Current School Plan 2023-2024 - Parkside School

2023 - 20242022 - 2023

School Plan Approved

School Plan Approval Details

	Submitted By
Heather Nicholas	
	Submit Date
2023-06-22	
	Admin Reviewer
Holly Korous	
	Admin Review Date
2023-06-16	
	LEA Reviewer
Jennifer Covington	
	LEA Approval Date
2023-07-05	
	Board Approval Date

Goal #1
close
State Goal
close

Grades K - 3 ELA: 65% of students or more will make typical growth as measured by Acadience Reading. Grades 4 - 6: 50% of students or more will be proficient on common formative and/or summative assessments that measure grade level RI and RL ELA essential standards. Students of various backgrounds need positive relationships to be successful academically. These relationships will be built by having the ability to understand cultural differences, recognize potential biases, and look beyond differences to work productively with children, families, and our Parkside community.

Academic Area
close

- English/Language Arts

Measurements
close

We will be using the following data measurement tools: Acadience Reading will be set after BOY, and followed up with a Deep Dive of Data at MOY. Teachers will use those goals for working with students in goal setting. This data will be provided by the district office and we will use our data dives to look at the data and determine these students' needs. We will use common formative and/or summative assessments to determine which essential standards (and skills embedded in them) are being effectively taught and differentiated. Outreach log (community involvement) Family Engagement attendance RISE results

Action Plan Steps and Expenditures
close

1. Time will be planned into the master schedule (all groups run at the same time--will be scheduled as a 25 minute time slot to ensure 20 minute groups).
2. We will provide 95% Group training in two tiers: 1) paraprofessionals who have been teaching the program, and 2) teachers and other personnel who will be providing interventions.
3. The master schedule needs 40-45 minutes of reading intervention time scheduled, in addition to 95% Group time for K - 3.
4. Utilize paraprofessionals and provide training during Tier I for Scaffolded instruction as well as targeted Tier 2 and Tier 3 differentiated supports.
5. We will provide 95% group, Heggerty Interventions, Early and Next steps for the highest need students in grades 2 - 3.   We will do ERI reading interventions for some First and Second Grade students.
6. Diversity within the families prompts us to consider discussions about race and ethnicity through a multiple lens theme: many cultures, one school.   Quarterly meet and greets to give all different ethnicities the chance to connect (Multicultural events four times a year, parenting classes, professional development).
7. Maintain or increase the opportunities for families of African American, biracial, and other diverse students, and students with disabilities to meet with one another, connect students to each other through morning community time, share their experiences, and encourage families to continue their home language by reading and speaking with them regularly. Share research about home language use at Back to School Night.
8. We will have subs to cover our data dives.
9. Teacher autonomy and choice with curriculum and/or additional resources that could help with student engagement and increase more independent learning.
10. Grade level teams will work together in PLCs to determine which CFAs they will use to track student learning.

11. Use funding for a .5 FTE to enhance instruction during ELA (or 28 hour para support from highly skilled paras).
12. We will incentivize Lexia (or Flashlight) to support student growth.
13. High Noon Decodable Readers for upper grade students still working on foundational skills.

Category	Description	Estimated Cost
	Total:	$38,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	#11 #8	$35,000.00
Books, Ebooks, online curriculum/subscriptions	#13	$3,000.00

Digital Citizenship/Safety Principles Component
close

Yes

Category	Description
Behavioral	We will provide a family night on Digital Citizenship early in the school year and offer this course in Spanish to meet 50% of our parents needs. We have seen a huge uptick in cyberbullying and students sending inappropriate messages and pictures. Parents need help in understanding how to watch their students history and feel comfortable in checking their phones. We will continue to support our PBIS program as we see how it makes a difference with student behaviors. The PBIS structure works for 80% of our students. We will continue to make adjustments/accommodations for those students it does not reach. School is the safety net for the majority of our students. We need to continue with PBIS in order to keep the much more positive culture and climate of our school. we know our students can't be successful academically if their emotional/mental issues are not given attention to. We can't control their environment outside of school, but when we have them we can control Parkside's environment.

Goal #2
State Goal

Grades K - 3 ELA: 65% of students or more will make typical growth as measured by Math Pathways of Progress. Grades 4 - 6: 75% of students or more will be proficient on common formative and/or summative assessments that measure grade level Math Essential standards. Students of various backgrounds need positive relationships to be successful academically. These relationships will be built by having the ability to understand cultural differences, recognize potential biases, and look beyond differences to work productively with children, families, and our Parkside community. Research states " teaching that makes school relevant to students helps them succeed both in terms of quantitative measures such as high test scores, and more qualitative measures such as becoming life-long learners able to ask critical questions about the world around them, both in and out of school."

Academic Area

- Fine Arts
- Mathematics
- Science

Measurements

We will be using the following data measurement tools: Math Pathways of Progress will be set after BOY, and followed up with a Deep Dive of Data at MOY. Teachers will use those goals for working with students in goal setting. This data will be provided by the district office and we will use our data dives to look at the data and determine these students' needs. We will use common formative and/or summative assessments to determine which essential standards (and skills embedded in them) are being effectively taught and differentiated. Outreach log (community involvement) Family Engagement attendance RISE results

Action Plan Steps and Expenditures

1. Utilize paraprofessionals and provide training during Tier I for Scaffolded instruction as well as targeted Tier 2 and Tier 3 differentiated supports.
2. Will incorporate language objectives with Learning Targets, Success Criteria and Engagement strategies in order to support student growth (will help TSI-Targeted Support and Improvement with subgroups ELL and SPED)
3. We will hire 3.5 highly trained paraprofessionals. We will provide Math interventions for K-6 grade using math Acadience data for our highest need students.
4. Monthly, teachers will add a Math Progress Monitoring score into the Acadience Math Data Management system. Teachers and paras will provide small group instruction as needed for students to reach those typical growth goals. We will purchase of Acadience Data Management system for Math for grades 4 - 6
5. Early Numeracy instruction will be given by classroom teachers and paraprofessionals for students to meet their typical growth goals.
6. We will incentivize Zearn to support student growth.
7. If PD is not available will have BLT or group of teachers attend PD (cultural responsiveness, at risk students, behavioral concerns and EL diversity conferences) Book study: "Culturally Responsive Teaching & the Brain" by Zaretta Hammond and refer to the following article: https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04
8. Increase staff knowledge and understanding of components of Cultural Proficiency and the experiences of students and families of color (example: Muslim parents share the basic tenets of Islam and their experiences and challenges at December meeting- open to all staff members).
9. Provide culturally rich field trips (at least one per grade level). These are provided so 80% of our students who are economically disadvantaged can experience and see outside of their apartment complexes (ballet, opera, theater, natural history museum, hands on Science, University of Utah etc). This will help our Fine Arts teacher prepared for our informances throughout the year. We will present ELA, Math/Science through the Arts twice a semester. Our students need the opportunity to experience these things more than virtually.
10. Staff team building, understanding each other, getting to know more than just your PLC team. Happy teachers make happy students who want to come to school. Need to build a team that can work together and have the tools to work through conflict.
11. Digital Citizenship/Safety Principles Component (see below)

Category	Description	Estimated Cost
	Total:	$45,500.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	#9	$5,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	#3	$19,500.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	#10, #11	$7,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	#7, #8	$10,000.00
Books, Ebooks, online curriculum/subscriptions	#7	$3,000.00
Software < $5,000	#4	$1,000.00

Digital Citizenship/Safety Principles Component
close

Yes

Category	Description	

Beha viora l	We will provide a family night on Digital Citizenship early in the school year and offer this course in Spanish to meet 50% of our parents needs. We have seen a huge uptick in cyberbullying and students sending inappropriate messages and pictures. Parents need help in understanding how to watch their students history and feel comfortable in checking their phones. We will continue to support our PBIS program as we see how it makes a difference with student behaviors. The PBIS structure works for 80% of our students. We will continue to make adjustments/accommodations for those students it does not reach. School is the safety net for the majority of our students. We need to continue with PBIS in order to keep the much more positive culture and climate of our school. we know our students can't be successful academically if their emotional/mental issues are not given attention to. We can't control their environment outside of school, but when we have them we can control Parkside's environment.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	$83,500.00
Software < $5,000	$1,000.00
Books, Ebooks, online curriculum/subscriptions	$6,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$7,000.00

Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	$5,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$10,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$54,500.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2021-2022	$1,250.00	
Distribution for 2022-2023	$70,676.61	
Total Available Funds for 2022-2023	$71,926.61	
Estimated Funds to be Spent in 2022-2023	$	
Estimated Carry-over from 2022-2023	$1,926.61	
Estimated Distribution for 2023-2024	$81,781.30	
Total Available Funds for 2023-2024	$83,707.91	
Summary of Estimated Expenditures for 2023-2024	$83,500.00	
Estimated Carry-over to 2024-2025	$207.91	

The Estimated Distribution is subject to change if student enrollment counts change.

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?
We will use it for salaries and benefits for additional paraeducator supports

- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2023-03-30

Comments

Date	Name	Comment
2023-05-15	Jennifer Covington	Approved by Murray City School District Board of Education on May 11, 2023. The Approval Process included a presentation on the plan from the Principal and SCC Chair or Vice-Chair.
2023-06-16	Holly Korous	Goal 1, please explain how College and Career Readiness, Educational Technology/Library/Media, Fine Arts, Graduation Rate Increase, Social Studies, and World Languages are supported through the goal or remove content areas.
2023-06-16	Holly Korous	Goal 2, please explain how College and Career Readiness, Fine Arts, Graduation Rate Increase, Physical Education, Science Social Studies, and World Languages are supported through the goal or remove content areas.
2023-06-16	Holly Korous	Goal 2, action step #9, #10 and #12 do not meet the requirement under 53G-7-1206, that a specific list of programs, practices, materials, or equipment is listed. Please specify what funding will be used for in action steps #9, #10 and #12.

BACK

Parkside School Menu

For assistance, contact:
schoollandtrust@schools.utah.gov
(801)538-7533, (801)538-7764 or (801)538-7555

SLT v5.3.3