

Miami-Dade County Public Schools

# Parkview Elementary School



## 2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>29</b>
<b>Budget to Support Goals</b>	<b>29</b>

## Parkview Elementary School

17631 NW 20TH AVE, Opa Locka, FL 33056

<http://parkviewelem.dadeschools.net>

### Demographics

**Principal: Fatima Balderramos**

Start Date for this Principal: 10/1/2000

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (44%) 2017-18: B (54%) 2016-17: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Dade County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>29</b>

# Parkview Elementary School

17631 NW 20TH AVE, Opa Locka, FL 33056

<http://parkviewelem.dadeschools.net>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	92%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

## School Board Approval

This plan is pending approval by the Dade County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of the Parkview Elementary family is to meet the educational and social-emotional needs of all students by utilizing innovative strategies and technology advancement to create environmental awareness, to build self-esteem and seek parental involvement that will allow students to reach their maximum potential.

#### **Provide the school's vision statement.**

The school's vision is to promote academic achievement and provide quality educational services for all students.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Balderramos, Fatima	Principal	Dr. Spence oversees the daily activities and operations within Parkview Elementary. Dr. Spence's main duties include disciplining or advising students, approving teachers' curriculums and ensuring the school environment is safe for all students and staff members.
Knight, Betsy	Assistant Principal	Mrs. Knight reports directly to the principal, Dr. Spence. Mrs. Knight is responsible for overseeing student discipline, ensuring that various educational programs (general education, gifted, SPED) are implemented with fidelity, supervises teachers, ensures that a safe environment is provided for students, faculty and staff, and assists with overseeing the general operations of Parkview Elementary.
Jervis, Patrice	Math Coach	Ms. Jervis provides instructional support and coaching to all teachers as they work to ensure that each student is able to reach their academic potential. Ms. Jervis' primary role is to work with math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. Ms. Jervis supports teachers in the design of lessons for the development of their curriculum, and works collaboratively with teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teachers plan instruction, and facilitate professional development.
Ciceron, Guirlande	Reading Coach	Ms. Ciceron provides instructional support and coaching to all teachers as they work to ensure that each student is able to reach their academic potential. Ms. Ciceron's primary role is to work with English Language Arts Teachers, and Interventionists, to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need for Reading, Language Arts, and Intervention. Ms. Ciceron supports teachers in the design of lessons for the development of their curriculum, and works collaboratively with teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teachers plan instruction, and facilitate professional development.
Robinson-Johnson, Tarlyn	Teacher, PreK	Mrs. Moreno is responsible for providing instruction to pre-kindergarten students at Parkview Elementary that aligns with the standards and curriculum set forth by the state's Voluntary Pre-Kindergarten program. Additionally, Mrs. Moreno supports and oversees Social Emotional Learning initiatives and programs at Parkview Elementary.
Welch, Amanda	SAC Member	Ms. Welch serves as a liaison between the school and stakeholders. As the EESAC chairperson, Ms. Welch works with the principal, Dr. Spence, on creating meeting agendas and distributing the agenda and meeting dates to all stakeholders at Parkview Elementary and the surrounding community,

Name	Position Title	Job Duties and Responsibilities
		ensures that meeting minutes are recorded and filed appropriately, and ensures that a quorum is present before an action item on the agenda is voted on.

**Demographic Information**

**Principal start date**

Sunday 10/1/2000, Fatima Balderramos

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

**Total number of teacher positions allocated to the school**

10

**Total number of students enrolled at the school**

199

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

5

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

4

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	18	24	43	39	29	39	0	0	0	0	0	0	0	192
Attendance below 90 percent	3	12	8	10	4	8	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	1	5	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	1	1	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	1	4	23	23	15	20	0	0	0	0	0	0	0	86

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	1	6	0	0	0	0	0	0	0	9

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Wednesday 6/30/2021

**2020-21 - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	31	44	46	37	45	38	0	0	0	0	0	0	0	241
Attendance below 90 percent	12	8	10	4	6	6	0	0	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	1	4	1	0	0	0	0	0	0	0	10
Course failure in Math	0	0	1	1	2	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	4	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	3	1	0	0	0	0	0	0	0	5

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	2	1	6	3	0	0	0	0	0	0	0	12

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	62%	57%	46%	62%	56%
ELA Learning Gains				50%	62%	58%	54%	62%	55%
ELA Lowest 25th Percentile				39%	58%	53%	48%	59%	48%
Math Achievement				56%	69%	63%	56%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				50%	66%	62%	62%	64%	59%
Math Lowest 25th Percentile				32%	55%	51%	62%	55%	47%
Science Achievement				32%	55%	53%	49%	58%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison						
04	2021					
	2019	51%	64%	-13%	58%	-7%
Cohort Comparison		-45%				
05	2021					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	67%	-7%	62%	-2%
Cohort Comparison						
04	2021					
	2019	53%	69%	-16%	64%	-11%
Cohort Comparison		-60%				
05	2021					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	53%	-16%	53%	-16%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

1st - 5th Grade: i-Ready AP1, AP2, AP3

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.5%	51.3%	46.2%
	Economically Disadvantaged	36.1%	52.8%	47.2%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.6%	48.6%	41%
	Economically Disadvantaged	25%	50%	41.7%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.6%	22.9%	37.1%
	Economically Disadvantaged	27.3%	21.2%	39.4%
	Students With Disabilities	0%	0%	14.3%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6.3%	11.8%	26.5%
	Economically Disadvantaged	6.7%	9.4%	21.9%
	Students With Disabilities	0%	14.3%	14.3%
	English Language Learners	0%	0%	0%

<b>Grade 3</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40%	31%	51.7%
	Economically Disadvantaged	40%	31%	51.7%
	Students With Disabilities	0%	0%	20%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.9%	20%	31%
	Economically Disadvantaged	17.9%	20%	31%
	Students With Disabilities	0%	0%	20%
	English Language Learners	0%	0%	0%
<b>Grade 4</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	28.1%	37.5%
	Economically Disadvantaged	25.8%	29%	38.7%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.6%	15.6%	34.4%
	Economically Disadvantaged	16.1%	16.1%	35.5%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.6%	40%	35.7%
	Economically Disadvantaged	23.1%	37%	32%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.3%	48.4%	60%
	Economically Disadvantaged	33.3%	50%	55.6%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		15%	
	Economically Disadvantaged		10%	
	Students With Disabilities		0%	
	English Language Learners		0%	

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD											
BLK	22	20		23	17		33				
FRL	22	17		21	14		27				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10			10							
BLK	48	49	38	58	51	35	30				
FRL	48	49	39	56	49	32	32				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	50		23	36						
BLK	45	53	48	54	59	62	45				
FRL	46	54	48	56	62	62	49				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	115
Total Components for the Federal Index	5
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**



There was an increase in proficiency for students in grades 2-5 from the all assessment (i-Ready AP1) to the spring assessment (i-Ready AP3) in both reading and math. However, 2021 FSA data showed a decline in proficiency and learning gains of at least 25 percentage points in reading and math compared to 2019 FSA data.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Based on spring (AP3) i-ready data, proficiency of English Language Learners and Students With Disabilities in grades 1st - 5th was between 0% - 20% in reading and / or math. This data correlates with 2021 FSA data of a decline in proficiency and learning gains for all students, including the ELL and ESE subgroups.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Deficiencies with decoding and comprehension impeded the learning and overall proficiency for Students With Disabilities and English Language Learners. More hands on activities using manipulatives, as well as direct and targeted questioning techniques will address this need for improvement. For reading, hands on manipulatives such as magnetic letters to allow students to put together and break apart words according to their sound. In math, manipulatives such as counters and tens blocks can assist students with visualizing the concept being presented.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Based off progress monitoring and 2019 state assessments, achievement level of black students in Math had the most improved data point with a proficiency level of 58%.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Contributing factors in the improvement of black students scoring 58% proficiency included but not limited to: collaborative planning, differentiated instruction, anchor charts, hands-on / use of manipulatives to aid with instruction, and incorporating prerequisites in guided instruction.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning, strategies such as questioning techniques, differentiated instruction, and gradual release will need to be implemented.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development will be provided during weekly collaborative planning, bi-weekly faculty meetings, and the district mandated professional development day on October 29, 2021. Professional Development will focus on gradual release, differentiated instruction, and questioning techniques.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond includes continuous instructional coaching support, teacher development through professional development at the school-site, as well as through the district's professional

development menu / catalogue, and additional instructional support to students through afterschool and / or Saturday tutoring.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 22% proficiency in ELA for grades 3-5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 22% proficiency to the 2019 ELA FSA proficiency of 49%. Over the last two years, ELA proficiency dropped 27 percentage points. Tier 1 reading instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop, explicitly deliver, and systematically monitor Tier 1 reading instruction.

**Measurable Outcome:** If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA proficient students will increase by a minimum of 10 percentage points as evident by the 2022 State Assessments.

**Monitoring:** The leadership team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on feedback. The Reading Transformation Coach will collaboratively plan with teachers, utilizing instructional resources that define the expectation of the standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of bi-weekly progress monitoring assessments, as well as the review of products, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

**Person responsible for monitoring outcome:** Betsy Knight (bknight@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standards-Aligned Instruction. Standards-Aligned Instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets, and that expectations for student learning are mapped out with each prescribed standard.

**Rationale for Evidence-based Strategy:** A focus of Standards-Aligned Instruction within the Targeted Element of ELA will ensure that teachers plan for and deliver rigorous lessons aligned to grade level standards. Continual feedback related to delivery, product effectiveness, content-based professional development, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

**Action Steps to Implement**

8/23/21 - 10/08/21: Teachers will participate in weekly ELA collaborative planning, with a focus on Standards-Aligned Instruction, resulting in an explicit lesson plan that scaffolds instruction.

**Person Responsible** Guirlande Ciceron (gciceron1@dadeschools.net)

8/23/21 - 10/08/21: Guirlande Ciceron, Instructional Reading Coach will ensure that teachers are familiarized with instructional frameworks, and have a plan of action to implement classroom routines conducive to student engagement and learning.

**Person Responsible** Guirlande Ciceron (gciceron1@dadeschools.net)

8/23/21 - 10/08/21: Instructional delivery will include a stated purpose, daily learning goals and end product to ensure that what was planned for is delivered.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

8/30/21 - 10/08/21: Teachers will plan for and implement the gradual release of responsibility model (GRRM) to help facilitate autonomy of student learning.

**Person Responsible** Guirlande Ciceron (gciceron1@dadeschools.net)

09/13/21 - 10/08/21: Student Product Review - Teachers will review student work sample to ensure that instructional expectations were met. This will also assist teachers in determining if adjustments to instruction are needed.

**Person Responsible** Guirlande Ciceron (gciceron1@dadeschools.net)

9/13/21 - 10/08/21: Data analysis of progress monitoring assessments will be conducted bi-weekly to assess the delivery of content on student performance.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

11/1/21 - 12/17/21: Daily End Products will be planned for during weekly collaborative planning, and implemented during daily ELA instruction.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

11/1/21 - 12/17/21: Collaborative conversations will be planned for during weekly collaborative planning, and implemented during daily ELA instruction.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

01/31/22 - 04/29/22: Daily End Products will continue to be planned for during weekly collaborative planning, and implemented during daily ELA instruction. Daily End Products will be aligned to ELA Achievement Level Descriptors level 3 and above.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

01/31/22 - 04/29/22: Daily End Products will be reviewed at the end of the instructional block for immediate feedback and clarification.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

**#2. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:** We will utilize instructional coaches to enhance teacher content knowledge and enhance the delivery of instruction so that students are fully engaged and are provided an effective and meaningful education. Additionally, instructional coaches will provide classroom support through a research-based outline of support that includes: meeting the teacher to discuss support, engaging in collaborative planning, modeling the lesson, teacher-directed post conferences, coach observed lessons, feedback, exploring data together, coteaching, coach post observations, and providing continuous feedback and support.

**Measurable Outcome:** If we successfully implement a space and structure for teachers to collaborate and explore best practices, then teacher knowledge will increase, causing student achievement to rise. By the end of the school year, teachers will participate in at least 95% of weekly collaborative planning sessions, and student data will be positively impacted with at least 50% of students on grade level according to i-Ready AP3 data in reading and math.

**Monitoring:** The area of focus will be monitored via teacher lesson plans, coaching calendars; Common Planning meeting agendas, sign in sheets and data chat protocol sheet.

**Person responsible for monitoring outcome:** Crystal Spence (cspence@dadeschools.net)

**Evidence-based Strategy:** Reviewing and implementing instructional frameworks incorporating the gradual release of responsibilities model, and standards based collaborative planning.

**Rationale for Evidence-based Strategy:** If instructional coaching / support is successfully implemented, then teachers will continuously and consistently build content knowledge through on site professional development, collaboration, and instructional support. This will empower teachers to incorporate research-based instructional methods into their classrooms, resulting in improved student academic performance. Collaborative Planning and coaching support is needed due to 3 out of 6 (50%) of teachers in grades 3-5 being new to the profession and / or building.

**Action Steps to Implement**

8/23/21 - 9/17/21: Guirlande Ciceron, Instructional Reading Coach, and Patrice Jervis, Instructional Math Coach, will model and set expectations for collaborative planning with teachers, including but not limited to preplanning, active and reflective listening, and working effectively with a partner.

**Person Responsible** Patrice Jervis (jervisp@dadeschools.net)

8/23/21 - 09/17/21: Guirlande Ciceron, Instructional Reading Coach, and Patrice Jervis, Instructional Math Coach, will work with teachers to identify roles and responsibilities for coaching support during collaborative planning and classroom support.

**Person Responsible** Patrice Jervis (jervisp@dadeschools.net)

8/23/21 - 10/08/21: Patrice Jervis, Instructional Math Coach, and Guirlande Ciceron, Instructional Reading Coach, will model and support gathering appropriate resources for instruction.

**Person Responsible** Crystal Spence (cspence@dadeschools.net)

8/23/21 - 10/08/21: Patrice Jervis, Instructional Math Coach, and Guirlande Ciceron, Instructional Reading Coach, will collaborate with teachers on how to effectively questioning techniques to scaffold and build student's knowledge and understanding of the subject area and grade specific content.

**Person Responsible** Patrice Jervis (jervisp@dadeschools.net)

8/23/21 - 10/08/21: Teaches will share best practices during bi-weekly faculty meetings, collaborative planning, and Professional Development days on effective student engagement and response techniques.

**Person Responsible** Crystal Spence (cspence@dadeschools.net)

11/1/21 - 12/17/21: Patrice Jervis, Instructional Math Coach, and Guirlande Ciceron, Instructional Reading Coach, will facilitate collaborative planning focusing on daily end products that align with daily learning goals.

**Person Responsible** Guirlande Ciceron (gciceron1@dadeschools.net)

11/1/21 - 12/17/21: Patrice Jervis, Instructional Math Coach, and Guirlande Ciceron, Instructional Reading Coach, will facilitate collaborative planning focusing the "They Do" and "You Do" components of the GRRM to promote collaborative learning and conversations.

**Person Responsible** Patrice Jervis (jervisp@dadeschools.net)

01/31/22 - 04/29/22: Patrice Jervis, Instructional Math Coach, and Guirlande Ciceron, Instructional Reading Coach, will continue to build content knowledge through unwrapping standards during collaborative planning.

**Person Responsible** Guirlande Ciceron (gciceron1@dadeschools.net)

01/31/22 - 04/29/22: Patrice Jervis, Instructional Math Coach, and Guirlande Ciceron, Instructional Reading Coach, will continue to facilitate collaborative planning focusing the "They Do" and "You Do" components of the GRRM to promote collaborative learning and conversations.

**Person Responsible** Patrice Jervis (jervisp@dadeschools.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Based on the 2019-20 School Climate survey, 40% of our students feel bullying is a problem on the school campus.

**Measurable Outcome:** By the end of the 2021-22 school year, 100% of our students will participate in anti-bullying and social emotional activities to promote their social and emotional well being. The goal is for no students (0%) to feel that bullying is a problem on the school campus.

**Monitoring:** Morning announcements, displayed positive affirmations in the classroom, Classroom walkthroughs, greeting exchanges between teachers and students, self-reflection activities for students.

**Person responsible for monitoring outcome:** Betsy Knight (bknight@dadeschools.net)

**Evidence-based Strategy:** School wide positive behavior management system, student creed, Dolphin television, Youth Crime Watch, Safety patrol, character education, values matter, Do the Right Thing.

**Rationale for Evidence-based Strategy:** We will incorporate growth mindset-oriented learning and practices by displaying visible reminders of growth mindset and social emotional learning, facilitating activities that promote growth-mindset and social emotional learning, and modeling growth-mindset. We will empower students by encouraging their creativity, passion-based projects, student-led discussions, and allowing them to be partners in their own learning venture.

**Action Steps to Implement**

09/13/21 - 10/08/21: Clairol Bastian, School Counselor, will implement the district's Values Matter curriculum once a month during classroom instruction.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

09/13/21 - 10/08/21: Teachers will nominate students deserving of monthly Do The Right Thing recognition based on student's positive behavior.

**Person Responsible** Crystal Spence (cspence@dadeschools.net)

09/13/21 - 10/08/21: Britney Moreno, Teacher, will reinforce positive behaviors and inclusivity via messages on the morning announcements.

**Person Responsible** Crystal Spence (cspence@dadeschools.net)

09/13/21 - 10/08/21: Students will serve as safety patrols to assist and remind their peers of the school's expectations regarding behavior in the hallways.

**Person Responsible** Betsy Knight (bknight1@dadeschools.net)

11/1/21 - 12/17/21: Clairol Bastian, School Counselor, will continue to implement the district's Values Matter curriculum once a month during classroom instruction.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)



11/1/21 - 12/17/21: Teachers will continue to nominate students deserving of monthly Do The Right Thing recognition based on student's positive behavior.

**Person Responsible** Crystal Spence (cspence@dadeschools.net)

01/31/22 - 04/29/22: Clairol Bastian, School Counselor, will work alongside Cecilia Paz, Art Teacher, in planning lessons for students to create monthly Values Matters posters to display around high traffic areas of the school such as hallways, restrooms, and cafeteria.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

01/31/22 - 04/29/22: Teachers will continue to nominate students deserving of monthly Do The Right Thing recognition based on student's positive behavior.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)



**#4. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:**

We will provide support for teachers, students and staff to be leaders, innovators, risk-takers and designers of new ways to approach challenges. Given the correlation between teacher empowerment and increased morale, we will highlight teachers' strengths and invite them to share their expertise, encourage teachers to assume leadership roles at the school site, provide ongoing encouragement and support, solicit teachers' input in decisions regarding school operations and functions, and foster a sense of camaraderie through team work. A premier action utilized by the school to empower teachers and staff will be the offering of professional development opportunities.

**Measurable Outcome:**

By the end of the 2021-22 school year, 100% of the staff will participate and share their expertise/best practices in professional developments and faculty meetings.

**Monitoring:**

Posted friendly competition results, Positive notes left after a walkthrough, Positive shouts via email, announcements, tangible tokens Parkview Elementary's Twitter Account Parkview Elementary's Facebook Account Parkview Elementary's, Signup sheet, Meeting agendas, Posted Available Supplemental Positions.

**Person responsible for monitoring outcome:**

Betsy Knight (bknight1@dadeschools.net)

**Evidence-based Strategy:**

Make meetings matter by ensuring time is managed properly, model your own professional learning by having teachers constantly engaging in a cycle of learning and sharing the learning process or product, and incorporate strategies selection of training, development and work assignments.

**Rationale for Evidence-based Strategy:**

Providing teachers the space and opportunity to collaborate and share best practices and ideas with one another enhances the instructional community within the school. With the implementation of the new B.E.S.T. standards, the new Reading and Intervention series, and teachers new to the building and profession, teachers will benefit from working as a team, supporting one another towards academic and social emotional success.

**Action Steps to Implement**

8/31/21 -10/08/21: Dr. Spence, Principal, and Mrs. Knight, Assistant Principal, will provide time during bi-weekly faculty meetings for teachers to share best practices, as well as highlight great instruction currently taking place.

**Person Responsible**

Crystal Spence (cspence@dadeschools.net)

8/31/21 - 10/08/21: Lorene Dixon, Teacher, will mentor Kaylanna Lindor, Teacher, on best practices related to ELA instruction and student engagement.

**Person Responsible**

Betsy Knight (bknight@dadeschools.net)

8/31/21 - 10/08/21: Ms. Jervis, Teacher, will mentor Kia Dority, Teacher, on best practices related to Math instruction and student engagement.

**Person Responsible**

Crystal Spence (cspence@dadeschools.net)

8/23/21 - 10/08/21: Dr. Crystal Spence, Principal, and Betsy Knight, Assistant Principal, will recognize teacher work and achievements via social media platforms such as Twitter, Instagram, and Facebook.

**Person Responsible** Crystal Spence (cspence@dadeschools.net)

10/29/21: Patrice Jarvis, Math Instructional Coach, and Guirlande Ciceron, Reading Instructional Coach, will facilitate a Share and Show Professional Development where teachers are able to visit their colleagues' classrooms and see student work and classroom environment that supports best practices and student engagement.

**Person Responsible** Patrice Jarvis (jervisp@dadeschools.net)

11/3/21: The Leadership Team will develop protocols for selecting Teacher of the Month, and share with staff during the biweekly faculty meeting.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

11/3/21 - 12/17/21: One teacher will be selected per month as Teacher of the Month. The selected teacher will be acknowledged publicly via morning announcements, social media, and school marquee.

**Person Responsible** Crystal Spence (cspence@dadeschools.net)

01/31/22 - 04/29/22: Continue selection process for Teacher of the Month. The selected teacher will be acknowledged publicly via morning announcements, social media, and school marquee.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

01/31/22 - 04/29/22: Continue to provide opportunities for leadership development through planning and implementation of semester 2 school programs.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

**#5. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** According to the Needs Assessment Data Review, 50% of students made learning gains on the 2019 FSA ELA and FSA Math assessments. In comparison to district averages, FSA ELA Reading learning gains was 12% lower than the district average, and FSA Math learning gains 16% lower than the district average. The data shows that standards aligned instruction is a priority focus for Tier 2 and Tier 3 students.

**Measurable Outcome:** By the end of the 2021-2022 school year, learning gains will increase by a minimum of 10% on the FSA ELA and FSA Math Assessment, compared to learning gains earned on the 2019 Assessments. The 10% increase will yield results of 60% learning gains in ELA and Math.

**Monitoring:** This area of focus will be monitored through OPM's, bi-weeklies, math topic assessments and i-ready progress monitoring.

**Person responsible for monitoring outcome:** Betsy Knight (bknight@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategy being implemented are: accountable talk, specific feedback, gradual release, and targeted questioning techniques, and differentiated instruction.

**Rationale for Evidence-based Strategy:** It is imperative to student academic success that instruction is aligned to grade level and course standards. Standards aligned instruction helps guide the planning, implementation, and assessment of student learning, ensuring that students are able to meet the demands targeted for the specific grade level and course.

**Action Steps to Implement**

8/23/21 - 10/08/21: Guirlande Ciceron, Instructional Reading Coach, and Patrice Jervis, Instructional Math Coach, will ensure that teachers are familiarized with instructional frameworks, and have a plan of action to implement classroom routines conducive to student engagement and learning.

**Person Responsible** Guirlande Ciceron (gciceron1@dadeschools.net)

8/23/21 - 10/08/21: The Leadership Team (Dr. Crystal Spence, Principal; Betsy Knight, Assistant Principal; Guirlande Ciceron, Instructional Reading Coach; Patrice Jervis, Instructional Math Coach) will observe instruction to ensure appropriate questioning during the learning process.

**Person Responsible** Crystal Spence (cspence@dadeschools.net)

8/30/21 - 10/08/21: Teachers will implement instruction aligned to standards and engage students through accountable talk to build on and assess student knowledge of the content being taught and presented.

**Person Responsible** Guirlande Ciceron (gciceron1@dadeschools.net)

8/30/21 - 10/08/21: Teachers will plan for and implement targeted questioning techniques to build critical thinking skills, encourage students to engage with their work and others, facilitate learning through active discussion, and assess student understanding of the content being presented and taught.

**Person Responsible** Patrice Jervis (jervisp@dadeschools.net)

8/30/21 - 10/08/21: Teachers will plan for and implement the gradual release of responsibility model (GRRM) to help facilitate autonomy of student learning.

**Person Responsible** Guirlande Ciceron (gciceron1@dadeschools.net)

09/13/21 - 10/08/21: Student Product Review - Teachers will review student work sample to ensure that instructional expectations were met. This will also assist teachers in determining if adjustments to instruction are needed.

**Person Responsible** Patrice Jervis (jervisp@dadeschools.net)

11/1/21 - 12/17/21: Teachers will plan for and provide opportunities for students to have collaborative conversations specific to instructional content being taught.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

11/1/17 - 12/17/21: Teachers will utilize Anchor Charts specific to grade level standards and academic vocabulary during instructional delivery.

**Person Responsible** Crystal Spence (cspence@dadeschools.net)

01/31/22 - 04/29/22: Teachers will incorporate Interactive Anchor Charts specific to grade level standards and academic vocabulary during instructional delivery.

**Person Responsible** Betsy Knight (bknight@dadeschools.net)

01/31/22 - 04/29/22: Teachers will continue to plan for and implement targeted questioning techniques to build critical thinking skills, encourage students to engage with their work and others, facilitate learning through active discussion, and assess student understanding of the content being presented and taught.

**Person Responsible** Patrice Jervis (jervisp@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Based on the 2019-20 School Climate survey, 40% of our students feel bullying is a problem on the school campus. According to data presented on SafeSchoolsforAlex.org, however, only one incident of bullying was reported. This shows that students may see and experience bullying taking place at Parkview Elementary, however they are not reporting it. By the end of the 2021-22 school year, 100% of our students will participate in anti-bullying and social emotional activities to promote their social and emotional well being. Morning announcements, displayed positive affirmations in the classroom, classroom walkthroughs, greeting exchanges between teachers and students, school wide positive behavior management system, student creed, Dolphin television, Youth Crime Watch, safety patrol, character education, values matter, Do the Right Thing, and self-reflection activities for students will be implemented and utilized to curve the unwanted behavior of bullying.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

We provide support for teachers, students and staff to be leaders, innovators, risk-takers and designers of new ways to approach challenges. Given the correlation between teacher and student empowerment and increased morale, we will highlight teacher and student strengths. Additionally, they will be invited to share their expertise, encouraged to assume leadership roles at the school site, provide ongoing encouragement and support, and foster a sense of camaraderie through team work. Students will be connected with resources available to support their physical and emotional challenges.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All stakeholders will be involved in building a positive school culture and environment. At Parkview Elementary, the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselor will serve as the School Leadership Team. The Principal’s role is to monitor and oversee all the school’s initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. The School Counselor will ensure that Social Emotional Learning initiatives and curriculum is adhered to and that the school's Positive Behavior Management System is implemented. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families, and the surrounding community.

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00

5	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
<b>Total:</b>			<b>\$0.00</b>