

School Improvement Summary

School Year 2023-2024

Parkview Elementary

Demographics:

Approximately 420 students enrolled.

English Learners: 8%

G/T: 4%

Economically Disadvantaged: 55%

Special Education: 22%

504: 6%

Ethnicity: Caucasion 70%, Asian 1%, African American 3%, Hispanic/Latino 14%, Native American/Alaskan Native 1%, Two or More Races 11%.

Assessment Data:

Parkview's Leadership Team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows: ESSA data, student data (grades, attendance, discipline, etc), ACT Aspire Summative scores, Istation data, phonics inventories, IEP conferences, 504 conferences, and dyslexia screenings. Based upon the data we have identified the following needs:

Aspire Summative Data from the 2021-2022 school year

Reading percent Ready/Exceeding

Grade 3: 52%

Grade 4: 54%

Grade 5: 45%

School: 50%

Math percent Ready/Exceeding

Grade 3: 68%

Grade 4: 51%

Grade 5: 51%

School: 56%

Analysis of Assessment Data:

The data shows a need for improvement in ACT Aspire Scores along with other diagnostic assessments. Students not at benchmark need additional time and instruction in order to master

standards. A focus on standards based instruction will continue with a focus on small group and individual instruction.

Goals:

1. Improve Reading scores on state assessment
2. Improve Math Scores on state assessment

Actions:

1. Continue implementing Foundations. Staff developers will provide professional development for K-3 as needed. Principal will monitor in all classrooms weekly.
2. Continue implementing 95% Group interventions K-5. Additional professional development through on-line webinars. Principal meets with grade levels after a 5 week cycle.
3. Utilizing Marzano's Art and Science of Teaching, we will provide PD on proficiency scales, planning/teaching, and assessments.
4. Utilizing Marzano's Art and Science of Teaching, we will implement engagement strategies specifically Element 25: Physical Movement and Element 3: Providing Opportunities for Students to Talk about Themselves (p. 74).
5. Implement Marzano's Teaching Vocabulary in K-5. PD to provide plan for implementation of vocabulary clusters at each grade level
6. Utilize paras to assist students who are at risk and need additional time to master standards.
7. Fully implement Walk to Intervention for K-4 grade levels.
8. Provide after school instruction for students not meeting grade level standards

Monitoring and Evaluation:

- Principal will monitor classroom implementation of Foundations on a regular basis. Debrief will take place in grade level team meetings.
- Principal will monitor 95% Group interventions. Monthly RTI reviews of data with the leadership utilizing data from ACT Aspire, IStation, and PSI/PASI inventories as well as classroom assessments.

Literacy Plan:

We will use the five components of an effective literacy program to improve reading performance. The five components are:

1. Phonics: *Foundations for K-3; 95% Group/Multi-syllable Routine Cards 4-5*
2. Phonemic Awareness: *Heggerty, 95% Group*
3. Fluency: *95% Group; Foundations; HMH Into Reading Curriculum*
4. Comprehension: *95% Group Comprehension; HMH Into Reading Curriculum*
5. Vocabulary: *Independent Read-Alouds; Vocabulary Surge (3-5); Marzano's Teaching Vocabulary*

We will also continue with Science of Reading professional development.