

Rachel Banks Dzikowski

PROFESSIONAL PROFILE

I am a highly motivated and passionate educator who is student-centered and relationship focused. I wholeheartedly believe every child can thrive when given equitable opportunities to do so. Working as a collaborative community and building capacity among all stakeholders will elevate student achievement and efficacy. Creating a school culture that is inclusive, reflective, and data-driven will be my highest priority.

CERTIFICATIONS

MICHIGAN SCHOOL ADMINISTRATOR CERTIFICATE

May 2021 - present

MICHIGAN PROFESSIONAL TEACHING CERTIFICATE K-8

May 2012 - present

EDUCATION

MASTER OF ARTS, K-12 Educational Administration

Michigan State University, 2021

BACHELOR OF SCIENCE, Mathematics

Grand Valley State University, 2012

EXPERIENCE

STUDENT ASSISTANCE PROVIDER (ESAP) • Cooper Upper Elementary School • Livonia Public Schools

August 2023 - present

PBIS DISTRICT TEAM • District Coach • Livonia Public Schools

March 2024 - present

ENGAGEMENT IN EQUITY & BELONGING • District Team Member • Livonia Public Schools

February 2022 - June 2024

CONTENT AREA LEADER • Elementary K-4 • Livonia Public Schools

October 2022 - June 2023

TEACHER • Cleveland Elementary School • Livonia Public Schools

August 2012 - June 2023

SCHOOL IMPROVEMENT CO-CHAIR • Cleveland Elementary School • Livonia Public Schools

August 2020 - June 2022

PROFESSIONAL SKILLS

- Plan, facilitate, and elevate professional development among staff (school and district-wide) to foster growth mindsets, maintain high expectations of excellence, and build consensus for essential student learning.
- Implement school-wide initiatives to ensure equity and promote student efficacy with an emphasis in PBIS-centered systems and structures.
- Initiate comprehensive conversations with families and staff regarding universal student accommodations and Section 504 eligibility.
- Lead and work collaboratively with teams of diverse educators towards shared vision and goals.

- Promote vertical alignment from lower elementary schools and up through middle school to ensure smooth transitions for both individual students and cohorts as a whole.
- Use disaggregated data to identify problems of practice and inform research-based decision making.
- Develop multi-tiered systems of support to encourage positive behaviors.
- Elevate students through a culturally responsive environment, including curriculum, texts, and learning.
- Communicate student expectations with families to transparentize and garner mutual understanding, trust, and support.
- Take control and deescalate tense and sensitive situations involving students and their families.
- Organize and efficiently maintain all students' health and pertinent medical information to ensure students are safe and cared for while at school.
- Be a positive presence and foster meaningful relationships with stakeholders, including students, staff, families, and the community.

PROFESSIONAL ACHIEVEMENT LEADERSHIP

- Performed administrative responsibilities as an Acting Administrator, which involved decisive actions, being responsive, and following through with necessary stakeholders (students, staff, and families).
- Built capacity among staff around equity, inclusion, and restorative practices through professional learning opportunities, including the school-wide initiation of "restorative walks" between students and teachers.
- Worked collaboratively to renew and refresh school-wide PBIS systems and structures through a student-created school pledge, simplified and solidified student expectations, positive reinforcement token economy, and Student of the Month recognition assemblies for the 2024-2025 school year.
- Supported district-wide PBIS efforts and school accountability, which included presenting at the Livonia Public Schools' first annual PBIS Showcase.
- Tailored professional learning presented during staff meetings to scaffold PBIS, build consistency and efficacy among staff, while marrying our school-wide goals with our highest areas of student needs.
- Restructured and organized student medication intake and dispensation, including systems for medication tracking, home communication, and check-out/check-in procedures for field trips and camp.
- Initiated vertical collaborative conversations from lower elementary schools up to middle school.
- Structured and presented at Kindergarten District PLT to share and review collective data and build consensus in kindergarten writing standards across all K-4 buildings.
- Co-chaired School Improvement efforts through the implementation of school-wide strategic activities to align with and meet set goals and organizing school-wide common literacy assessments to support School Improvement Goals.
- Disaggregated student behavior data to address current inequities and inform decision-making to ensure progress and best practices.
- Organized and attended school-wide community events to foster partnerships between home and school.
- Prioritized DEIB awareness by highlighting marginalized communities through visual displays, equity audits, and communications home via social media and part of the weekly parent newsletters.

CURRICULUM & INSTRUCTION

- Cultivated students' SEL skills and strategies through intervention groups using TRAILS curriculum, restorative conversations, and consistent check-ins with students and staff.
- Organized and detailed Kindergarten District PLT presentations, which included sharing student work samples, collecting staff voice, and beginning to build consensus for student writing standard expectations across all K-4 buildings.
- Developed integrated literacy curricula to support grade-level literacy instruction.
- Acquired advanced knowledge of pedagogy for multiple elementary grade levels through teaching and cross grade-level collaborations.
- Procured additional learning in reading methodology from Accommodating Differences in Literacy Learners (3 college credits, MSU)

STUDENT SUPPORT

- Supported students and teachers of students with Section 504 Plan accommodations, including communication with families, initial eligibility meetings, accommodation reviews, and accommodation modifications to scaffold students' transition from an elementary setting to middle school.
- Organized students' healthcare plans, medication forms, and health alerts to ensure information was maintained and routinely communicated while also proactively outlining and sending necessary medical forms to incoming students for the following school year.
- Worked collaboratively to develop and incentivize behavior motivation plans, including multi-tiered levels of support such as check-in/check-outs, structured breaks, and other items outlined if/when a Functional Behavior Assessment was completed.
- Collaboratively participated in Student Achievement Team and subsequent parent meetings when discussing accommodations and supports for behavioral and SEL goals.
- Facilitated restorative conversations between both teacher/student(s) and student/student(s).
- Visited K-4 elementary schools to build rapport with staff and become familiar faces to the fourth grade students in an effort to create smoother transitions for students and families as students move up into the 5/6 building.
- Developed Individual Reading Improvement Plans for students who benefited from intensive tiered support in literacy.
- Fostered respectful and valued relationships between students and families, built on trust and rapport, by welcoming and encouraging partnerships between school and home.
- Maintained positive relationships with our PTA, regularly attending meetings, sharing updates, and involving families with school initiatives and events.

ADDITIONAL TRAINING

- *Aspiring Administrators Series* (LPS), May 2024 to June 2025
- *Restorative Practice* training, November 2023
- *Crisis Prevention & Intervention* (CPI) training, March 2023
- *PLC At Work Live* (Solution Tree), Summer 2021
- *Changing Minds to Address Poverty in the Classroom* (MI Virtual), Spring 2021
- *PBIS* training, Fall 2020
- *Orton-Gillingham* literacy training, Summer 2020
- *Literacy Footprints* training, Spring 2019 and Winter 2021

REFERENCES Rob Witherspoon

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