for 4th and 5th grade teachers using Wilson Language Coach materials
- 2A. Provide targeted professional learning facilitated by the Instructional Coach for all teachers focused on best instructional practices
- 2B. Encourage teachers to become gifted certified through the district or an alternative program
- 1A. Build teacher capacity through in-house PD with an IB Coach/ Coordinator
- 1B. Build homeroom classes with 18 students or less in grades K-3
- 1C. Ensure the school budget and personnel decisions are aligned to the strategic plan
- 1D. Build master schedule to maximize instructional time
- 2A. Explore developing a 501(c)(3) foundation for the school



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



Key Performance Measures

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

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

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

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

To adhere to the implementation timeline for authorization.

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

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



fluency instruction, and increase Lexile levels for all grade levels. Strengthen students conceptual

certified teachers.

understanding of math skills and concepts.

School Priorities

Strengthen Early Literacy Program

phonics, phonemic awareness,

Recruit and retain SEL and Gifted

1. Continue the process of becoming an

2. Consider long term capital support

Support the shift in the gifted

program's delivery model.

IB authorized school.

models.



Talent Management

Systems & Resources

Culture

