Parkview Elementary School

2022-23 Schoolwide Improvement Plan

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Parkview Elementary School

17631 NW 20TH AVE, Opa Locka, FL 33056

http://parkviewelem.dadeschools.net

Demographics

Principal: Fatima Balderramos

Start Date for this Principal: 12/16/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: C (43%) 2018-19: C (44%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Balderramos, Fatima	Principal	Mrs. Balderramos oversees the daily activities and operations within Parkview Elementary. Mrs. Balderramos' 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, Mrs. Balderramos. 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.
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, Mrs. Balderramos, on creating meeting agendas and distributing the agenda and meeting dates to all stakeholders at Parkview Elementary and the surrounding community, 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.
Robinson-Johnson, Tarlyn	Teacher, K-12	Ms. Robinson-Johnson serves as the Gifted Teacher for Parkview Elementary. Ms. Robinson-Johnson works with the administrative team (Ms.

Name	Position Title	Job Duties and Responsibilities
		Balderramos, Principal, and Ms. Knight, Assistant Principal), as well as with the instructional coaches (Ms. Jervis, Math Coach, and Ms. Ciceron, Reading Coach) on developing and implementing enriching and engagement activities for students at Parkview Elementary.

Demographic Information

Principal start date
Thursday 12/16/2021, Fatima Balderramos

Number of teachers with a 2022 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 2022 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.*
15

Total number of teacher positions allocated to the school
17

Total number of students enrolled at the school
178

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	20	22	40	33	29	36	0	0	0	0	0	0	0	180
Attendance below 90 percent	16	19	34	27	24	24	0	0	0	0	0	0	0	144
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	17	13	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	17	16	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	0	0	0	17	17	13	0	0	0	0	0	0	0	47
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Monday 8/29/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	62%	56%				49%	62%	57%
ELA Learning Gains	59%						50%	62%	58%
ELA Lowest 25th Percentile	62%						39%	58%	53%
Math Achievement	30%	58%	50%				56%	69%	63%
Math Learning Gains	58%						50%	66%	62%
Math Lowest 25th Percentile	46%						32%	55%	51%
Science Achievement	17%	64%	59%				32%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	51%	64%	-13%	58%	-7%
Cohort Comparison		-45%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	67%	-7%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	53%	69%	-16%	64%	-11%
Cohort Comparison		-60%				
05	2022					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	53%	-16%	53%	-16%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	8										
BLK	31	63	70	32	60	50	18				
FRL	29	60	62	30	59	50	17				
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				

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
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	4
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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%	0
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%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 and learning gains for students in grades 3-5 when comparing FSA ELA and MATH data from 2021 and 2022. At least 7 percentage points was gained in ELA proficiency for each subgroup (Black, Free and Reduced Lunch, Students with Disabilities). Learning gains was 43 percentage points higher for Free and Reduced Lunch and Black students on the 2022 FSA ELA compared to 2021. Learning Gains for lowest 25 percentile students was above 60% for the same subgroups on the 2022 FSA ELA compared to 2021. Math data showed similar trends with an increase of 9 percentage points in proficiency for Free and Reduced Lunch and Black students when comparing 2022 and 2021 FSA Math data. Learning gains showed at least 43 percentage points higher on 2022 FSA Math compared to 2021. Learning Gains for lowest 25 percentile students was 50 percentage points higher for the same subgroup of students when comparing 2022 FSA Math to 2021. Unlike ELA and Math, Science proficiency showed a decline in percentage points by 17 points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to 2022 FSA data, proficiency of Students With Disabilities in English Language Arts and Math showed the greatest need for improvement, as evident 8% proficiency in ELA, 0% proficiency in Math.

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, fluency, vocabulary, 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 English Language Arts, 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. Vocabulary acquisition strategies will be included in instruction in both English Language Arts and Math.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off progress monitoring and 2022 FSA, lowest 25 percentile learning gains showed the most improved data in English Language Arts and Math with data points of 62% and 58% respectively, compared to 0% in both subject areas on the 2021 FSA.

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

Contributing factors in the improvement in learning gains of lowest 25 percent of students in English Language Arts and Math 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 the use of ESOL strategies during whole group instruction will 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 teacher planning days. Professional Development will focus on scaffolded questioning techniques and building content knowledge using the new B.E.S.T standards for English Language Arts and Math.

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 services.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As a result of student deficiencies in reading and math skills, proficiency on the 2022 FSA in English Language Arts was 29%, and proficiency in Math was 30%. A focus on small group would allow for targeted skills instruction that will assist with closing the learning and achievement gap towards students performing on grade level.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation Small Group Instruction that targets specific student deficiencies in reading and math skills, an additional 15 percentage points of students in grades 3 - 5 will score at grade level or above on the 2023 F.A.S.T assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through OPM's, bi-weekly ELA assessments, math topic assessments, and i-ready progress monitoring.
Person responsible for monitoring outcome:	Fatima Balderramos (pr4301@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that is being implemented for this Area of Focus is data driven instruction. This strategy will allow for continued monitoring and utilization of data as a key component to making instructional decisions specific to individual student needs in Reading and Math.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Proficiency rates from the 2022 FSA for Parkview Elementary School in English Language Arts and Math were lower than the average for both the district and the state. Small group instruction in both English Language Arts and Math is needed to ensure that teachers plan for and deliver targeted lessons aligned to student data. Continual feedback related to instructional delivery at the teacher led center, collaborative planning with instructional reading and math coaches, the utilization of research based strategies and resources, and ongoing progress monitoring will be implemented to ensure effectiveness of the strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/22/22 - 10/07/22: The Reading Coach (Ms. Ciceron) and Math Coach (Ms. Jervis) will plan with kindergarten through 5th grade teachers to identify groups of students with similar skill deficiencies. As a result, an Instructional Focus Calendar will be created to serve as a plan of action and guide for targeted small group instruction.

Person Responsible   Guirlande Ciceron (gciceron1@dadeschools.net)

08/22/22 - 10/07/22: Teachers in grades kindergarten through 5th grade will implement instruction at the teacher led center in English Language Arts and Math specific to current student data. As a result, students will receive targeted instruction geared towards eliminating skills deficiencies that are preventing them from performing at or above grade level.

Person Responsible   Fatima Balderramos (pr4301@dadeschools.net)

08/22/22 - 10/07/22: Teachers in grades kindergarten through 5th grade will administer ongoing progress monitoring to targeted reading and math deficiencies taught at the teacher led center. As a result, additional data will be collected to gauge the effectiveness of instruction, as well as direct instructional next steps at the teacher led center.

Person Responsible   Betsy Knight (bknight@dadeschools.net)

08/22/22 - 10/07/22: The Reading Coach (Ms. Ciceron) and Math Coach (Ms. Jervis) will assist teachers in grades kindergarten through 5th grade on analyzing data from small group instruction ongoing progress monitoring, and address and instructional shifts needed...As a result, teacher capacity on using data to drive instruction will increase, allowing for more knowledgeable decisions on instruction that will positively affect student outcomes.

Person Responsible   Patrice Jervis (jervisp@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	B.E.S.T. standards will be implemented in English Language Arts and Math in grades kindergarten to 5th grade. Instructional practices related to the B.E.S.T. standards is needed so that teachers are able to build content knowledge, thus being able to provide higher quality instruction that will yield greater proficiency rates.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, proficiency will increase by a minimum of 15 percentage points on the ELA and Math state assessments, compared to learning gains earned on the 2021 state assessments. The will yield results of 44% proficiency in ELA and 45% proficiency in Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through OPM's, bi-weekly ELA assessments, math topic assessments and i-ready and FAST progress monitoring.
Person responsible for monitoring outcome:	Betsy Knight (bknight@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategies to be implemented are: common planning, accountable talk, specific feedback, and targeted questioning techniques.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	It is imperative to student academic success that instruction is aligned to grade level and course standards. Instructional practices specific to the B.E.S.T. standards 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, as well as the end of year state assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/22/22 - 10/07/22: Guirlande Ciceron, Instructional Reading Coach, and Patrice Jervis, Instructional Math Coach, will ensure that teachers have an in depth understanding of instructional frameworks. As a result, instructional routines conducive to student engagement and learning will be established.

Person Responsible	Patrice Jervis (jervisp@dadeschools.net)

08/22/22 - 10/07/22: Ms. Balderramos, Principal, and Ms. Knight, Assistant Principal, will observe instruction to ensure appropriate questioning during the learning process. As a result, immediate feedback will be given to teachers regarding instructional practices and student engagement.

Person Responsible	Fatima Balderramos (pr4301@dadeschools.net)

08/22/22 - 10/07/22: Ms. Balderramos, Principal, and Ms. Knight, Assistant Principal, will direct Ms. Jervis, math coach, and Ms. Ciceron, reading coach, on targeted teacher support through the implementation of coaching cycles. As a result, teacher content knowledge and implementation of instructional best practices will be enhanced.

Person Responsible   Fatima Balderramos (pr4301@dadeschools.net)

08/22/22 - 10/07/22: Teachers in grades kindergarten through 5th grade will implement instruction aligned to standards and engage students through accountable talk. As a result, student understanding of the standards and critical thinking skills will be assessed.

Person Responsible   Guirlande Ciceron (gciceron1@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Survey subsection Leadership Competencies, 87% of staff members at Parkview Elementary believes that they have opportunities for leadership roles, and 71% believes that they are provided with support / resources to implement new strategies. We will provide support for teachers, students and staff to be leaders, innovators, risktakers 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-23 school year, 100% of the staff will participate and share their expertise/best practices in professional developments and faculty meetings.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Posted friendly competition results; Positive notes left after a walkthrough; Positive email announcements; Tangible tokens of appreciation; Parkview Elementary's Twitter Account; Meeting agendas; Posted Available Supplemental Positions.
Person responsible for monitoring outcome:	Fatima Balderramos (pr4301@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	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.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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, Intervention, and Math 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/22/22 - 10/07/22: Ms. Balderramos, Principal, and Ms. Knight, Assistant Principal, will provide time during biweekly faculty meetings for teachers to share best practices. As a result, teachers will be able to learn from their colleagues how to implement instructional strategies that will enhance student learning.

Person Responsible	Betsy Knight (bknight@dadeschools.net)

08/22/22 - 10/07/22: Ms. Ciceron, reading coach, will mentor Ms. Rozier, new kindergarten teacher. As a result, Ms. Ciceron will lead and guide Ms. Rozier on beginning of the year teaching and professional best practices.

Person Responsible	Fatima Balderramos (pr4301@dadeschools.net)

08/22/22 - 10/07/22: Ms. Jervis, math coach, will mentor Ms. Hill, new 3rd and 4th grade teacher. As a result, Ms. Jervis will lead and guide Ms. Hill on beginning of the year teaching and professional best practices.

Person Responsible	Betsy Knight (bknight@dadeschools.net)

08/22/22 - 10/07/22: Ms. Balderramos, Principal, and Ms. Knight, Assistant Principal, will recognize teacher work and achievements via media platforms such as Twitter and the school's website. As a result, the expertise of notable teachers will be shared with all stakeholders and the community.

Person Responsible	Fatima Balderramos (pr4301@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2021-2022 data for student attendance reports that 49% of students at Parkview Elementary were absent more than 10 days during the school year, compared to 48% of students in ETO tiered schools and 36% of students in the district. This data reflects student attendance of 10 or more absences at Parkview Elementary one percentage point higher than ETO schools, and thirteen percentage points higher than the district. Student attendance is an area of focus because research shows that students who attend school regularly are able to learn more, have fewer discipline problems, develop better study habits and often are more successful than students who do not.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022 - 2023 school year, student absences of 10 or more days at Parkview Elementary will decrease by at least 15 percentage points compared to student attendance during the 2021 - 2022 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student attendance will be monitored daily by using the daily attendance bulletin and the interactive competitive homeroom attendance board located at the front hallway of the school.
Person responsible for monitoring outcome:	Betsy Knight (bknight1@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented for this area of focus is ensuring accurate data collection / reporting and monitor attendance data regularly.
Rationale for Evidence-based Strategy:	A systematic schoolwide, universal method of monitoring student attendance that supports and encourages daily attendance for all students will set the expectation and standard for all parties involved.

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/22/22 - 10/07/22: Teachers in grades PreK through 5th grade will check the printed attendance bulletin daily and inform the Elementary Assistant on any corrections that need to be made. As a result, daily attendance errors will be minimized.

Person Responsible   Fatima Balderramos (pr4301@dadeschools.net)

08/22/22 - 10/07/22: Ms. Knight, Assistant Principal, will update the "Big Game Attendance" board daily, highlighting homeroom classes with 95% or higher. As a result, homeroom classes will be encouraged to provide accurate reporting of attendance for advancement in the competition.

Person Responsible   Betsy Knight (bknight@dadeschools.net)

08/22/22 - 10/07/22: Homeroom classes with a 95% or higher daily attendance rate for the entire week will be provided various incentives. As a result, students will be encouraged to come to school on a daily basis.

Person Responsible   Betsy Knight (bknight1@dadeschools.net)

08/22/22 - 10/07/22: Students with 100% attendance for the week will be acknowledged every Friday via afternoon announcements and an attendance certificate. As a result, students will be encouraged to come to school on a daily basis.

Person Responsible   Fatima Balderramos (pr4301@dadeschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on results from the 2022 FSA data, students within the ESSA Subgroup of Students with Disabilities scored 8% proficiency in ELA, and 0% proficiency in Math. This data supports that the Students with Disabilities subgroup in in critical need of support.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022 - 2023 school year, proficiency of students identified as Students with Disabilities will increase 20% in both reading and math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through classroom walkthroughs, student responses (both verbal and written), and vocabulary acquisition and implementation.
Person responsible for monitoring outcome:	Betsy Knight (bknight@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy that will be implemented to increase proficiency in both reading and math of Students with Disabilities is questioning to check for understanding. This will allow teachers to assess a student's level of understanding of a particular standard or skill, which will in turn allow the teacher to make next step instructional decisions.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students who are able to effectively communicate what they've been taught using a variety of response techniques have proven that they are able to move forward in the instruction towards full understanding of the standard being addressed.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/22/22 - 10/07/22: Ms. Jervis, math coach, and Ms. Ciceron, reading coach, will plan with teachers on effective scaffolding questioning techniques targeted towards students performing below grade level.

Person Responsible	Patrice Jervis (jervisp@dadeschools.net)

08/22/22 - 10/07/22: Teachers in grades kindergarten through fifth grade will use a variety of questioning techniques specifically geared towards Students with Disabilities during daily instruction in reading and math.

Person Responsible	Fatima Balderramos (pr4301@dadeschools.net)

08/22/22 - 10/07/22: Ms. Davis, SPED teacher, and Ms. Dobson, SPED teacher, will incorporate scaffolding questioning techniques when working with assigned SPED students during small group instruction.

Person Responsible   Betsy Knight (bknight@dadeschools.net)

08/22/22 - 10/07/22: A data tracker for Students with Disabilities will be created and utilized to track progress of tier 1 data.

Person Responsible   Betsy Knight (bknight@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Standards Aligned Instruction: According to the 2022 SAT10, students scoring stanine six through nine per grade level was as follows: 55% in kindergarten, 27% in first grade, and 20% in second grade. A focus on Standards Aligned Instruction will strengthen tier 1 whole group instruction, increasing the total percent of proficient students per grade level.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Standards Aligned Instruction: According to the 2022 FSA ELA, proficiency per grade level was as follows: 29% in third grade, 23% in fourth grade, and 24% in fifth grade. A focus on Standards Aligned Instruction will strengthen tier 1 whole group instruction, increasing the total percent of proficient students per grade level.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA proficient students will increase by a minimum of 15 percentage points as evident by the 2023 state assessments.

Grades 3-5: Measureable Outcome(s)

If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA proficient students will increase by a minimum of 15 percentage points as evident by the 2023 state assessments.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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:
Select the person responsible for monitoring this outcome.

Knight, Betsy, bknight@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Standards-Aligned Instruction, which 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 Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

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:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
08/22/22 - 10/07/22: Teachers will participate in weekly ELA collaborative planning, with a focus on Standards-Aligned Instruction on the B.E.S.T. standards, resulting in an explicit lesson plan that scaffolds instruction.	Ciceron, Guirlande, gciceron1@dadeschools.net
08/22/22 - 10/07/22: Instructional delivery will include a stated purpose and daily learning goals to ensure a clear purpose for teaching and learning.	Knight, Betsy, bknight@dadeschools.net
08/22/22 – 10/07/22: Students will be engaged in accountable talk with the teacher and their peers, using academic vocabulary during dialogue and responding specifically to the daily learning target.	Ciceron, Guirlande, gciceron1@dadeschools.net
08/22/22 – 10-07/22: Instructional delivery will end with students working independently to answer a specific targeted question aligned to the daily learning target.	Knight, Betsy, bknight@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Ms. Balderramos, Principal, and Ms. Knight, Assistant Principal, will provide support for teachers, students and staff to be leaders, innovators, risk-takers and designers of new ways to approach instructional challenges as well as enhance instruction through enrichment. 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 teamwork. Students will be connected with resources available to support their academic, physical and emotional challenges, as well as promote their academic and social emotional knowledge to a higher level.

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

All stakeholders will be involved in building a positive school culture and environment. At Parkview Elementary, the Principal (Ms. Balderramos), Assistant Principal (Ms. Knight), Math Coach (Ms. Jervis), Reading Coach (Ms. Ciceron), EESAC Chair (Ms. Welch), Teacher Leader (Ms. Robinson-Johnson) and School Counselor (Ms. Bastian) 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.