

Miami-Dade County Public Schools

Rainbow Park Elementary School



2016-17 Schoolwide Improvement Plan

Rainbow Park Elementary School

15355 NW 19TH AVE, Opa Locka, FL 33054

<http://rainbowpark.dadeschools.net>

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	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	C	C

**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 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>.

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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 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 Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

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 (ESE).

b. 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.

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.

2. School Environment

a. 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.

b. 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, mathematics 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.

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.

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.

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.

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.

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.

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.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	11	23	25	0	0	0	0	0	0	0	59

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	0	0	0	11	0	0	0	0	0	0	0	0	0	11

c. 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.

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/345770>.

2. Description

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

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.

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.

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
Scott, Chanda	Principal
Mondestin, Arol	School Counselor
Saunders, Tedria	Instructional Coach
Hernandez, Irene	Assistant Principal
St. Hilaire, Dominique	Instructional Coach
Idun-Ogde, Tami	Teacher, K-12
Taylor, Yolanda	Teacher, K-12
Walker, Rashauna	Teacher, K-12
Salley, Kameesha	Psychologist
Alcindor, Yanick	Attendance/Social Work
Vazquez, Aracelis	Teacher, ESE
Ozuna, Maria	Teacher, K-12
Yanks, Deborah	Teacher, K-12

b. Duties

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

Leadership Team

Robin Armstrong, Principal

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Irene Hernandez, Assistant Principal

Assists the principal in providing a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Instructional Coaches:

Tedria Saunders, Reading Coach

Dominique St. Hilaire, Mathematics Coach

These teachers develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention

approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention 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.

Select General Education Teachers: (Primary and Intermediate):

Yolanda Taylor, Kindergarten and First Grade Level Chairperson

Tedria Saunders, Second Grade Level Chairperson

Rashauna Walker, Third Grade Level Chairperson

Tami Idun-Ogde, Fourth Grade Level Chairperson

Lynda Smith, Fifth Grade Level Chairperson

Aracelis Vazquez, ESE Teacher

Maria Ozuna, ELL Teacher

These teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Kameesha Salley, School Psychologist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Yanick Alcindor, School Social Worker:

Participates in initial school support team meetings; collects and interprets information for social histories and independent functioning assessments (SIB-R's).

Nancy Guerrera, Speech Language Pathologist:

Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of students' needs with respect to language skills.

Arol Mondestin, Counselor:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, small groups and whole groups. In addition to providing interventions, our school counselor continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

In addition to Tier 1 problem solving, the Leadership Team members will meet weekly to review consensus, infrastructure, and implementation of building level MTSS/RtI. The grade level chair along with the counselor will conduct regular meetings to evaluate intervention efforts for students by subject and grade in Tier 2. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts. The assistant principal, the counselor, the school psychologist, and the ESE teacher as well as the general education teacher and the parent/guardian make up the Tier 3 SST Problem Solving Team.

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.

The MTSS/RtI Leadership Team at Rainbow Park Elementary will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students? The MTSS/RtI Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress

towards those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
- Determining how we will know if students have made expected levels of progress towards proficiency.
- Respond when grades, subject areas, classes, or individual students have not shown a positive response.
- Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
- Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

The second level of support (Tier 2) consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS/Rtl Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring and ongoing progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/Rtl End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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 ESE 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.

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. Currently, Rainbow Park Elementary School has no migrant students.

Title III

Services for Rainbow Park Elementary are provided through the district. Educational materials and district support services aim to improve the education of English Language Learners. Title III funds are used to supplement and enhance the program for English Language Learners. Services include an afterschool tutorial program in Reading for Grade 2 through Grade 5.

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. They also provide 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.
- The Homeless Liaison has provided training for our school registrar on the procedures for enrolling homeless students and for our school counselor 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.
- The District Homeless Student Liaison and our counselor continue to participate in community organization meetings and task forces as it relates to homeless children and youth.
- The counselor will continue to ensure appropriate services are provided to homeless students.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robin Armstrong	Principal
Jean Geter	Teacher
Lynda Smith	Teacher
Cherry Rivers	Teacher
Tedria Saunders	Teacher
Melva Yousaf	Teacher
Deanelle Law	Education Support Employee
Rickia Jones	Parent
John Connor	Parent
Latoya Law	Parent
Patrice Heyligar	Parent
Adriana Gilchrist	Business/Community
Johnnie Orr	Business/Community
Rashauna Walker	Teacher
Octavia Woodard	Parent
Bertha Lankford	Business/Community
Janiya Oliver	Student
Jaleah McDonald	Student
Irene Hernandez	Education Support Employee

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

The School Advisory Council (SAC) met on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. We discussed our goals from our School Improvement Plan and made changes as deemed necessary. We had an opportunity through dialogue to discuss what worked, and what areas needed revising.

b. Development of this school improvement plan

The 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.

c. 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 SAC members will have an opportunity to discuss the plan, adding to it, or expressing what needs revision particularly with budgetary aspects of the plan.

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

The SAC was involved in the review and implementation of the School Improvement Plan to better meet the needs of our students. SAC funds were 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.

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
Scott, Chanda	Principal
Mondestin, Arol	School Counselor
Saunders, Tedria	Instructional Coach
Hernandez, Irene	Assistant Principal
Guerrera, Nancy	Teacher, ESE
Taylor, Yolanda	Teacher, K-12
Idun-Ogde, Tami	Teacher, K-12
Walker, Rashauna	Teacher, K-12
Smith, Lynda	Teacher, K-12
Ozuna, Maria	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) at Rainbow Park Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for differentiated instruction. Furthermore, the LLT will drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions. The major initiatives this year for the LLT will include correlating Instructional Focus and Pacing Guides to the Florida Standards and to develop a stronger school-wide initiative to improve rigor through the use of higher order thinking questioning strategies. The LLT will continue to monitor intervention groups and adjust curriculum as needed.

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.

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.

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.

2. 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. Through on-going relationships with neighboring universities and colleges, our school has been able to secure interns as well as students acquiring field experience, who readily apply for positions when they have completed their coursework and certification. We also maintain an open line of communication with universities and solicit referrals when positions become available. 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, the administrative meets regularly with new teachers and provides support by partnering new teachers with veteran staff.

3. 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, MINT trained teachers who will be paired with assigned mentees for the purpose of enhancing instructional strategies of teachers, 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 necessary professional development. Mentoring activities will include weekly articulation as well as common planning. In addition, since our school is a relatively small school, we 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.

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.

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, 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.

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 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 WonderWorks 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.

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: 3,600

Select students within the accountability group will participate in a tutorial program beginning in November. Students will meet twice per week focusing on strengthening their reading, mathematics, and or science skills for one hour before or after school. The additional instruction will help improve performance in the area of reading, mathematics and science. The extended learning will provide opportunities for students to use grade-level appropriate texts to refine reading and comprehension skills, as well as mathematics and science problem solving skills.

Strategy Rationale

Tutoring programs in our school have proven to be extremely effective in addressing low performing students' needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Scott, Chanda, 269670@dadeschools.net

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

Data is collected and the leadership team meets weekly to engage in goal setting, planning and program evaluation. Analyzing the data obtained from mini-assessments, as well as topic assessments and i-Ready data, student progress will be monitored and the instructional program will be adjusted as needed.

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.

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.

At Rainbow Park Elementary School, the Voluntary Pre-Kindergarten On-line Assessment 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 again to all pre-kindergarten students in January and towards the end of the school year before entering Kindergarten. Students enrolling in kindergarten are screened for the ESOL Program. 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. The Pre-Kindergarten Program at Rainbow Park is included in the entire school operation. The Pre- Kindergarten children participate in field trips, 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. A kindergarten transitional meeting is held during the month of May to inform and better prepare parents for the next school year. The methods for evaluating the quality and effectiveness of the program include parental input and the student readiness rate that is attained through the administration of the early readiness test 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.

The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teacher, the paraprofessional, the counselor, and the School Support Team. In order to ensure appropriate readiness into the kindergarten classroom, grade level articulation meetings are held so that the Pre-Kindergarten teacher becomes familiar with the Kindergarten Grade Level expectations and she can prepare the students accordingly. Additionally, kindergarten students are tested with the FLKRS test to evaluate the knowledge they acquired throughout Pre-Kindergarten.

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.

NA

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

NA

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

NA

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.

N/A

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. If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

G087652

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

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Reading Coach, Mathematics 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.

Plan to Monitor Progress Toward G1. 8

Progress will be determined through data disaggregation of student performance on i-Ready Diagnostics, on topic assessments for Mathematics and Science, on E-assessments, in addition to 2017 FSA ELA, FSA Mathematics, and FCAT Science.

Person Responsible

Chanda Scott

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Power Bi Reports, i-Ready student reports, Topic assessment results, Teacher observations, classroom walk-throughs, 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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. 1

G087652

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

B233003

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks/ standards. 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

S245957

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

Chanda Scott

Schedule

On 8/18/2016

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, reading coach, mathematics coach and science liaison will plan collaboratively for 60 minutes each week.

Person Responsible

Chanda Scott

Schedule

Weekly, from 8/22/2016 to 6/8/2017

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

Chanda Scott

Schedule

Weekly, from 8/22/2016 to 6/8/2017

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

Chanda Scott

Schedule

Weekly, from 8/22/2016 to 6/8/2017

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

Chanda Scott

Schedule

Weekly, from 8/22/2016 to 6/8/2017

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

Weekly, from 9/7/2016 to 6/8/2017

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

1. Active participation in planning and delivery of professional development.
2. 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.
3. Observe evidence of priority components during whole group and differentiated instruction.
4. Observation of specific elements of the coaching cycles.

Person Responsible

Chanda Scott

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Teacher Observations, Walk-throughs, agendas and sign-in sheets for common planning meetings, lesson plans, coaching logs & schedule, debriefing conferences.

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

1. Teacher will create an end product to include the priority components.
2. 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.
3. Exchange feedback to ensure support provided has met teacher needs and observe implementation of modeled components.

Person Responsible

Chanda Scott










Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Teacher Observations, Walk-throughs, agendas and sign-in sheets for common planning meetings, lesson plans, coaching logs & schedule, debriefing conferences, student journals and work samples seen during walk-throughs and data chats to review student strengths and weaknesses.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A318604	Provide professional development prior to the school year beginning. Sessions focused on...	Scott, Chanda	8/18/2016	Sign-in sheet, Agenda, PD Deliverables	8/18/2016 one-time
G1.MA1  M331956	Progress will be determined through data disaggregation of student performance on i-Ready...	Scott, Chanda	9/12/2016	Power Bi Reports, i-Ready student reports, Topic assessment results, Teacher observations, classroom walk-throughs, coaching logs, data chats to review data, schedule and debriefing conferences.	6/8/2017 weekly
G1.B1.S1.MA1  M331954	1. Teacher will create an end product to include the priority...	Scott, Chanda	9/12/2016	Teacher Observations, Walk-throughs, agendas and sign-in sheets for common planning meetings, lesson plans, coaching logs & schedule, debriefing conferences, student journals and work samples seen during walk-throughs and data chats to review student strengths and weaknesses.	6/8/2017 weekly
G1.B1.S1.MA1  M331955	1. Active participation in planning and delivery of professional development. 2. Observe...	Scott, Chanda	9/12/2016	Teacher Observations, Walk-throughs, agendas and sign-in sheets for common planning meetings, lesson plans, coaching logs & schedule, debriefing conferences.	6/8/2017 weekly
G1.B1.S1.A2  A318605	Provide a school-wide planning/ resource room including norms to facilitate collaborative planning...	Scott, Chanda	8/22/2016	Planning room sign-in sheets, grade level lesson plans, student work completed	6/8/2017 weekly
G1.B1.S1.A3  A318606	Opening and Closing activities will be conducted with strategically created bell ringers and exit...	Scott, Chanda	8/22/2016	Lesson plans outlining activities daily, and student completed bell ringers, and exit slips.	6/8/2017 weekly
G1.B1.S1.A4  A318607	Collaborate during grade level planning and analyze available data to develop data-driven...	Scott, Chanda	8/22/2016	Planning room sign-in sheets, lesson plans focusing on DI activities, evidence of student work completed with-in groups.	6/8/2017 weekly
G1.B1.S1.A5  A318608	Conduct coaching cycles and model different components of the instructional block based on teacher...	Scott, Chanda	8/22/2016	Walk-through logs, Debriefing conferences, coaching logs, coaching schedule	6/8/2017 weekly
G1.B1.S1.A6  A318609	Refresher: Tier II Reading Intervention and monitoring through the school year	Saunders, Tedria	9/7/2016	Refresher sign-in sheets, student work, student attendance, I-Ready Growth Monitoring	6/8/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

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/standards. 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) Dominique St Hilaire (Mathematics Contact) Lakisha Williams (PD Liaison)

Participants

All Teachers

Schedule

On 8/18/2016

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	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, reading coach, mathematics coach and science liaison 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