Parkview Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Parkview Elementary School

17631 NW 20TH AVE, Opa Locka, FL 33056

http://parkviewelem.dadeschools.net

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

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.

Name	Position Title	Job Duties and Responsibilities
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. 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.
Lindsay, Tashon	School Counselor	Ms. Lindsay conducts individual, small group, and classroom (when appropriate) guidance counseling with students that focus on academic, emotional, behavioral, or developmental issues to promote enhanced school functioning. Additionally, Ms. Lindsay provides support to families, classroom teachers, administration, and other school personnel to maximize effectiveness of services.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan (SIP) development process was shared with teachers and staff during the 2023-2024 Opening of Schools Faculty Meeting on August 16, 2023. Data from the previous school year was shared, and teachers and staff were given the opportunity to work in groups to identify areas of growth and concern, as well as provide implementation steps towards growth in both school culture and academics for the 2023 - 2024 school year. The draft of the SIP will be shared with community members and other stakeholders during the first EESAC Meeting on September 13, 2023. Input from attendees at the meeting will be collected and incorporated into the final version of Phase I of the SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will be regularly monitored for effective implementation and impact towards increasing the achievement of students in meeting the State's academic standards during weekly Leadership Team Meetings. Data will be used to support the effectiveness of implementation steps and discussions will take place surrounding best practices towards student achievement. An alternative plan will be developed, based on effectiveness of the implementation steps, that will work side by side with the School Improvement Plan to further guide the body of work of all teachers and staff towards the goal of student achievement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	11	4	8	2	6	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	6	4	0	0	0	0	10
Course failure in Math	0	0	0	4	1	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	10	8	5	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	7	7	12	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	8	21	15	10	0	0	0	55

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	11	6	7	0	0	0	24

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	16	19	34	27	24	24	0	0	0	144
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	17	17	13	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	18	17	16	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	17	17	13	0	0	0	47
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	13	4	7	2	6	3	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	8	0	4	0	0	0	14
Course failure in Math	0	0	1	3	0	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	17	17	13	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	18	17	16	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	17	17	13	0	0	0	47
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	60	53	29	62	56	22		
ELA Learning Gains				59			19		
ELA Lowest 25th Percentile				62					
Math Achievement*	35	66	59	30	58	50	24		
Math Learning Gains				58			16		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				46					
Science Achievement*	55	58	54	17	64	59	34		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	73	63	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	7
Percent Tested	100

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	10	Yes	4	4
ELL	44			
AMI				
ASN				
BLK	42			
HSP	44			
MUL				
PAC				
WHT				
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	4	Yes	3	3
ELL				
AMI				
ASN				
BLK	46			
HSP				
MUL				
PAC				
WHT				
FRL	44			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			35			55					73
SWD	7			13							2	
ELL	40			20							3	73
AMI												
ASN												
BLK	43			36			59				4	
HSP	33			25							3	75
MUL												
PAC												
WHT												
FRL	44			35			56				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	29	59	62	30	58	46	17					
SWD	8			0								
ELL												
AMI												
ASN												
BLK	31	63	70	32	60	50	18					
HSP												
MUL												
PAC												
WHT												
FRL	29	60	62	30	59	50	17					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	22	19		24	16		34					
SWD	0			0								
ELL												
AMI												
ASN												
BLK	22	20		23	17		33					
HSP												
MUL												
PAC												
WHT												
FRL	22	17		21	14		27					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	56%	-18%	54%	-16%
04	2023 - Spring	68%	58%	10%	58%	10%
03	2023 - Spring	22%	52%	-30%	50%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	63%	-22%	59%	-18%
04	2023 - Spring	39%	64%	-25%	61%	-22%
05	2023 - Spring	29%	58%	-29%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	50%	0%	51%	-1%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the Spring 2023 Florida Assessment for Student Thinking (F.A.S.T.) report for proficiency of students in grades 3-5 in English Language Arts (ELA) and MATH, data for Students with Disabilities (SWD) showed the lowest performance with 13% proficiency in both testing areas. A contributing factor include standards aligned questioning techniques not being scaffolded up to grade level for this subgroup of students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to the Spring 2023 Florida Assessment for Student Thinking (F.A.S.T.) report for proficiency of students in grades 3-5 English Language Arts (ELA), grade 3 showed the greatest decline with 22% proficiency, an 8% point decrease from the previous year (30%).

According to the Spring 2023 Florida Assessment for Student Thinking (F.A.S.T.) report for proficiency of students in grades 3-5 MATH, grade 5 showed the greatest decline with 29% proficiency, an 8% point decrease from the previous year (37%).

Targeted enrichment to support and enhance the academic development of tier 1 students would have mediated the decline of proficiency in both ELA and MATH.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the Spring 2023 Florida Assessment for Student Thinking (F.A.S.T.) report for proficiency of students in grades 3-5 English Language Arts (ELA), grade 3 proficiency of 22% showed the greatest gap when compared to the state average of 50%, a 28% point decrease.

According to the Spring 2023 Florida Assessment for Student Thinking (F.A.S.T.) report for proficiency of students in grades 3-5 MATH, grade 5 proficiency of 29% showed the greatest gap when compared to the state average of 55%, a 26% point decrease.

Targeted enrichment to support and enhance the academic development of tier 1 students would have mediated the decline of proficiency in both ELA and MATH.

Which data component showed the most improvement? What new actions did your school take in this area?

According to the Spring 2023 results for the Statewide Science Assessment, 50% of 5th grade students demonstrated proficiency in Science compared to results from the Spring 22 results of 17% of 5th grade students demonstrating proficiency in Science. The 33 percentage point increase is a result of collaboration between the teacher and the Curriculum Support Specialist, increase instruction on vocabulary, and an increase in hands on science lab inquiries.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning Indicators, potential areas of concern include 31 students identified for attendance below 90%, and 55 students identified for substantial reading deficiencies in grades 1-5.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Parkview Elementary School is prioritizing student academic proficiency and student attendance (ranked equally) across all grade levels K-5 for the 2023 - 2024 school year.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to Early Warning Systems data for student absences, 51% of students at Parkview Elementary were absent for 11 or more days during the 2022-2023 school year, compared to 45% of students with the same number of absences district wide. 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 2023 - 2024 school year, student absences of 11 or more days at Parkview Elementary School will decrease by at least 15 percentage points compared to student attendance during the 2022 - 2023 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 (bknight@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy being implemented for this area of focus is Attendance Initiatives. This intervention will ensure accurate data collection / reporting by monitoring attendance data on a regular and consistent basis.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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. Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Effective 08/21/23, 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 by 09/29/23.

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

By When: 08/21/23 - 09/29/23.

Effective 08/28/23, 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 by 09/29/23.

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

By When: 08/28/23 - 09/29/23

Effective 08/28/23, 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 by 09/29/23.

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

By When: 08/28/23 - 09/29/23

Effective 08/28/23, 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 by 09/29/23.

Person Responsible: Fatima Balderramos (pr4301@dadeschools.net)

By When: 08/28/23 - 09/29/23

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on results from the 2023 Florida Assessment for Student Thinking (F.A.S.T.) data, students within the ESSA Subgroup of Students with Disabilities scored 13% proficiency in both English Language Arts (ELA) and 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 2023 - 2024 school year, proficiency of students identified as Students with Disabilities will increase 15% in both ELA 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention that will be implemented to increase proficiency in both reading and math of Students with Disabilities is Scaffolding. This will allow teachers build up student's understanding of a particular skill or benchmark.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Effective 08/28/23, 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. As a result, Students with Disabilities exposure to grade level questions will increase by 09/29/23.

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

By When: 08/28/23 - 09/29/23

Effective 08/28/23, 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. As a result, the percentage of Students with Disabilities able to answer grade level questions will increase by 09/29/23.

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

By When: 08/28/23 - 09/29/23

Effective 08/28/23, Ms. Dobson, SPED teacher, will incorporate scaffolding questioning techniques when working with assigned SPED students during small group instruction. As a result, exposure of grade level questions to Students with Disabilities by various instructional staff will increase by 09/29/23.

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

By When: 08/28/23 - 09/29/23

Effective 08/28/23, A data tracker for Students with Disabilities will be created and utilized to track progress of tier 1 data. As a result, Students with Disabilities will be able to keep abreast of their academic progress by 09/29/23.

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

By When: 08/28/23 - 09/29/23

#3. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As a result of student deficiencies in reading and math skills, proficiency on the 2023 Florida Assessment for Student Thinking (F.A.S.T.) in English Language Arts (ELA) was 42%, and proficiency in MATH was 40%. 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 2024 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:

Betsy Knight (bknight@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention 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 Intervention:
Explain the rationale for selecting this specific strategy.

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systemic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Effective 08/21/23, 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, a fluid Instructional Focus Calendar will be created to serve as a plan of action and guide for targeted small group instruction by 09/29/23.

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

By When: 08/21/23 - 09/29/23

Effective 08/28/23, 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 by 09/25/23.

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

By When: 08/28/23 - 09/29/23

Effective 08/28/23, 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 by 09/25/23.

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

By When: 08/28/23 - 09/29/23

Effective 08/28/23, 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: Betsy Knight (bknight@dadeschools.net)

By When: 08/28/23 - 09/29/23

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Benchmarks for Excellent Student Thinking (B.E.S.T.) will be implemented in English Language Arts (ELA) 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 2023-2024 school year, proficiency will increase by a minimum of 10 percentage points on the ELA and MATH state assessments. This will yield results of 52% proficiency in ELA and 50% 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:

Fatima Balderramos (pr4301@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention to be implemented is Effective Questioning / Response Techniques. This will allow teachers to assess a student's level of understanding of a particular benchmark or skill, which will in turn allow the teacher to make next step instructional decisions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

It is imperative to student academic success that instruction is aligned to grade level and course benchmarks. Instructional practices specific to the B.E.S.T. benchmarks 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. Effective Questioning and Response Techniques are an important part of classroom instruction which is used to develop higher-order thinking skills, promote critical thinking, and / or gauge whether students understand what is being taught (formative assessment).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Effective 08/21/23, 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 by 09/29/23.

Person Responsible: Fatima Balderramos (pr4301@dadeschools.net)

By When: 08/21/23 - 09/29/23

Effective 08/21/23, 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 by 09/29/23.

Person Responsible: Fatima Balderramos (pr4301@dadeschools.net)

By When: 08/21/23 - 09/29/23

Effective 08/21/23, 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 by 09/29/23.

Person Responsible: Fatima Balderramos (pr4301@dadeschools.net)

By When: 08/21/23 - 09/29/23

Effective 08/21/23, 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 by 09/29/23.

Person Responsible: Fatima Balderramos (pr4301@dadeschools.net)

By When: 08/21/23 - 09/29/23

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2023 Florida Assessment for Student Thinking (F.A.S.T.) PM3 STAR Median Percentile for grades K-2 in reading is 29%, 8% higher than tiered schools (21%), and 20% lower than the district (49%). PM3 STAR Median Percentile for grades K-2 in math is 54%, 7% higher than tiered schools (47%), and 14% lower than the district (68%). 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 related to Reading/ELA

Standards Aligned Instruction: According to the 2023 Florida Assessment for Student Thinking (F.A.S.T.) in ELA, proficiency per grade level was as follows: 22% in third grade, 68% in fourth grade, and 38% in fifth grade, with a total proficiency average of 42% in grades 3-5. 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 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 Measurable Outcomes

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 2024 state assessments.

Grades 3-5 Measurable Outcomes

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 2024 state assessments.

Monitoring

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 impact student achievement outcomes.

The leadership team will participate in weekly collaborative planning, following up with targeted walkthroughs 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.

Balderramos, Fatima, fbalderramos@dadeschools.net

Evidence-based Practices/Programs

Description:
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. §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:
Explain the rationale for selecting 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 evidence-based 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
08/21/23 - 09/25/23: Teachers in grades K-2 will participate in weekly ELA collaborative planning, with a focus on Standards-Aligned Instruction on the B.E.S.T. benchmarks, resulting in an explicit lesson plan that scaffolds instruction.	Ciceron, Guirlande, gciceron1@dadeschools.net
08/21/23 - 09/29/23: Instructional delivery in grades K-2 will include a stated purpose and daily learning goals to ensure a clear purpose for teaching and learning.	Knight, Betsy, bknight@dadeschools.net
08/21/23 - 09/29/23: Teachers in grades 3-5 will participate in weekly ELA collaborative planning, with a focus on Standards-Aligned Instruction on the B.E.S.T. benchmarks, resulting in an explicit lesson plan that scaffolds instruction.	Ciceron, Guirlande, gciceron1@dadeschools.net
08/21/23 - 09/29/23: Instructional delivery in grades 3-5 will include a stated purpose and daily learning goals to ensure a clear purpose for teaching and learning.	Knight, Betsy, bknight@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Parkview Elementary will disseminate the School Improvement Plan (SIP) to all stakeholders in person during faculty meetings, Educational Excellence School Advisory Committee (EESAC) meetings, and during Open House on August 30, 2023. Additionally, the SIP will be available to all stakeholders via the

Parent Resource Center located in the school's main office, as well as the school's website at parkviewdolphins.org. The SIP will be available in multiple languages, and suggestions / feedback will be solicited at all in person meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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. Parkview Elementary plans to build positive relationships with families,

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Parkview Elementary plans to strengthen the academic programs in the school by strategically utilizing both resources and personnel to engage students in meaningful, high engaging, and data driven instruction. This plan will be implemented during the regular school day, as well as before school and during our afterschool programs.
The priority focus is to build proficiency across all groups of students, but specifically with students identified as Students with Disabilities (SWD).

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Special consideration will be given to students identified and included in specialized programs such as Project Upstart, Students with Disabilities (SWD), English Language Learners (ELL), students on free or reduced lunch, and transient families such as military and migrant families. Students listed in any of these programs will be given top priority in before and after school programs, as well as any and all additional tutoring opportunities during additional instructional opportunities such as Winter and Spring Break Academy.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At the heart of our institution's commitment to student success, the Student Services Department at Parkview Elementary is dedicated to fostering an inclusive, supportive, and thriving community. Our mission is to empower students to navigate their educational journey all while building social-emotional growth with confidence, equipping them with the tools, resources, and guidance needed to excel academically, personally, and professionally.

The Student Services Department at Parkview Elementary aim to cultivate an environment where every

student feels valued and encouraged to reach their full potential. By providing a comprehensive range of services, including academic advising, counseling services, wellness support, and extracurricular opportunities, we strive to enhance the overall student experience, enabling students to become well-rounded individuals and future leaders.

In alignment with the District's core values, the Student Services Department at Parkview Elementary is dedicated to innovation, empathy, and continuous improvement. We embrace diversity in all its forms and work tirelessly to create an environment that celebrates individual uniqueness while promoting equity and inclusivity. We aspire to create an atmosphere where challenges are seen as opportunities, growth is nurtured, and each student's journey is marked by achievement, self-discovery, and lasting connections.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Parkview Elementary School will implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services, in accordance and alignment to the District's Code of Student Conduct. Teachers were trained on the updated Code of Student Conduct during the 2023-2024 Opening of School Meeting at Parkview Elementary.

Tier I: On August 29,2023, the Assistant Principal, Ms. Knight, and the School Counselor, Ms. Lindsay, will conduct grade level assemblies to review the Code of Student Conduct with all students at Parkview Elementary. The District's core values and model student behavior will primarily be shared, followed by consequences associated with unwanted behaviors for Levels 1-5. All teachers will reinforce the schoolwide positive behavior plan during classroom instruction. Additionally, teachers may include additional classroom rules along with their own individualized rewards and consequences to be followed by all students within their classroom.

Tier II: Behavior interventions will be specific to those students who will need additional support with adhering to school and classroom rules. The teacher will identify specific behaviors that need remediation, and meet with the parent and School Counselor to develop a plan of action to remediate the behavior. Implementation steps may include incorporating a daily or weekly positive behavior chart, weekly counseling, and positive calls home.

Tier III: Some students may need continuous and intensive support outside of what is currently prescribed under Tier I and Tier II. Additional support may include additional counseling with the school's mental health professional, utilizing district resources via wrap around services, and participation in school wide clubs and activities aligned with positive student behavior.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All teachers and staff were updated on current best resources and instructional practices to effectively teach the Benchmarks for Excellent Student Thinking (B.E.S.T.) during the 2023-2024 Opening of

School Professional Development day Parkview Elementary. Additional academic support in English Language Arts (ELA), Math, and Science will be given during weekly collaborative planning sessions, as well as during bi-weekly faculty meetings.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Parkview Elementary plans to assist preschool children in the transition from early childhood education programs to local elementary school programs by visiting local VPK programs housed at daycare centers and identify areas of academic support that is needed for a successful kindergarten year. These identified areas (identified by comparing early learning benchmarks currently being taught to benchmarks taught in kindergarten) will be used as additional academic support during the early months of the kindergarten school year. Additionally, the learning environment from PreK to Kindergarten will be more aligned to comfortably transition students to the new grade level.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	$0.00
4	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No