

Seminole County Public Schools

# Rainbow Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	B

*\*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 a monitoring status of "Former F" (see page 4). 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
<b>8-Step Planning and Problem Solving Implementation</b>	<b>14</b>
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	16
<b>Appendix 1: Implementation Timeline</b>	<b>22</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>23</b>
Professional Development Opportunities	23
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>24</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Rainbow Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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

#### 2. School Environment

##### a. 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.

##### b. 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.

##### c. 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.

##### d. 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.

#### 3. Early Warning Systems

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

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

Rainbow Elementary 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 aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	7	7	4	3	3	0	0	0	0	0	0	0	27
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	12	6	15	0	0	0	0	0	0	0	33

**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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	5	1	2	2	2	0	0	0	0	0	0	0	13

**c. 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 Monday for grades K-5. Students identified in Tier 2 or Tier 3 academically are discussed using current data from Iowa Test, Common Trimester Exams or Unit/ Weekly Assessments. Strategies employed include small group instruction, breaking down skills on Common Trimester Exams, in-school tutorial, Tier 3 intervention programs such as SIPP, Curriculum Specialist 30 minute reading / math intervention w small groups, Tier 2 small group pull out.

## B. Family and Community Engagement

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

**1. 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. Â§ 6314(b)(1)(F).

### a. Will the school use its PIP to satisfy this question?

No

#### 1. PIP Link

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

#### 2. 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.

**2. 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.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ramkisson, Kristen	Principal
Kennedy, Heidi	Teacher, K-12
White, Brett	Assistant Principal

#### b. Duties

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

Rainbow Elementary School will coordinate Supplemental Academic Instruction funds to provide intervention 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.

**2. 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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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
Kristen Ramkissoon	Principal
Shawn Napier	Parent
Kerri Watts	Parent

### b. Duties

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

*a. Evaluation of last year's school improvement plan*

SAC reviewed the school improvement plan in September 2015 and gave its final approval. Goals and data were shared. We will reflect upon goals met and not met on October 4, 2016.

*b. Development of this school improvement plan*

The SAC is an integral part of the process. Last year's data (2015-2016) 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.

*c. 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.

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

Planning days for Teams / Teachers. This was utilized two times in 2015 - 2016  
\$1,600 was allocated for this last year.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

## D. Public and Collaborative Teaching

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

### 1. 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.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

#### 1. 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.

## **b. Instructional Strategies**

**1. 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, and Math Unit Test results, student data is dissected in a way that puts certain kids in the bottom 25th percentile for a given subject. Those students have their instruction differentiated by use of small group instruction.

**2. 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 3 days a week for 30 minutes per 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 differentiation 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 4 weeks. Using Common Assessment data, SRI results, and Math Unit Test results, student data is dissected in a way that puts certain kids in the bottom 25th percentile for a given subject. Those students have their instruction differentiated by use of small group instruction.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

**1. 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.

#### **b. College and Career Readiness**

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. 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:

*No files were uploaded*

#### **2. 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.

### **B. 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.

### **C. Strategic Goals**

## 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

 = Problem Solving Step     S123456 = Quick Key


## Strategic Goals Summary

- G1.** Administrators and teachers at Rainbow Elementary will seek to develop appropriate relationships with their students, parents, and each other and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth in one year's time in ELA, Math and Science.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Administrators and teachers at Rainbow Elementary will seek to develop appropriate relationships with their students, parents, and each other and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth in one year's time in ELA, Math and Science. **1a**

 G086292

**Targets Supported** **1b**

Indicator	Annual Target
5Es Score: Quality PD	50.0
FSA ELA Achievement	80.0
FCAT 2.0 Science Proficiency	75.0
Math Achievement District Assessment	83.0
ELA/Reading Gains District Assessment	60.0
Math Gains District Assessment	70.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	58.0

**Targeted Barriers to Achieving the Goal** **3**

- - need for quality instruction - scheduling; time

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

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

**Plan to Monitor Progress Toward G1.** **8**

Data represented in our K-5 data sheets will be monitored on a weekly basis.

**Person Responsible**

Kristen Ramkissoon

**Schedule**

Monthly, from 9/1/2016 to 5/19/2017

**Evidence of Completion**

Data from walkthroughs; Unit Assessments and Common Trimester Exams

## 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

 = Problem Solving Step       S123456 = Quick Key


**G1.** Administrators and teachers at Rainbow Elementary will seek to develop appropriate relationships with their students, parents, and each other and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth in one year's time in ELA, Math and Science. **1**

 G086292

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

 B229284

**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**

 S241800

### 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 data interpretation and individualized instruction as it pertains to the planning of future lessons.

#### Person Responsible

Heidi Kennedy

#### Schedule

Weekly, from 9/1/2016 to 5/26/2017

#### Evidence of Completion

Teacher Lesson Plans; Walk Throughs and Observations; Student individual data tracking sheets; Recommend students as needed for Advanced Opportunities.

### 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 9/1/2016 to 5/26/2017

#### Evidence of Completion

WalkThroughs; PLC visits.

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

Small group and differentiated instruction will be monitored via walkthroughs on a weekly basis. Lesson plans will be reviewed once a week prior to walkthroughs being performed.

**Person Responsible**

Kristen Ramkissoo

**Schedule**

Weekly, from 8/22/2016 to 5/19/2017

***Evidence of Completion***

PD Evaluation Logs, Walkthroughs

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

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

**Person Responsible**

Brett White

**Schedule**

Every 3 Weeks, from 8/22/2016 to 5/19/2017

***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

 S241801

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Brett White

#### Schedule

Every 6 Weeks, from 9/1/2016 to 5/26/2017

#### 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 Ramkisson

### Schedule

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

### Evidence of Completion

Walkthroughs and Lesson Plans

**G1.B1.S3** K-5 teachers will meet bi-monthly for Reading, Math and Science data briefings to go over present data to determine student growth or a lack-there-of. Differentiated instructional strategies will be discussed and expected to be implemented. 4

 S241802

### Strategy Rationale

Updating data will allow us to distinguish between students making growth and students who are not. This leads us into strategy sessions involving individual students.

## Action Step 1 5

Monthly, all K - 5 teachers will meet with Administration and the Instructional Coach to look at data from recent ELA, Math and Science common assessments. Teachers will lead discussions about strategies pertaining to students that have shown little to know growth in any subject area.

### Person Responsible

Brett White

### Schedule

Every 6 Weeks, from 9/1/2016 to 5/26/2017

### Evidence of Completion

Data Tracking Sheets, Bottom Quartile Spreadsheets (notes section)

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

All Data meetings will be scheduled in advance and go on the Rainbow Master Calendar. There will be an average of two meetings per month. One meeting for ELA; the other for Science and Math.

**Person Responsible**

Heidi Kennedy

**Schedule**

Monthly, from 9/22/2016 to 5/19/2017

***Evidence of Completion***

Master Calendar, teacher dialogue, data spreadsheets

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

Administration will ensure that data meetings are on the master schedule and well attended. Teachers will be expected to give feedback on individual students' growth or lack of growth. Administration will ensure that all teachers convey strategies incorporated with all students. Need for adjusting strategies will be facilitated by administration and instructional coach.

**Person Responsible**

Kristen Ramkissoo

**Schedule**

Monthly, from 9/22/2016 to 5/19/2017

***Evidence of Completion***

Monthly data meetings, meeting notes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S2.MA1 M322635	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 M322636	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.MA1 M322639	Data represented in our K-5 data sheets will be monitored on a weekly basis.	Ramkissoon, Kristen	9/1/2016	Data from walkthroughs; Unit Assessments and Common Trimester Exams	5/19/2017 monthly
G1.B1.S1.MA1 M322633	Monitoring Grade Level Team meetings(PLCs) on a bi-monthly basis.	White, Brett	8/22/2016	Lesson Plans and Feedback from Walkthroughs	5/19/2017 every-3-weeks
G1.B1.S1.MA1 M322634	Small group and differentiated instruction will be monitored via walkthroughs on a weekly basis....	Ramkissoon, Kristen	8/22/2016	PD Evaluation Logs, Walkthroughs	5/19/2017 weekly
G1.B1.S3.MA1 M322637	Administration will ensure that data meetings are on the master schedule and well attended....	Ramkissoon, Kristen	9/22/2016	Monthly data meetings, meeting notes	5/19/2017 monthly
G1.B1.S3.MA1 M322638	All Data meetings will be scheduled in advance and go on the Rainbow Master Calendar. There will be...	Kennedy, Heidi	9/22/2016	Master Calendar, teacher dialogue, data spreadsheets	5/19/2017 monthly
G1.B1.S1.A1 A312985	Model and monitor weekly PLCs for the understanding of data interpretation and individualized...	Kennedy, Heidi	9/1/2016	Teacher Lesson Plans; Walk Throughs and Observations; Student individual data tracking sheets; Recommend students as needed for Advanced Opportunities.	5/26/2017 weekly
G1.B1.S1.A2 A312986	Develop and deliver a series of Professional Development lessons on differentiation of instruction.	White, Brett	9/1/2016	WalkThroughs; PLC visits.	5/26/2017 every-6-weeks
G1.B1.S2.A1 A312987	Plan and implement a PBL unit that is based on grade level standards.	White, Brett	9/1/2016	Walkthroughs, Lesson Plans	5/26/2017 every-6-weeks
G1.B1.S3.A1 A312988	Monthly, all K - 5 teachers will meet with Administration and the Instructional Coach to look at...	White, Brett	9/1/2016	Data Tracking Sheets, Bottom Quartile Spreadsheets (notes section)	5/26/2017 every-6-weeks

## V. Professional Development Opportunities

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

**G1.** Administrators and teachers at Rainbow Elementary will seek to develop appropriate relationships with their students, parents, and each other and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth in one year's time in ELA, Math and Science.

**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 9/1/2016 to 5/26/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Model and monitor weekly PLCs for the understanding of data interpretation and individualized instruction as it pertains to the planning of future lessons.				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	140-Substitute Teachers	0361 - Rainbow Elementary School	School Improvement Funds		\$1,600.00
			Notes: Hire substitute teachers for all K - 5 teachers to meet with teams for one half of a business day to plan for differentiation of instruction.\$1,600			
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	2016-17
			0361 - Rainbow Elementary School	School Improvement Funds		\$0.00
			Notes: Math Manipulatives			
3	G1.B1.S2.A1	Plan and implement a PBL unit that is based on grade level standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3336	500-Materials and Supplies	0361 - Rainbow Elementary School	School Improvement Funds		\$0.00
			Notes: Teachers will need to acquire certain materials for specific PBL lessons.			
4	G1.B1.S3.A1	Monthly, all K - 5 teachers will meet with Administration and the Instructional Coach to look at data from recent ELA, Math and Science common assessments. Teachers will lead discussions about strategies pertaining to students that have shown little to know growth in any subject area.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	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.			
Total:						\$1,600.00