

Parkside ES (3631)

Title 1 Plan

Title I Requirements

COMPREHENSIVE NEEDS ASSESSMENT of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation to the state academic content standards.

Describe the process utilized to conduct the comprehensive needs assessment for this school.

Parkside utilizes several assessment data sources, including mandated state and district assessments, along with school specific assessments to monitor and track students' progress. This information is used to provide students with both remediation and enrichment both during the school day and through extended learning opportunities.

Instruction by HIGHLY QUALIFIED TEACHERS in all core content area classes

List instructional staff and paraprofessionals that are NOT highly qualified (instructional staff only).

All teachers certified and highly qualified.

ATTRACT HIGH-QUALITY, HIGHLY QUALIFIED TEACHERS to the school.

Describe strategies that will be used to attract high-quality, highly qualified teachers.

Parkside uses the District current programs including New Teacher Academy, PLC and other programs to ensure our teachers are receiving on going professional development and support. Parkside also has many opportunities for staff to participate in on campus training to continuously develop and grow as professionals.

ADDITIONAL REQUIREMENTS - Coordination and Integration

Title I, Part A

Title I funds provide additional teachers to assist students, particularly low performing students.

Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement.

Parental Involvement funds are utilized to fund academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters.

Title I, Part C- Migrant

(Migrant-Title I schools have been advised if Migrant students attend their school)

Parkside does not have migrant students in attendance. If migrant students are identified, collaboration with community agencies would take place to ensure that needed services such as health and nutrition are provided. Remediation and tutoring services will be provided as needed.

Title I, Part D

Neglected and Delinquent

Parkside's social worker contacts and assists families if they are identified by teachers or support as delinquent or neglected.

Title II

(District professional development)

All teachers participate in ongoing professional learning regarding teaching practices, state standards, intervention strategies, and assessment.

Title III

(ESOL)

All English Language Learners are assessed regularly to determine language skills in reading, writing, listening, and speaking. This determines which level the student is on according to the WIDA guidelines. The WIDA standards are used by teachers in the form of "can-do" descriptors to assist them in choosing the right strategies to support these students at any level. These descriptors give a description of what the students should be expected to do at various levels and in all areas. Parents are notified of their child's progress and the ESOL coordinators ensure that the school is in compliance with all ESOL guidelines.

Title X- Homeless

(Homeless- All Title I schools may complete with this statement)

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

Supplemental Academic Instruction (SAI)

SAI funds are utilized each year to provide additional academic support for struggling students through after school camps.

Violence Prevention Programs

Parkside Elem. implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies.

Our School Counselor also works with students in groups throughout the year for anger management, loss, and problem solving groups. She also does classroom guidance lessons.

Nutrition Programs

Nutritional programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Educational curriculum.

Housing Programs

Referrals are made to the school social worker, when parents are in need of housing or food. Additionally, the front office staff takes note of families expressing a need and passes this information on to administration and/or the school counselor.

Head Start

Parkside does not have a Head Start program in place.

Adult Education

Parkside does not have an adult education program in place.

Career and Technical Education

Parkside does not have a career and technical education program in place.

Job Training

Parkside does not have a job training program in place.

Other

The guidance counselor coordinates our listener program for students to receive academic, behavioral, and emotional support.

Pre-School Transition

Pre-School Transition

Parkside services three classes of Specialized PreK ESE and Intensive PreK. The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood programs to kindergarten program is smooth. A Kindergarten Orientation is also held prior to the beginning of the school year. This gives the incoming kindergarten students an opportunity to meet their new teacher and get acclimated to their classroom. Additionally, parents are given an overview of the kindergarten curriculum and expectations.

PARENT INVOLVEMENT Action Plan

Parent Involvement Goal:

Based on the analysis of the parent involvement data, identify and define an area in need of improvement.

Based on our previous surveys, Parkside would like to increase our parental involvement to at least 65% for the 2017-18 school year. We offer several different opportunities throughout the year for parents to attend both academic and parenting activities.

2017 - 2018

Level of Parent Involvement:

Indicate the number of Parents and/or Guardians who participated in parent involvement activities. [i.e., Use documentation from sign in sheets]

Total Number of Parents and/or Guardians 554

Expected Level of Parent Involvement:

Indicate the number of Parents and/or Guardians who are expected to participate in parent involvement activities for this year.

Total Number of Parents and/or Guardians 650

PARENT INVOLVEMENT ACTION PLAN ACTIVITIES (Aligned to School-Level Parent Involvement Plan)

Activity	Strategies & Activities to Increase Student Achievement	Start/End Date	Evaluation Tool	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
Parent Training Night	Teachers meet with parents to provide academic support, provide information about curriculum, and share strategies for supporting their children at home.	10/25/2018 - 10/25/2018	Sign In sheets	Laneia Hall, Abigail Polacek	\$2100/Title One
Student Agendas as a Communication Tool	Increased parent communication between home and school. Increased completion of homework leading to academic gains.	6/5/2019 - 6/5/2019	Teacher feedback, Parent Surveys	Laneia Hall, Abigail Polacek	\$1500/ Title One

HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT (PD/ELO) ACTIVITIES (Aligned to Title I, Part A School-Based Budget)