

Miami-Dade County Public Schools

Rainbow Park Elementary School



2015-16 School Improvement Plan

Rainbow Park Elementary School

15355 NW 19TH AVE, Opa Locka, FL 33054

<http://rainbowpark.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	97%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission Statement

It is the mission of the administration, faculty, staff, parents and community of Rainbow Park Elementary School to provide an education that is second to none by a highly trained, nurturing staff who creates opportunities for all students to learn. Opportunities for collaboration among administrators, instructional and non-instructional staff, parents, students, and key stakeholders within the community are provided regularly. We are committed to promoting positive growth academically, socially and emotionally to all students including those in English Language Learners (ELL) and those in Special Education (SPED).

Provide the school's vision statement

Vision Statement

Rainbow Park Elementary School (RPES) works diligently to provide the finest education possible to all of its students. Rainbow Park Elementary School utilizes a well-defined and diverse curriculum structured to meet the needs of students from a multitude of backgrounds including English Language Learners (ELL) and those in Special Education (SPED). We aspire and work diligently to ensure that all students mature and develop into competent and productive individuals who can function in the complex society in which we live.

Our leadership Team is very committed to providing the highest educational opportunities for our students. Members of the team include:

Mrs. Robin Armstrong, Principal

Ms. Ines Diaz, Assistant Principal

Mrs. Jean Geter, EESAC Chairperson and United Teachers of Dade (UTD) Steward / Representative

Mr. Arol Mondestin, Counselor

Mrs. Octavia Woodard, Parent Teacher Association (PTA) President

Together all employees hold and believe our school motto: Focused and Ready... Destination Success! This motto inspires our students to not only believe in themselves, but to understand that through hard work, dedication, and persistence, they are capable to reach the highest of standards in any core subject. Our teachers also attend professional development to become current with the knowledge and strategies available to effectively educate and challenge our students. Offering not only a general education program, we offer gifted and special education services to students that are either gifted or have varying exceptionalities. Our Magnet Dance and Magnet Music classes further enhance the educational program offered to students at Rainbow Park. As one team, all of us motivate, challenge and encourage students to reach and achieve higher levels of academic achievement.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Rainbow Park is a culturally diverse school. Although the majority of our students speak English as their first language, we do have several students that are in the English Language Learners program and speak Spanish and Creole in the home setting. We have the approach that embraces students of all cultures. We teach children to respect one another and treat one another equally. Our school and

teachers communicate with parents via Connect-Ed messages, flyers, and letters in English, Spanish, and Creole. Teachers hold positive relationships with all students regardless of the students culture.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school creates an environment that is safe before, during and after school. From the moment a student arrives, they are monitored by an adult. Three securities as well as administration are there to assist students at their arrival, during lunch, throughout the day, and at dismissal. Our alternate to suspension plan helps us be proactive in tackling potential behavioral issues that may arise. Students are fully aware that the administrative team along with our school counselor, reading coach, school social worker, and all teachers have an open door policy when it comes to their protection and safety. Respect is modeled throughout the day, as students are in turn respected, yet expected to follow our school rules. Our School Counselor also provides counseling sessions for our primary students weekly, and also, provides counselling sessions for groups or individual students on an as-needed-basis. He counsels students with conflict resolution strategies, coping skills, and more. We also have the 5,000 Role Models program to help young students stay positive about school and their roles as students. Students are encouraged to always do the right thing at our school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school wide alternate to suspension plan is a proactive behavior plan that is designed to minimize distractions and aimed at keeping students engaged during their instructional time. Each teacher establishes and implements their individual discipline plan with student input at the beginning of the year. If a child commits an infraction that requires the attention of the administrative team or the counselor, the incident is reported in writing immediately. Our alternate to suspension plan will provide the student with either, conflict resolution counseling, peer mediation, work detail, or another consequence that will help the child maintain a level of responsibility for his/her own actions. Our students are constantly being reminded that doing the right thing and respecting one another and the learning environment of our school is of the most importance. Our school counselor attends counseling training sessions on Conflict Resolution, school resources available for students in need, and on coping skills.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of all students are being met through the use of our Administrative Team, School Counselor and School Social Worker. Students are helped on an as-needed-basis, and as a school, we acknowledge that needs differ from child to child, and from situation to situation. Our Alternate to Suspension plan is designed to provide students with alternate ways to take responsibility for their inappropriate actions or choices. Students are counseled and receive mentoring as needed, and for the duration of time needed to help facilitate the student to excel and focus on their academic work/studies. Our school personnel are all united in our efforts to meet the social-emotional needs of our students along with their academic needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our school uses early warning systems indicators to identify students who may be in need of assistance. We target students attendance, suspensions, course failures and scores on standardized test.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	10	4	3	8	5	43
One or more suspensions	0	0	0	0	0	5	5
Course failure in ELA or Math	5	15	18	10	3	6	57
Level 1 on statewide assessment	0	0	0	51	22	19	92

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	18	25	22	64	33	35	197

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies in place employed by our Administrative Team are all aligned to helping students identified by the early warning systems. The identification of struggling students early is key. Students are encouraged to come to school daily through motivating activities spearheaded by our school counselor. Students in need receive on-going counseling and mediation. I-Ready diagnostic results indicate those students in need of Intervention daily for 30 minutes in reading with the Wonders Program. Those students who teachers refer for RTI (response to intervention process) will receive on-going progress monitoring to determine if testing is needed. All strategies in place assist students in their academics.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49530>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school builds and sustains partnerships with the local community as many local churches donate school supplies for our students. These supplies help students who would not otherwise have the materials for school. Having the materials they need facilitates that students are ready to learn. During the Holiday seasons particularly in the months of November and December, local grocery stores help donate foods and gift cards for our needy families. Our Community Involvement Specialist (CIS) spearheads these donation activities. Additional items that are donated yearly include school uniforms, and Holiday gifts for needy children and families.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Armstrong, Robin	Principal
Diaz, Ines	Assistant Principal
Mondestin, Arol	Guidance Counselor
Saunders, Tedria	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The RTI team at Rainbow Park consists of the following members: Principal, Assistant Principal, Counselor, psychologist and teachers. MTSS/RTI is an extension of Rainbow Park Elementary School's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be an on-going process of building the foundation and incorporating RTI into the culture of our school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The information below pertains to Rainbow Park:

1. The Leadership Team will monitor and adjust Rainbow Park's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

Title I, Part A

Rainbow Park Elementary School participates in a school wide Title I program and receives IDEA

funds to further enhance the educational opportunities available for our students. The funds provided through Title I assist in purchasing support staff such as hourly teachers that directly impact student instruction. Additionally, instructional supplies are purchased to further assist students to learn concepts through hands-on activities that enrich their knowledge. Examples include computer software, technology-based programs, computers, and manipulatives that provide students with concrete examples of learning. All monies derived from Title I and IDEA funds are utilized to further enhance the educational program offered to our students including those students participating in the SPED program. Our ultimate goal is to increase the number of students achieving high standards of learning. Services provided to ensure students requiring additional remediation consist of after-school programs. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program

Title I, Part C- Migrant

Rainbow Park Elementary School provides services and support to migrant student and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. include an extensive Parental Program; Title I CHEAD and Supplemental Educational Services.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention Programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services for Rainbow Park Elementary are provided through the district. Educational materials and ELL district support services aim to improve the education of English Language Learners.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings

and task forces as it relates to homeless children and youth.

- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Rainbow Park Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for level 1 readers in third grade.

Violence Prevention Programs

Non-violence and anti-drug programs are provided for students and are incorporated through field trips, community service, drug tests, and counseling.

Nutrition Programs

1) Rainbow Park Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) Rainbow Park Elementary School's Food Service Program includes school breakfast, school lunch, and aftercare snacks. Additionally, it follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

The District provides assistance through Housing Programs and shares this information with the school. The school counselor at Rainbow Park Elementary School communicates those services that are readily available for families in need of shelter.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robin Armstrong	Principal
Ines Diaz	Education Support Employee
Jean Geter	Teacher
Lynda Smith	Teacher
Cherry Rivers	Teacher
Tedria Saunders	Teacher
Melva Yousaf	Teacher
Deanelle Law	Education Support Employee
Ayanna Eason	Parent
Rickia Jones	Parent
Kerrisa Bradwell	Parent
Gerardo Delos Rios	Parent
John Connor	Parent
Latoya Law	Parent
Patrice Heyligar	Parent
Bishop Billy Baskin	Business/Community
Adriana Gilchrist	Business/Community
Johnnie Orr	Business/Community
Rashauna Walker	Parent
Octavia Woodard	Parent
Bertha Lankford	Business/Community
Ajah Smith	Student
	Student
Sanaa Batts	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

School Advisory Council (SAC) will meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. Each year, we discuss our goals from our School Improvement Plan and make changes as deemed necessary. We have an opportunity through dialogue to discuss what worked, and what areas need revising.

Development of this school improvement plan

School Advisory Council (SAC) will meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. In addition, the council will determine the most appropriate use of SAC funds to support the School Improvement Plan goals.

Preparation of the school's annual budget and plan

School Advisory Council (SAC) will meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. In addition, the council will determine the most appropriate use of SAC funds to support the School Improvement Plan goals. The administrative team will propose a budget and EESAC members will have an opportunity to discuss the plan, adding to it, or expressing what needs revision particularly with budgetary aspects of the plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The role of the EESAC involves the review and implementation of the School Improvement Plan to better meet the needs of our students. The projected use of SAC funds, are always utilized to purchase; supplemental materials or supplies for our students that enhance the educational program approximately (\$1,200), incentives that motivate our students to come to school every day and be good citizens approximately (\$200), and materials and supplies needed to hold Parent Workshop Nights approximately (\$200) that help parents assist their children make home-to-school connections off school grounds. All SAC members understand that supporting the educational goals of our school is our primary goal.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Armstrong, Robin	Principal
Diaz, Ines	Assistant Principal
Mondestin, Arol	Guidance Counselor
Saunders, Tedria	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all LLT meetings and all activities. As the instructional leader of the school, the principal supports literacy instruction and will promote membership on the LLT by:

- Holding meeting at convenient times;
- Providing adequate notice of meetings;
- Providing time/coverage (if needed) to attend meetings;
- Offering professional growth opportunities such as educational retreats.

The Assistant Principal will facilitate and assist the principal as needed with all LLT meetings and activities.

The team will share their experience in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The LLT will ensure the fidelity of the implementation of the reading standards. Further, model teachers will model classes, hold conferences with teachers and administrators, and provide professional development as needed. Our teachers will provide motivation and a spirit of collaboration within the literacy leadership team to create a school wide focus on literacy achievement.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Rainbow Park Elementary School encourages positive working relationships between teachers by securing common planning time for the entire grade level. This allotted time facilitates collaborative planning for the instruction and support delivered. Teachers are better able to share, develop, plan, and create lessons with fellow teachers. Our school is currently providing assistance for teachers during their common planning sessions, to better infuse technology within lessons, and to fine tune the delivery of whole group and differentiated instructional groups. Most of the collaboration takes place weekly for 1 hour as each grade level plans in our school-wide planning room.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The recruitment and hiring of highly qualified and certified-in-field teachers is of great importance at our school. When interviewing, the principal and the assistant principal select individuals that are highly qualified, will be certified-in-field and who will contribute to the overall effectiveness of our instructional program.

Once hired, if teachers are new to the District, we provide resources for them through a beginning teacher orientation. This program is offered by our school District. School site resources include, pairing the teacher with a buddy teacher, ensuring that the teacher receives a school site orientation, and by providing the teacher with the resources and materials they will need to develop effective lessons. The administrative team is very supportive and ensures the novice teacher receives the professional development training necessary.

Our school is a relatively small school, which allows us to have teachers and staff members that help as needed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are a resource for our school. It is important to receive new teachers with a warm and inviting approach. We select teachers who will contribute to the overall effectiveness of our instructional program.

Once hired, if teachers are new to the District, we provide resources for them through a beginning teacher orientation. This program is offered by our school District. School site resources include, pairing the teacher with a buddy teacher, ensuring that the teacher receives a school site orientation, and by providing the teacher with the resources and materials they will need to develop effective lessons. The administrative team is very supportive and ensures the novice teacher receives the professional development training necessary.

Our school is a relatively small school, which allows us to have teachers and staff members that help as needed. By better preparing our teachers, we refine and strengthen our instructional program. This is of great importance to our school leadership team.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Rainbow Park Elementary School ensures that its core instructional programs and materials are aligned to Florida Standards by maintaining close communication with District resources and sharing this information with staff members and parents. Our lessons are aligned as we utilize District-wide pacing guides, assess students through I-Ready Diagnostic tests, administer District interims, and monitor student academic progress through continuous school-wide improvement. We are continuously having teachers attend professional development in the core subjects, and are also maintaining open lines of communication with parents.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Rainbow Park Elementary School uses data to provide and differentiate instruction to meet the needs of students. Currently, our teachers use I-Ready Diagnostic data to group students based on educational needs. As students receive assistance within their Differentiated Instructional (DI) groups, activities are created to reinforce and remediate student strengths and weaknesses. Those students requiring Intensive Intervention receive an additional 30 minutes of instruction daily using the Wonders Program. Instruction is modified or supplemented during planning to meet student needs accordingly. These academic strategies if implemented with fidelity will help increase students to satisfactory levels or will help students surpass expected academic goals.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,760

Select students falling in the lowest 25 percentile will participate in a principal funded tutorial program beginning in January. Students will meet twice per week focusing on strengthening their reading and or mathematics skills for one hour after school. The additional instruction will help improve performance in the area of reading. The extended learning will provide opportunities for students to use grade-level appropriate texts to refine reading and comprehension skills.

Strategy Rationale

Our rationale for having the after school tutoring is to better assist students academically.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Armstrong, Robin, pr4541@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' progress through I-Ready reports. Student progress will be monitored and the instructional program will be adjusted as needed. Additionally, formative assessments: I-Ready Diagnostic Tests and Interims administered will also be reviewed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). These funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist by providing young children a variety of meaningful learning experiences in an environment that gives them the opportunity to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. The transition from early childhood programs to local elementary school programs should be facilitated by the receiving elementary school. At Rainbow Park Elementary School, the Devereux Early Childhood Assessment (DECA) is the assessment tool utilized to determine student readiness rates. All pre-kindergarten students are assessed with this test very early on in August and the teachers use the data from this assessment to assist with planning classroom instruction, differentiated instruction, and determining individual student needs for intervention. This same test is administered to all pre-kindergarten students towards the end of the school year before entering Kindergarten. Another test administered to students at the ending of the Pre-kindergarten school year is the Learning Accomplishment Profile-Diagnostic (LAP-D), which assess students for specific motor and communication skills. Students enrolling in kindergarten are screened for the ESOL Program. I-Ready tests further screen early learners. Additionally, students are tested with the FLKRS test to evaluate the knowledge kindergarten students acquired throughout Pre-Kindergarten. These tests are utilized to indicate the readiness of early learners to engage in literacy instruction. Rainbow Park Elementary School currently has a Voluntary Pre-Kindergarten Program with a total of nineteen students enrolled. Students are selected through the lottery selection process. Parental involvement in the Pre- Kindergarten program is high because the program is voluntary. Parents are typically eager to have their child attend the program and are kept well informed through many means of communication such as newsletters, Connect ED messages, flyers, PTA and EESAC meetings, Open House Night, and other parent meetings.

The dedicated funding and or resources available are those offered through Federal Title I funds that pay to ensure that the program is available for each child daily until 1:50 pm. In addition to the teacher, a full-time highly qualified paraprofessional is hired to assist with the educational needs of the young students in the program. Other resources such as workshops and Postsecondary Transition professional development opportunities in the area of early childhood are available for both the teacher and the paraprofessional. The Pre-Kindergarten Program at Rainbow Park is included in the entire school operation. The Pre- Kindergarten children participate in fieldtrips, assemblies, and in all school-wide events with other primary classes. Students in the Pre-Kindergarten program look forward to attending Kindergarten at our school. The transition is a smooth one because parents are already familiar with the rules, procedures, regulations, and the school-wide initiatives and goals. Additionally two kindergarten transitional meetings are held during the month of June to inform and better prepare parents for the next school year. The methods for evaluating the quality and effectiveness of the plan include parental input and the student readiness rate that is attained through the administration of the early readiness tests outlined above. There is an on-going opportunity for future students to visit our program. We receive at least 2 visits per year from neighboring pre-school centers with students ready to attend kindergarten the following school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070675

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Reading - African American	70.0
AMO Reading - ELL	59.0
AMO Reading - ED	70.0
FCAT 2.0 Science Proficiency	38.0

Resources Available to Support the Goal 2

- Administration, Reading Coach, PLCs, content area team leaders, hourly personnel, promethean boards, iReady, common planning structures, Wonderworks, DOK Wheel, Leveled readers, computer lab, Exemplar teachers, (4 - 5) computers in the classroom, lap tops, Grade level chairpersons, Leadership team meetings, grade level chairperson meetings, parental involvement, volunteers, My On Reader Program, manipulatives, Reflex Math, Think Central, Magnet Program (Dance/Music), Chess Club

Targeted Barriers to Achieving the Goal 3

- Limited understanding of how to unpack the standards and plan effectively.

Plan to Monitor Progress Toward G1. 8

Fidelity: Active participation in planning and delivery of professional development.
 Effectiveness: Teacher will create an end product to include the priority components.
 Fidelity: Observe collaborative planning sessions with the expectation that teachers come prepared with ideas and resources to address priority components and create lesson plans that include these components. Observe evidence of priority components during whole group and differentiated instruction.
 Effectiveness: Observation of student engagement, effective use of technology, student journals that include writing in response to text, citing text evidence that goes across and beyond texts, and demonstration of connecting text to self, other texts and world. Differentiated instruction that has a laser like focus, and shows clear alignment to data and relevant resources.
 Fidelity observation of specific elements of the coaching cycles
 Effectiveness: Exchange feedback to ensure support provided has met teacher needs and observe implementation of modeled components. Additionally, data disaggregation will take place after: District Interim Assessments and summatives, FSA, FCAT 2.0 Science and FAA.

Person Responsible

Robin Armstrong

Schedule

Weekly, from 9/18/2015 to 11/24/2015

Evidence of Completion

Walk-thrus, coaching logs, data chats to review data, schedule and debriefing conferences

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G070675

G1.B1 Limited understanding of how to unpack the standards and plan effectively. **2**

 B184169

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging planned instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths in all content areas.

4

 S195726

Strategy Rationale

Our rationale for this strategy is to increase student proficiency in the core subjects.

Action Step 1 **5**

Provide professional development prior to the school year beginning. Sessions focused on implementing school-wide bell ringers to target secondary standards, and exit slips as a form of informal assessment in Reading and Mathematics.

Person Responsible

Robin Armstrong

Schedule

On 8/20/2015

Evidence of Completion

Sign-in sheet, Agenda, PD Deliverables

Action Step 2 5

Provide a school-wide planning/resource room including norms to facilitate collaborative planning in Reading, Mathematics, and Science. Grade level teams, along with the administrative team and reading coach will plan collaboratively for 60 minutes each week.

Person Responsible

Robin Armstrong

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Planning room sign-in sheets, grade level lesson plans, student work completed

Action Step 3 5

Opening and Closing activities will be conducted with strategically created bell ringers and exit slips. These informal assessments will help monitor student knowledge and academic growth in the core subjects of Reading, Mathematics, and Science.

Person Responsible

Robin Armstrong

Schedule

Weekly, from 8/24/2014 to 6/9/2016

Evidence of Completion

Lesson plans outlining activities daily, and student completed bell ringers, and exit slips

Action Step 4 5

Collaborate during grade level planning and analyze available data to develop data driven differentiated instructional groups, rigorous, purposeful and engaging instructional activities.

Person Responsible

Robin Armstrong

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Planning room sign-in sheets, lesson plans focusing on DI activities, evidence of student work completed with-in groups.

Action Step 5 5

Conduct coaching cycles and model different components of the instructional block based on teacher needs.

Person Responsible

Robin Armstrong

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Walk-through logs, Debriefing conferences, coaching logs, coaching schedule

Action Step 6 5

Refresher: Tier II Reading Intervention and monitoring through the school year

Person Responsible

Tedria Saunders

Schedule

Quarterly, from 8/20/2015 to 6/9/2016

Evidence of Completion

Refresher sign-in sheets, student work, student attendance, I-Ready Growth Monitoring

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Fidelity: Active participation in planning and delivery of professional development. Effectiveness: Teacher will create an end product to include the priority components. Fidelity: Observe collaborative planning sessions with the expectation that teachers come prepared with ideas and resources to address priority components and create lesson plans that include these components. Observe evidence of priority components during whole group and differentiated instruction. Effectiveness: Observation of student engagement, effective use of technology, student journals that include writing in response to text, citing text evidence that goes across and beyond texts, and demonstration of connecting text to self, other texts and world. Differentiated instruction that has a laser like focus, and shows clear alignment to data and relevant resources. Fidelity observation of specific elements of the coaching cycles Effectiveness: Exchange feedback to ensure support provided has met teacher needs and observe implementation of modeled components.

Person Responsible

Robin Armstrong

Schedule

Weekly, from 9/18/2015 to 11/24/2015

Evidence of Completion

Walk-through logs, lesson plans, coaching logs & schedule, debriefing conferences

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Fidelity: Active participation in planning and delivery of professional development.
 Effectiveness: Teacher will create an end product to include the priority components.
 Fidelity: Observe collaborative planning sessions with the expectation that teachers come prepared with ideas and resources to address priority components and create lesson plans that include these components. Observe evidence of priority components during whole group and differentiated instruction.
 Effectiveness: Observation of student engagement, effective use of technology, student journals that include writing in response to text, citing text evidence that goes across and beyond texts, and demonstration of connecting text to self, other texts and world. Differentiated instruction that has a laser like focus, and shows clear alignment to data and relevant resources.
 Fidelity: observation of specific elements of the coaching cycles
 Effectiveness: Exchange feedback to ensure support provided has met teacher needs and observe implementation of modeled components.

Person Responsible

Robin Armstrong

Schedule

Weekly, from 9/18/2015 to 11/24/2015

Evidence of Completion

Student work samples seen during walk-thrus and data chats to review student strengths and weaknesses.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development prior to the school year beginning. Sessions focused on implementing school-wide bell ringers to target secondary standards, and exit slips as a form of informal assessment in Reading and Mathematics.	Armstrong, Robin	8/20/2015	Sign-in sheet, Agenda, PD Deliverables	8/20/2015 one-time
G1.B1.S1.A2	Provide a school-wide planning/ resource room including norms to facilitate collaborative planning in Reading, Mathematics, and Science. Grade level teams, along with the administrative team and reading coach will plan collaboratively for 60 minutes each week.	Armstrong, Robin	8/24/2015	Planning room sign-in sheets, grade level lesson plans, student work completed	6/9/2016 weekly
G1.B1.S1.A3	Opening and Closing activities will be conducted with strategically created bell ringers and exit slips. These informal assessments will help monitor student knowledge and academic growth in the core subjects of Reading, Mathematics, and Science.	Armstrong, Robin	8/24/2014	Lesson plans outlining activities daily, and student completed bell ringers, and exit slips	6/9/2016 weekly

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Rainbow Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A4	Collaborate during grade level planning and analyze available data to develop data driven differentiated instructional groups, rigorous, purposeful and engaging instructional activities.	Armstrong, Robin	8/24/2015	Planning room sign-in sheets, lesson plans focusing on DI activities, evidence of student work completed with-in groups.	6/9/2016 quarterly
G1.B1.S1.A5	Conduct coaching cycles and model different components of the instructional block based on teacher needs.	Armstrong, Robin	8/24/2015	Walk-through logs, Debriefing conferences, coaching logs, coaching schedule	6/9/2016 weekly
G1.B1.S1.A6	Refresher: Tier II Reading Intervention and monitoring through the school year	Saunders, Tedria	8/20/2015	Refresher sign-in sheets, student work, student attendance, I-Ready Growth Monitoring	6/9/2016 quarterly
G1.MA1	Fidelity: Active participation in planning and delivery of professional development. Effectiveness: Teacher will create an end product to include the priority components. Fidelity: Observe collaborative planning sessions with the expectation that teachers come prepared with ideas and resources to address priority components and create lesson plans that include these components. Observe evidence of priority components during whole group and differentiated instruction. Effectiveness: Observation of student engagement, effective use of technology, student journals that include writing in response to text, citing text evidence that goes across and beyond texts, and demonstration of connecting text to self, other texts and world. Differentiated instruction that has a laser like focus, and shows clear alignment to data and relevant resources. Fidelity observation of specific elements of the coaching cycles Effectiveness: Exchange feedback to ensure support provided has met teacher needs and observe implementation of modeled components. Additionally, data disaggregation will take place after: District Interim Assessments and summatives, FSA, FCAT 2.0 Science and FAA.	Armstrong, Robin	9/18/2015	Walk-thrus, coaching logs, data chats to review data, schedule and debriefing conferences	11/24/2015 weekly
G1.B1.S1.MA1	Fidelity: Active participation in planning and delivery of professional development. Effectiveness: Teacher will create an end product to include the priority components. Fidelity: Observe collaborative planning sessions with the expectation that teachers come prepared with ideas and resources to address priority components and create lesson plans that include these components. Observe evidence of priority components during whole group and differentiated instruction. Effectiveness: Observation of student engagement, effective use of technology, student journals that include writing in response to text, citing text evidence that goes across and beyond texts, and demonstration of connecting text to self, other texts and world. Differentiated instruction that has a	Armstrong, Robin	9/18/2015	Student work samples seen during walk-thrus and data chats to review student strengths and weaknesses.	11/24/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	laser like focus, and shows clear alignment to data and relevant resources. Fidelity: observation of specific elements of the coaching cycles Effectiveness: Exchange feedback to ensure support provided has met teacher needs and observe implementation of modeled components.				
G1.B1.S1.MA1	Fidelity: Active participation in planning and delivery of professional development. Effectiveness: Teacher will create an end product to include the priority components. Fidelity: Observe collaborative planning sessions with the expectation that teachers come prepared with ideas and resources to address priority components and create lesson plans that include these components. Observe evidence of priority components during whole group and differentiated instruction. Effectiveness: Observation of student engagement, effective use of technology, student journals that include writing in response to text, citing text evidence that goes across and beyond texts, and demonstration of connecting text to self, other texts and world. Differentiated instruction that has a laser like focus, and shows clear alignment to data and relevant resources. Fidelity observation of specific elements of the coaching cycles Effectiveness: Exchange feedback to ensure support provided has met teacher needs and observe implementation of modeled components.	Armstrong, Robin	9/18/2015	Walk-through logs, lesson plans, coaching logs & schedule, debriefing conferences	11/24/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited understanding of how to unpack the standards and plan effectively.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging planned instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths in all content areas.

PD Opportunity 1

Provide professional development prior to the school year beginning. Sessions focused on implementing school-wide bell ringers to target secondary standards, and exit slips as a form of informal assessment in Reading and Mathematics.

Facilitator

Tedria Saunders (Literacy Contact) Lakisha Williams (Mathematics Contact) Jessnellys Jackson (PD Liaison)

Participants

All Teachers

Schedule

On 8/20/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development prior to the school year beginning. Sessions focused on implementing school-wide bell ringers to target secondary standards, and exit slips as a form of informal assessment in Reading and Mathematics.	\$0.00
2	G1.B1.S1.A2	Provide a school-wide planning/resource room including norms to facilitate collaborative planning in Reading, Mathematics, and Science. Grade level teams, along with the administrative team and reading coach will plan collaboratively for 60 minutes each week.	\$0.00
3	G1.B1.S1.A3	Opening and Closing activities will be conducted with strategically created bell ringers and exit slips. These informal assessments will help monitor student knowledge and academic growth in the core subjects of Reading, Mathematics, and Science.	\$0.00
4	G1.B1.S1.A4	Collaborate during grade level planning and analyze available data to develop data driven differentiated instructional groups, rigorous, purposeful and engaging instructional activities.	\$0.00
5	G1.B1.S1.A5	Conduct coaching cycles and model different components of the instructional block based on teacher needs.	\$0.00
6	G1.B1.S1.A6	Refresher: Tier II Reading Intervention and monitoring through the school year	\$0.00
Total:			\$0.00