

Miami-Dade County Public Schools

Rainbow Park Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
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	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Rainbow Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 (ESE). 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: One Team, One Goal, No Limits! This motto inspires all stakeholders, along with 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 Enhanced Music classes further enrich 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 counseling 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, Rubies and Pearls, and Leaders by Choice, our school-wide mentoring 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, School Psychologist, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	3	3	4	6	5	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	2	10	16	17	34	0	0	0	0	0	0	0	79

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	3	11	7	20	41	0	0	0	0	0	0	0	83

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. As an L300 school, our extended day allows for an additional 60 minutes of daily, rigorous intervention in Grades K - 5. Those students whose 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Rainbow Park Elementary Leadership Team and Community Involvement Specialist will work together to build and sustain partnerships and relationships with our local community and parents. There are several activities at Rainbow Park Elementary for parents including "Muffins for Mom", and "Fathers Take your child to School Day". Additionally, baskets are given to parents at Thanksgiving and they continue to be updated with information through Connect-Ed and flyers. There are bi monthly Parent Academy workshops to assist parents in developing their parenting skills and in turn

provide assistance to students. Currently, Rainbow Park Elementary has a "Leaders by Choice" mentoring program that includes communication with parents throughout the school year.

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

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
Walker, Rashauna	Teacher, K-12
Yousaf, Melva	Teacher, K-12
Orr, Melissa	Teacher, K-12
Scott, Simone	Teacher, ESE
Torres, Jackelyn	Teacher, K-12
Taylor, Yolanda	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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl 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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl 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):

Melissa Orr, Kindergarten and First Grade Level Chairperson

Yolanda Taylor, Second Grade Level Chairperson

Melva Yousaf, Third Grade Level Chairperson

Rashauna Walker, Fourth Grade Level Chairperson

Jackelyn Torres, Fifth Grade Level Chairperson

Simone Scott, ESE 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.

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. 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 at Rainbow Park Elementary 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 and daily classroom interventions. Both our Reading and math coach 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 a Saturday tutorial program in Reading for Grades 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.
- Rainbow Park Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assist our school with the identification, enrollment, attendance, and transportation of homeless students. They also provide a homeless sensitivity awareness campaign.
- Our school counselor provides 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 daily 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 Liaison 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	Teacher
Adriana Gilchrist	Business/Community
Johnnie Orr	Business/Community
Rashauna Walker	Teacher
Octavia Woodard	Parent
Bertha Lankford	Business/Community
Irene Hernandez	Education Support Employee
Frudrias Porter	Student
Paige Ramirez	Student
Tawanna Lattery	Parent
Theresa Christian	Parent
Sharon Lovett	Parent
Frances Jones	Parent
Nehemie Jean	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 such as Performance Coach books 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
Walker, Rashauna	Teacher, K-12
Smith, Lynda	Teacher, K-12
Ozuna, Maria	Teacher, K-12
St. Hilaire, Dominique	Instructional Coach
Orr, Melissa	Teacher, K-12
Scott, Simone	Teacher, ESE
Yousaf, Melva	Teacher, K-12
Torres, Jackelyn	Teacher, K-12
Taylor, Yolanda	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 disaggregate student data in order 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. All students require Intensive Intervention and/or Enrichment during 60 minutes of instruction daily using WonderWorks, along with other resources, such as the Saxon Program, National Geographic, Wordly Wise, and Performance Coach. 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: Weekend Program

Minutes added to school year: 1,900

Select students within the accountability group will participate in a tutorial program beginning in January for eight weeks. Students will meet every Saturday morning, for four hours, from 9 AM to 12 noon. They will focus on strengthening their reading, mathematics, and or science skills. 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

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.

Strategy: Extended School Day

Minutes added to school year: 10,800

Extended school day allows for an extra hour a day of intensive intervention and/or enrichment using assorted resources including WonderWorks, Saxon, National Geographic, Wordly Wise, and Performance Coach.

Strategy Rationale

All students are required to participate, and the extended learning will provide opportunities for students to use grade-level appropriate texts to refine and reinforce vocabulary skills, reading strategies and comprehension skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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 will be collected and the leadership team will meet weekly to engage in goal setting, planning and program evaluation. Analyzing the data obtained, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 STAR component of 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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. 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

G096859

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 disaggregate data to ascertain students' strengths and weaknesses in order to identify clear and accessible instructional paths in all content areas.

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.

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 2018 FSA ELA, FSA Mathematics, and FCAT Science.

Person Responsible

Chanda Scott

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

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

1 = Problem Solving Step  S123456 = Quick Key

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

G096859

G1.B5 Limited understanding of how to disaggregate data to ascertain students' strengths and weaknesses in order to identify clear and accessible instructional paths in all content areas. 2

B260569

G1.B5.S1 Teachers will access data from i-Ready and G2D, disaggregate said data and plan explicit, effective, instructional activities, as well as differentiated instruction that will address the diverse needs of their student population in all content areas. 4

S275961

Strategy Rationale

Our rationale for this strategy is to increase teacher capacity in data analysis to drive effective instruction and increase student proficiency.

Action Step 1 5

Provide professional development to staff during the opening of schools faculty meeting on the procedural steps of Response to Intervention (RtI). The focus will be on the appropriate data used for the different tiers.

Person Responsible

Chanda Scott

Schedule

On 8/17/2017

Evidence of Completion

Sign in Sheet, Agenda, PD Deliverables.

Action Step 2 5

Professional Development conducted by i-Ready representative to teachers in grades K - 5. Topics included pulling i-Ready reports, analyzing reports and using results to drive instruction.

Person Responsible

Chanda Scott

Schedule

On 10/25/2017

Evidence of Completion

Sign - in Sheet, Agenda, PD deliverables

Action Step 3 **5**

Teachers will attend a school-site PD that will focus on analyzing data to drive instruction during differentiated instruction.

Person Responsible

Chanda Scott

Schedule

On 10/27/2017

Evidence of Completion

PowerPoint presentation, Data Reports, Instructional Resources, End Product.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Observe collaborative planning meetings with the expectation that teachers come prepared with data reports, plans for differentiated instruction and fluid groups of students.

Person Responsible

Chanda Scott

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Teacher Observations, walk-throughs, monitoring of Interventions, agendas and sign-in sheets for common planning, lesson plans, data binders, debriefing conferences, data chats.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 **7**

Observation of explicit instruction during whole group and during interventions, as well as an analysis of student data during scheduled data chats.

Person Responsible

Chanda Scott

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Teacher Observations, Walk-throughs, Monitoring of Interventions, data binder, lesson plans, student journals and work samples seen during classroom walk-throughs, and data chats addressing the strengths and weaknesses of students.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B5.S1.A1 A371150	Provide professional development to staff during the opening of schools faculty meeting on the...	Scott, Chanda	8/17/2017	Sign in Sheet, Agenda, PD Deliverables.	8/17/2017 one-time
G1.B5.S1.A2 A371151	Professional Development conducted by i-Ready representative to teachers in grades K - 5. Topics...	Scott, Chanda	10/5/2017	Sign - in Sheet, Agenda, PD deliverables	10/25/2017 one-time
G1.B5.S1.A3 A371152	Teachers will attend a school-site PD that will focus on analyzing data to drive instruction during...	Scott, Chanda	10/27/2017	PowerPoint presentation, Data Reports, Instructional Resources, End Product.	10/27/2017 one-time
G1.MA1 M399444	Progress will be determined through data disaggregation of student performance on i-Ready...	Scott, Chanda	8/21/2017	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.	6/7/2018 quarterly
G1.B5.S1.MA1 M399442	Observation of explicit instruction during whole group and during interventions, as well as an...	Scott, Chanda	8/21/2017	Teacher Observations, Walk-throughs, Monitoring of Interventions, data binder, lesson plans, student journals and work samples seen during classroom walk-throughs, and data chats addressing the strengths and weaknesses of students.	6/7/2018 monthly
G1.B5.S1.MA1 M399443	Observe collaborative planning meetings with the expectation that teachers come prepared with data...	Scott, Chanda	8/21/2017	Teacher Observations, walk-throughs, monitoring of Interventions, agendas and sign-in sheets for common planning, lesson plans, data binders, debriefing conferences, data chats.	6/7/2018 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.B5 Limited understanding of how to disaggregate data to ascertain students' strengths and weaknesses in order to identify clear and accessible instructional paths in all content areas.

G1.B5.S1 Teachers will access data from i-Ready and G2D, disaggregate said data and plan explicit, effective, instructional activities, as well as differentiated instruction that will address the diverse needs of their student population in all content areas.

PD Opportunity 1

Teachers will attend a school-site PD that will focus on analyzing data to drive instruction during differentiated instruction.

Facilitator

Tedria Saunders- Reading Coach & Dominique St. Hilaire - Math Coach

Participants

K-5 ELA and Math Teachers

Schedule

On 10/27/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S1.A1	Provide professional development to staff during the opening of schools faculty meeting on the procedural steps of Response to Intervention (Rtl). The focus will be on the appropriate data used for the different tiers.	\$0.00
2	G1.B5.S1.A2	Professional Development conducted by i-Ready representative to teachers in grades K - 5. Topics included pulling i-Ready reports, analyzing reports and using results to drive instruction.	\$0.00
3	G1.B5.S1.A3	Teachers will attend a school-site PD that will focus on analyzing data to drive instruction during differentiated instruction.	\$0.00
Total:			\$0.00