Rainbow Elementary School

2015-16 School Improvement Plan

Rainbow Elementary School

1412 RAINBOW TRL, Winter Springs, FL 32708

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0361

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	37%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

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 Seminole 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.

Table of Contents

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	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Rainbow Elementary is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Rainbow Elementary's vision is to provide a happy, caring and stimulating environment where children will
recognize and achieve their fullest potential, so that they can make their best
contribution to society

School Environment

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

The school projects a welcoming and supportive environment and students are encouraged to become actively involved. The school environment is culturally sensitive, and teachers/staff model positive behavioral interactions with students and one another. Respect for diversity is demonstrated as teachers focus on building healthy relationships with students.

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

Students are safe, included and accepted as members of the school community. Teachers and staff model respect, fairness and kindness in their interactions with students throughout the school day. Positive character traits are reinforced and recognized.

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

Every student is given the support to succeed in an environment of high expectations. The school recognizes and celebrates students' success, progress and achievement as students are provided opportunities to see themselves as valued members of the school community. All school members promote and support behaviors that reflect the code of conduct. Clearly communicated behavioral expectations for all students and staff ensure a safe and supportive environment.

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

Student's social-emotional needs are met through direct counseling services, as well as consultation with teachers, parents and administrators. Community resources can be accessed through the school counselor as well as school social worker.

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

Rainbow has a Multi-Tiered System of Supports(MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at risk in academics and / or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view the aggregated data. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk.

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	2	
Attendance below 90 percent	2	1	3
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	0	

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	1	5	1	2	2	2	13

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

MTSS team meets every Wednesday for grades K-5. Students identified in Tier 2 or Tier 3 academically are discussed using current data from DE or Unit/ Weekly Assessments. Strategies employed include small group instruction, probing from DE tests, in-school tutorial, Tier 3 intervention programs such as SIPPs, Curriculum Specialist 30 minute reading / math intervention w small groups, Tier 2 small group pull out.

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?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Ramkissoon, Kristen	Principal
Kennedy, Heidi	Teacher, K-12
White, Brett	Assistant Principal

Duties

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

The function is to identify and discuss students that need additional support.

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

Rainbow Elementary will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jennifer Stoeke	Parent
Ted Fox	Parent
Ashley Kurau	Parent
Rod James	Parent
Caterina Warren	Teacher
Tina Sines	Teacher
Heidi Kennedy	Teacher
Marilyn Kirker	Education Support Employee
Karen Lee	Parent
Keli McCue	Parent
Andrea Walsh	Parent
Kristen Ramkissoon	Principal
Amy Quiroga	Teacher

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

SAC reviewed the school improvement plan in September 2014 and gave its final approval. Goals and data were shared. We will reflect upon goals met and not met on September 8, 2015.

Development of this school improvement plan

The SAC is an integral part of the process. Last year's data (2014-2015) will be reviewed along with the strategies incorporated last year. The SAC will strategize and gameplan for adjustments of those strategies and action plans along with the formation of reachable but desirable goals.

Preparation of the school's annual budget and plan

Each year, at the first SAC meeting in September, the SIP is introduced. During this meeting, Initial budget discussions take place involving priorities for materials that are needed to help meet SIP goals. The chairperson will have the SAC members vote on any items / materials that are needed to be purchased.

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

Teaching materials
Lower end technologies

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
Ramkissoon, Kristen	Principal
White, Brett	Assistant Principal
Kennedy, Heidi	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Team (LLT)
1. Names and Postion Titles
Heidi Kennedy- Reading and Math Curriculum Specialist
One representative from each grade level to include ESE (to be determined)
2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Reading Specialist will meet with grade level reps in a train the trainer role to share literacy information & strategies to enhance instructional practices in the area of Literacy.
Team reps are responsible for going back to their teams and training team members in the strategies or literacy information learned. The team will meet every 2 weeks to 1x/month depending on staff needs.
3. What will be the major initiatives of the LLT this year?
The major initiatives are based on assessment results and curriculum needs. The literacy areas to be addressed will be 1) Informational Test/Text Features, 2) Strategies for Close Reading & 3) Daily 5.

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

Teams are expected to conduct PLCs every Thursday. During PLCs the teachers plan lessons together, review data and formulate small groups for differentiated instruction.

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

Administration offers quality Professional Development and support for all teachers. In the area of recruiting, we make sure that all potential instructional employees will feel supported by leadership and ensure them that appropriate Professional Development will be offered throughout the school year. Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defines based on the need. SCPS maintains a reputation of being an "A" district, which brings us many highly qualified applicants. Additionally, we welcome university and college interns and field study students. Annually, our district participates in many university job fairs as well as minority and veteran job fairs. The district supports all teachers, but especially new teachers, with mentoring programs. We also provide a variety of in-services and workshops. New teachers are provided with extensive, on-going feedback and are paired with a veteran mentor teacher for one-on-one support during their first year. All teachers, regardless of experience level, are provided with on-going feedback and support, relevant and timely professional development, and allocated time to work collaboratively with colleagues in Professional Learning Communities.

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

The school's mentoring program comes from the county's guide for mentoring brand new teachers and new to Rainbow teachers. The program is to help the teachers get adjusted to how the school runs and to give teachers someone to go to for help, questions, or concerns. This group of new teachers meets (at a minimum) once before the school year starts, during pre-planning, mid-way through the first week of school, once a week during the first 9 weeks of school, and monthly after the first 9 weeks, or more if needed.

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

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 Elementary holds monthly data meetings in grades k-5. Using Common Assessment data, SRI results, Pearson Testing and GO Math Unit Test results, student data is dissected in a way that puts certain kids in the bottom 30th percentile for a given subject. Those students have their instruction differentiated by use of small group instruction.

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: 20,000

We have hired a certified teacher to tutor students in grades 3-5 in the areas of Science, Math and Reading. These students have been identified as bottom quartile students through the use of recent data in particular subjects. This tutor works with these students 5 days a week for 30 minutes a day during the school day.

Strategy Rationale

We have formed small instructional groups that will work in these small groups with the tutor on skill specific and subject specific concepts. Groups will be no larger than 6 students at a time. This allows for more diffentiation of instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
White, Brett, brett_white@scps.k12.fl.us

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

Data meetings will be held every 6 weeks. Using Common Assessment data, SRI results, Pearson Testing and GO Math Unit Test results, student data is dissected in a way that puts certain kids in the bottom 30th percentile for a given subject. Those students have their instruction differentiated by use of small group instruction.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

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

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

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

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

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:

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.   All Instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement for all students in reading, science and math

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. All Instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement for all students in reading, science and math 1a

🔍 G074436

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	92.0
AMO Reading - All Students	90.0
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Coaches -Administration -Paraprofessionals - P.D. with County Staff - In school Tutorial - PLCs - Monthly Data Meetings

Targeted Barriers to Achieving the Goal 3

- - need for quality instruction - scheduling; time

Plan to Monitor Progress Toward G1. 8

Data derived from notes taken during walkthroughs

Person Responsible
Kristen Ramkissoon

Schedule
Weekly, from 9/1/2015 to 5/20/2016

Evidence of Completion
Data from walkthroughs

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. All Instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement for all students in reading, science and math 1

🔑 G074436

G1.B1 - need for quality instruction - scheduling; time 2

🔑 B194300

G1.B1.S1 Through a series of several Professional Development trainings, our leadership(instructional) team will model and provide insight to how best to implement small group instruction in reading, science and math. 4

🔑 S205856

Strategy Rationale

Small group instruction is a research-based strategy that leads to increased academic performance.

Action Step 1 5

Model and monitor weekly PLCs for the understanding of Essential Questions as it pertains to the planning of future lessons.

Person Responsible

Heidi Kennedy

Schedule

Semiannually, from 9/3/2015 to 5/19/2016

Evidence of Completion

Teacher Lesson Plans; Walk Throughs and Observations

Action Step 2 `5`

Develop and deliver a series of Professional Development lessons on differentiation of instruction.

Person Responsible

Brett White

Schedule

Every 6 Weeks, from 9/2/2015 to 5/18/2016

Evidence of Completion

WalkThroughs; PLC visits.

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

Design and deliver quality PD on small group instruction.

Person Responsible

Kristen Ramkissoon

Schedule

Every 6 Weeks, from 9/2/2015 to 5/18/2016

Evidence of Completion

PD Evaluation Logs, Walkthroughs

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

Monitoring Grade Level Team meetings on a bi-monthly basis.

Person Responsible

Brett White

Schedule

Every 3 Weeks, from 9/10/2015 to 5/19/2016

Evidence of Completion

Lesson Plans and Feedback from Walkthroughs

G1.B1.S2 Through the implementation of Project Based Learning(PBL), teachers will be trained on providing cross-curriculum instruction. 4

S205857

Strategy Rationale

Cross-curriculum instruction ensures that standards are being taught to the appropriate level of complexity.

Action Step 1 5

Provide Professional Development on the intricacies of PBL and how to effectively plan a unit.

Person Responsible

Kristen Ramkissoon

Schedule

Quarterly, from 9/23/2015 to 4/20/2016

Evidence of Completion

Walkthroughs; Lesson Plans

Action Step 2 5

Plan and implement a PBL unit that is based on grade level standards.

Person Responsible

Brett White

Schedule

Weekly, from 9/3/2015 to 5/19/2016

Evidence of Completion

Walkthroughs, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Grade level teams will work with Media Specialist and ETF to plan PBL units.

Person Responsible

Brett White

Schedule

Weekly, from 9/28/2015 to 5/20/2016

Evidence of Completion

Lesson Plans; Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Each grade level is scheduled a specific time (weekly) to plan their PBL units.

Person Responsible

Kristen Ramkissoon

Schedule

Weekly, from 9/28/2015 to 5/20/2016

Evidence of Completion

Walkthroughs and Lesson Plans

G1.B1.S3 `4`

🔑 S205858

Strategy Rationale

Action Step 1 `5`

Administration and Reading Specialist will lead a series of PDs based on Data driven instruction and small group instruction.

Person Responsible

Brett White

Schedule

Evidence of Completion

Lesson Plans; Walkthroughs

Action Step 2 `5`

Develop and Deliver a Schoolwide PD on quality reading instruction using the Reading Street Curriculum.

Person Responsible

Heidi Kennedy

Schedule

Evidence of Completion

Walkthroughs; Lesson Plans; PLC meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administration and Reading Specialist will lead a series of PDs based on Data driven instruction and small group instruction.

Person Responsible

Heidi Kennedy

Schedule

Every 6 Weeks, from 10/1/2014 to 5/13/2015

Evidence of Completion

Lesson Plans; Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Administration and Reading Specialist will lead a series of PDs based on Data driven instruction and small group instruction.

Person Responsible

Heidi Kennedy

Schedule

Every 6 Weeks, from 10/1/2014 to 5/13/2015

Evidence of Completion

Lesson Plans; Walkthroughs

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	Model and monitor weekly PLCs for the understanding of Essential Questions as it pertains to the planning of future lessons.	Kennedy, Heidi	9/3/2015	Teacher Lesson Plans; Walk Throughs and Observations	5/19/2016 semiannually
G1.B1.S2.A1	Provide Professional Development on the intricacies of PBL and how to effectively plan a unit.	Ramkissoon, Kristen	9/23/2015	Walkthroughs; Lesson Plans	4/20/2016 quarterly
G1.B1.S3.A1	Administration and Reading Specialist will lead a series of PDs based on Data driven instruction and small group instruction.	White, Brett	9/3/2014	Lesson Plans; Walkthroughs	every-6-weeks
G1.B1.S1.A2	Develop and deliver a series of Professional Development lessons on differentiation of instruction.	White, Brett	9/2/2015	WalkThroughs; PLC visits.	5/18/2016 every-6-weeks
G1.B1.S2.A2	Plan and implement a PBL unit that is based on grade level standards.	White, Brett	9/3/2015	Walkthroughs, Lesson Plans	5/19/2016 weekly
G1.B1.S3.A2	Develop and Deliver a Schoolwide PD on quality reading instruction using the Reading Street Curriculum.	Kennedy, Heidi	9/17/2014	Walkthroughs; Lesson Plans; PLC meetings	one-time
G1.MA1	Data derived from notes taken during walkthroughs	Ramkissoon, Kristen	9/1/2015	Data from walkthroughs	5/20/2016 weekly
G1.B1.S1.MA1	Monitoring Grade Level Team meetings on a bi-monthly basis.	White, Brett	9/10/2015	Lesson Plans and Feedback from Walkthroughs	5/19/2016 every-3-weeks
G1.B1.S1.MA1	Design and deliver quality PD on small group instruction.	Ramkissoon, Kristen	9/2/2015	PD Evaluation Logs, Walkthroughs	5/18/2016 every-6-weeks
G1.B1.S2.MA1	Each grade level is scheduled a specific time (weekly) to plan their PBL units.	Ramkissoon, Kristen	9/28/2015	Walkthroughs and Lesson Plans	5/20/2016 weekly
G1.B1.S2.MA1	Grade level teams will work with Media Specialist and ETF to plan PBL units.	White, Brett	9/28/2015	Lesson Plans; Walkthroughs	5/20/2016 weekly
G1.B1.S3.MA1	Administration and Reading Specialist will lead a series of PDs based on Data driven instruction and small group instruction.	Kennedy, Heidi	10/1/2014	Lesson Plans; Walkthroughs	5/13/2015 every-6-weeks
G1.B1.S3.MA1	Administration and Reading Specialist will lead a series of PDs based on Data driven instruction and small group instruction.	Kennedy, Heidi	10/1/2014	Lesson Plans; Walkthroughs	5/13/2015 every-6-weeks

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. All Instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement for all students in reading, science and math

G1.B1 - need for quality instruction - scheduling; time

G1.B1.S1 Through a series of several Professional Development trainings, our leadership(instructional) team will model and provide insight to how best to implement small group instruction in reading, science and math.

PD Opportunity 1

Develop and deliver a series of Professional Development lessons on differentiation of instruction.

Facilitator

Brett White, Assistant Principal

Participants

K-5 All Teachers

Schedule

Every 6 Weeks, from 9/2/2015 to 5/18/2016

G1.B1.S2 Through the implementation of Project Based Learning(PBL), teachers will be trained on providing cross-curriculum instruction.

PD Opportunity 1

Provide Professional Development on the intricacies of PBL and how to effectively plan a unit.

Facilitator

Brett White, Assistant Principal

Participants

All Teachers, K-5; ETF, Media Specialist

Schedule

Quarterly, from 9/23/2015 to 4/20/2016

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	Model and monitor weekly PLCs for the understanding of Essential Questions as it pertains to the planning of future lessons.				$0.00
2	G1.B1.S1.A2	Develop and deliver a series of Professional Development lessons on differentiation of instruction.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0361 - Rainbow Elementary School	School Improvement Funds		$0.00
			Notes: Math Manipulatives			
3	G1.B1.S2.A1	Provide Professional Development on the intricacies of PBL and how to effectively plan a unit.				$0.00
4	G1.B1.S2.A2	Plan and implement a PBL unit that is based on grade level standards.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336	500-Materials and Supplies	0361 - Rainbow Elementary School	School Improvement Funds		$600.00
			Notes: Teachers will need to acquire certain materials for specific PBL lessons.			
5	G1.B1.S3.A1	Administration and Reading Specialist will lead a series of PDs based on Data driven instruction and small group instruction.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	500-Materials and Supplies	0361 - Rainbow Elementary School	School Improvement Funds		$0.00
			Notes: Teachers will need to acquire materials for certain units involving Poject Based Learning.			
6	G1.B1.S3.A2	Develop and Deliver a Schoolwide PD on quality reading instruction using the Reading Street Curriculum.				$0.00
					Total:	$600.00