



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Rainbow Park Elementary School**

15355 NW 19TH AVE

Opa Locka, FL 33054

305-688-4631

<http://rainbowpark.dadeschools.net>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 98%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Rainbow Park Elementary School

##### Principal

Robin Armstrong T

##### School Advisory Council chair

Mrs. Jean Geter

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mrs. Robin Armstrong	Principal
Ms. Ines Diaz	Assistant Principal
Mr. Arol Mondestin	Counselor
Mrs. Jean Geter	Teacher

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Principal -1, Assistant Principal -1, UTD steward – 1, teachers –6, parents – 9, student – 1,

#### Involvement of the SAC in the development of the SIP

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.

#### Activities of the SAC for the upcoming school year

The SAC activities for the 2013-2014 school year include: Purchasing FCAT based supplemental workbooks to further enhance the educational program at our school particularly in the areas of reading, mathematics, and science. The SAC will provide incentives for students as we promote and raise our yearly attendance rate and encourage students to do the right thing and follow the code of student conduct. They will assist in hosting our FCAT parent nights. These parent nights are very informative as

they pertain to the FCAT test and the specific benchmarks/strands that students must learn to achieve proficiency levels on the FCAT Test. FCAT parent nights are designed with a hands-on approach which allows parents the opportunity to be active participants learning how to better assist their children in acquiring and refining reading, mathematics, and science skills. Additionally, the SAC will assist in monitoring and reviewing the implementation of the School Improvement Plan monthly in order to ensure that all strategies are being implemented. The SAC will discuss the strategies and their effect on student achievement.

**Projected use of school improvement funds, including the amount allocated to each project**

The role of the EESAC involves the review and implementation of the School Improvement Plan to better meet the needs of our students. The projected use of SAC funds, are always utilized to purchase; supplemental materials for our students that enhance the educational program (\$1,200), incentives that motivate our students to come to school every day and be good citizens (\$200), and materials and supplies needed to hold Parent FCAT Nights (\$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.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

NA

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Robin Armstrong T**

Principal

Years as Administrator: 11

Years at Current School: 7

**Credentials**

Bachelor's of Arts Degree in English, Florida certificate in Educational Leadership K-12, Master of Science Degree in Guidance and Counseling

**Performance Record**

2013 – C  
 Rdg. Proficiency, 62%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 52 points  
 Rdg. Imp. of Lowest 25% -  
 76 points  
 Math Imp. of Lowest 25% -  
 66 points  
 2011-2012 Rdg. AMO – 53%  
 2012-2013 Rdg. AMO – 58%  
 2011-2012 Math AMO– 53%  
 2012-2013 Math AMO– 58%  
 '12 '11 10 '09 '08  
 School Grade  
 C C A D D  
 Yes No Yes No No  
 High Standards Rdg.  
 59 59 68 54 49  
 High Standards Math  
 60 59 61 49 45  
 Lrng Gains-Rdg.  
 67 59 71 57 61  
 Lrng Gains-Math  
 63 53 74 61 56  
 Gains-Rdg-25%  
 56 44 60 50 55  
 Gains-Math-25%  
 66 57 83 68 54



**Ines Diaz**

Asst Principal

Years as Administrator: 10

Years at Current School: 10

**Credentials**

Master’s Degree in Early Childhood and a Specialist Degree in Educational Leadership.

2013 – C  
 Rdg. Proficiency, 62%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 52 points  
 Rdg. Imp. of Lowest 25% - 76 points  
 Math Imp. of Lowest 25% - 66 points  
 2011-2012 Rdg. AMO – 53%  
 2012-2013 Rdg. AMO – 58%  
 2011-2012 Math AMO– 53%  
 2012-2013 Math AMO– 58%  
 ‘12 ‘11 10 ‘09 ‘08  
 School Grade  
 C C A D D  
 Yes No Yes No No  
 High Standards Rdg.  
 59 59 68 54 49  
 High Standards Math  
 60 59 61 49 45  
 Lrng Gains-Rdg.  
 67 59 71 57 61  
 Lrng Gains-Math  
 63 53 74 61 56  
 Gains-Rdg-25%  
 56 44 60 50 55  
 Gains-Math-25%  
 66 57 83 68 54

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

27

**# receiving effective rating or higher**

25, 93%

**# Highly Qualified Teachers**

63%

**# certified in-field**

26, 96%

**# ESOL endorsed**

8, 30%

**# reading endorsed**

2, 7%

**# with advanced degrees**

13, 48%

**# National Board Certified**

, 0%

**# first-year teachers**

1, 4%

**# with 1-5 years of experience**

0, 0%

**# with 6-14 years of experience**

16, 59%

**# with 15 or more years of experience**

10, 37%

**Education Paraprofessionals****# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The recruitment and hiring of highly qualified and certified-in-field teachers is of great importance at our school. When interviewing, the principal and the assistant principal select individuals that are highly qualified, will be certified-in-field and who will contribute to the overall effectiveness of our instructional program. Once hired, if teachers are new to the District, we provide resources for them through a beginning teacher orientation, held and offered by the District. School site resources include, pairing the teacher with a buddy teacher that is a veteran, and highly experienced teacher, ensuring that the teacher receives a school site orientation, and by providing the resources/ instructional materials necessary for effective instruction to take place. Additionally, the principal and the assistant principal are very supportive as a school ensuring that the novice teacher receives the professional development training necessary. Our school is a relatively small school, and it has teachers and staff members that help as needed.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the 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, held and offered by the District. School site resources include, pairing the teacher with a buddy teacher that is a veteran, and highly experienced teacher, ensuring that the teacher receives a school site orientation, and by providing the resources/ instructional materials necessary for effective instruction to take place. Additionally, the principal and assistant principal are very supportive as a school ensuring that the novice teacher receives the professional development training necessary. Our school is a relatively small school, and it has 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.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The information below pertains to Rainbow Park::

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

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The RTI team at Rainbow Park consists of the following members:

Principal, Assistant Principal, Counselor, psychologist and teachers.

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

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Leadership Team at Rainbow Park will:

1. Monitor academic and behavior data evaluating progress.
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school design, implement, and evaluate both daily

instruction and specific interventions.

6. Provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

1. MTSS/RTI leadership is vital, therefore, in building Rainbow Park Elementary School's team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

2. Rainbow Park's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Special education personnel- Participates in providing SPED accommodations to our students participating in the SPED program. SPED teachers collaborate with general education teachers to provide SPED students a curriculum that meets the educational goals outlined on the student's individual educational plan. Students are taught by the SPED teacher through co-teaching, parallel-teaching and through activities such as parallel-teaching, co-teaching and pull-out.
- School guidance counselor- Our school guidance counselor provides quality services through individual counseling, group counseling and academic advisement. The counselor is a member of the Attendance Review Committee (ARC) team and assists in expediting the child study process to provide academic assistance for struggling learners. Our counselor supports each child's academic, emotional, behavioral, and social success.
- School Psychologist- Our school psychologist is an active participant of our RTI team. She assists all of our students particularly those students referred to the child study process with noted academic deficiencies. The psychologist participates in the 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.
- Select General Education Teachers- The general education teacher provides all students with a high quality education in the core subject areas of Reading, Mathematics, Writing and Science. The teacher works in collaboration with colleagues including the SPED and gifted teachers to establish effective and efficient short and long range goals for students. Additionally, teachers provide daily interactions with the Success Maker program for students through differentiated individualized instruction. These services are provided for our Tier I, Tier II and Tier III students.

3. RTI is a general education initiative in which the levels of support are allocated in direct proportion to student needs. RTI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The information below pertains to Rainbow Park Elementary:

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive directions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Rainbow Park Elementary School utilizes the EDUSOFT Assessment Management System to manage the following data:

Academic

- FAIR assessments
- Interim assessments
- State/Local Math and Science assessments

Data is also tracked in the following areas

- FCAT
- Student grades
- School site specific assessments Behavior
- Student Case Management System
- Detentions
- Suspensions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The MTSS/RTI at Rainbow Park is completely supported by the administrative team of the school along with all members of the Team. Communication is key when supporting the MTSS process. All TEAM members work with the teachers and staff at Rainbow Park to keep the system effectively flowing. Frequent meetings helps keep all members in communication while highlighting both short and long term goals.

The team will provide MTSS/RTI support by doing the following:

- Teachers monitor student progress through data gathered through FAIR and FLKRS
- Teachers generate small differentiated learning groups
- Students needing additional assistance receive remediation through Success Maker Intervention
- MTSS team meetings to track the student's academic growth through several weeks
- Students demonstrating deficiencies throughout a select period of time are referred for an evaluation
- Teachers update their intervention groups based on data gathered after each quarterly assessment period.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 2,760

Select students falling in the lowest 25 percentile will participate in a principal funded tutorial program beginning in October. Students will meet twice per week focusing on strengthening their reading skills for one hour after school. The additional instruction will help improve performance in the area of Literary Analysis: Fiction and Nonfiction and Informational Text and Research Process. The extended learning will provide opportunities for students to use grade-level appropriate texts that include Author's Purpose, Main Idea, and text structures such as cause/effect, compare/contrast, and chronological order. Additionally, students will be utilizing the Reading Plus Program for approximately 20 minutes each day of tutoring to further enhance and refine their skills in reading.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review students' progress through Reading Plus data reports. Student progress will be monitored and the instructional program will be adjusted as needed. Additionally, formative assessments: Monthly Success Maker Reports, District Baseline, Winter and Fall Interim Assessments will also be reviewed.

**Who is responsible for monitoring implementation of this strategy?**

LLT along with the MTSS/RtI team will review students' progress through Reading Plus data reports. The leadership team will ensure that student academic growth is monitored.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Mrs. Robin Armstrong	Principal
Ms. Ines Diaz	Assistant Principal
Mr. Arol Mondestin	Counselor
Mrs. LuzMary Fong	School Psychologist
Mrs. Shikira Lockette	Social Worker

**How the school-based LLT functions**

The Literacy Leadership Team consists of the following members: Principal, Assistant Principal, Counselor, School Psychologist, and our Social Worker. The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, assistant principal, counselor, school psychologist, and social worker serve on this team which meets once a month.

**Major initiatives of the LLT**

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

principal supports literacy instruction and will promote membership on the LLT by:

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

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

The team will share their experience in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The LLT will ensure the fidelity of the implementation of the K-12 CRRP. 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.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). These funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist by providing young children a variety of meaningful learning experiences in an environment that gives them the opportunity to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

The transition from early childhood programs to local elementary school programs should be facilitated by the receiving elementary school. At Rainbow Park Elementary School, the Devereux Early Childhood Assessment (DECA) is the assessment tool utilized to determine student readiness rates. All pre-kindergarten students are assessed with this test very early on in August and the teachers use the data from this assessment to assist with planning classroom instruction, differentiated instruction, and determining individual student needs for intervention. This same test is administered to all pre-kindergarten students towards the end of the school year before entering Kindergarten. Another test administered to students at the ending of the Pre-kindergarten school year is the Learning Accomplishment Profile-Diagnostic (LAP-D), which assess students for specific motor and communication skills. Students enrolling in kindergarten are screened for the ESOL Program. FAIR tests further screen early learners. Additionally, students are tested with the FLKRS test to evaluate the knowledge kindergarten students acquired throughout Pre-Kindergarten. These tests are utilized to indicate the readiness of early learners to engage in literacy instruction. A swat team of select instructional staff are responsible for testing all kindergarten students. Rainbow Park Elementary School currently has a Voluntary Pre-Kindergarten Program with a total of nineteen students enrolled. Students are selected through the lottery selection process. Parental involvement in the Pre- Kindergarten program is high because the program is voluntary. Parents are typically eager to have their child attend the program and are kept well informed through many means of communication such as newsletters, Connect ED messages, flyers, PTA and EESAC meetings, Open House Night, and other parent meetings.

The dedicated funding and or resources available are those offered through Federal Title I funds that pay to ensure that the program is available for each child daily until 1:50 pm. In addition to the teacher, a full-time highly qualified paraprofessional is hired to assist with the educational needs of the young students in the program. Other resources such as workshops and Postsecondary Transition professional

development opportunities in the area of early childhood are available for both the teacher and the paraprofessional. The Pre-Kindergarten Program at Rainbow Park is included in the entire school operation. The Pre- Kindergarten children participate in fieldtrips, assemblies, and in all school-wide events with other primary classes. Students in the Pre-Kindergarten program look forward to attending Kindergarten at our school. The transition is a smooth one because parents are already familiar with the rules, procedures, regulations, and the school-wide initiatives and goals. Additionally two kindergarten transitional meetings are held during the month of June to inform and better prepare parents for the next school year. The methods for evaluating the quality and effectiveness of the plan include parental input and the student readiness rate that is attained through the administration of the early readiness tests outlined above. There is an on-going opportunity for future students to visit our program. We receive at least 2 visits per year from neighboring pre-school centers with students ready to attend kindergarten the following school year.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	48%	No	62%
American Indian				
Asian				
Black/African American	58%	47%	No	62%
Hispanic	49%	53%	Yes	54%
White				
English language learners	41%	31%	No	47%
Students with disabilities	31%	17%	No	38%
Economically disadvantaged	58%	47%	No	62%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	26%	30%
Students scoring at or above Achievement Level 4	40	20%	25%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	26	43%	49%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	47%	No	62%
American Indian				
Asian				
Black/African American	58%	45%	No	62%
Hispanic	49%	63%	Yes	54%
White				
English language learners	53%	31%	No	57%
Students with disabilities	23%	25%	Yes	31%
Economically disadvantaged	58%	46%	No	62%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	22%	35%
Students scoring at or above Achievement Level 4	45	22%	27%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		52%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	25%	29%
Students scoring at or above Achievement Level 4	18	25%	27%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students	5	70%	80%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	49	12%	11%
Students retained, pursuant to s. 1008.25, F.S.	18	5%	4%
Students who are not proficient in reading by third grade	43	64%	58%
Students who receive two or more behavior referrals	14	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parent Involvement Plan will be completed. We are a Title I School.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading 48% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 62% of students to score at level 3 or above, an increase of 14 percentage points.
- G2.** On the 2013 FCAT 2.0 Writing 43% of students at Rainbow Park Elementary scored at level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 49% of students to score at level 3.5 or above, an increase of 7 percentage points.
- G3.** On the 2013 FCAT 2.0 Mathematics 47% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 62% of students to score at level 3 or above, an increase of 15 percentage points.
- G4.** On the 2013 FCAT 2.0 Science 25% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Science for 29% percent of students to score at level 3 or above, an increase of 4 percentage points.
- G5.** During the 2013 school year 70% of students in grades 3-5 participated in the school-wide Science Fair. Our goal this year is to increase student participation by 10% with 80% of students participating in the school wide Science Fair process.
- G6.** There is a school-wide need to improve early warning systems by increasing student attendance and reading proficiency, and by decreasing suspension rates.

## Goals Detail

**G1.** On the 2013 FCAT 2.0 Reading 48% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 62% of students to score at level 3 or above, an increase of 14 percentage points.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

### **Resources Available to Support the Goal**

- Resources that are available include a new Reading Series including materials, supplemental workbooks in the area of reading, continuous teacher training through professional development opportunities, and hourly teachers that are employed to better assist teachers during their small group instruction.

### **Targeted Barriers to Achieving the Goal**

- AMO's On the 2013 FCAT 2.0 Reading 48 percent of students scored at proficient levels. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.
- FCAT 2.0 Level 3 On the 2013 FCAT 2.0 Reading 26 percent of students scored at level 3. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.
- CELLA On the 2013 CELLA Writing 28 percent of students were proficient. Performance data for students scoring proficient in Writing on the 2013 CELLA indicates that students require additional opportunities to practice writing.
- CELLA On the 2013 CELLA Listening/Speaking 55% percent of students were proficient. Performance data for students scoring proficient in Listening/Speaking on the CELLA indicates that students require additional opportunities in and outside of the classroom to speak in English and listen to stories in English.
- LEARNING GAINS On the 2013 FCAT 2.0 reading 70 percent of students had learning gains. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.
- CELLA On the 2013 CELLA Reading 38 percent of students were proficient. Performance data for students scoring proficient in Reading on the 2013 CELLA indicates that students require additional opportunities to read in English.
- BLACK and ECONOMICALLY DISADVANTAGED On the 2013 FCAT 2.0 Reading 47 percent of students in the Black and Economically Disadvantaged sub groups demonstrated proficiency. Performance data for students in the Black and Economically Disadvantaged subgroup indicates that there is a deficiency in Reporting Category 2 - Reading Application. Students in grades 3-5 experience difficulty reading and comprehending literature and informational text at the high end of the complexity band independently and proficiently.
- ENGLISH LANGUAGE LEARNERS On the 2013 FCAT 2.0 Reading 31 percent of students in the English Language Learners sub group demonstrated proficiency. Performance data for students in the English Language Learners sub group indicates that there is a deficiency in Reporting Category 2 - Reading Application. Students in grades 3- 5 experience difficulty in reading and comprehending literature and informational text at the high end of the complexity band independently and proficiently.
- FCAT 2.0 Level 4-5 On the 2013 FCAT 2.0 Reading 20 percent of students scored at Level 4 or above. Performance data for students scoring at or above Level 4 on the 2013 FCAT 2.9 indicates that there is a deficiency in Reporting Category 3-Literary Analysis/Fiction/Nonfiction.

Students experience difficulty identifying and interpreting elements of story structure within a text.

### Plan to Monitor Progress Toward the Goal

Progress of all students will be monitored continuously in the area of reading

#### Person or Persons Responsible

LLT and the MTSS/RTI team

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Data Results on Baseline, Winter and Fall Interim Assessments

**G2.** On the 2013 FCAT 2.0 Writing 43% of students at Rainbow Park Elementary scored at level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 49% of students to score at level 3.5 or above, an increase of 7 percentage points.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Resources that are available in the area of Writing includes supplemental workbooks in the area of writing, continuous teacher training through professional development opportunities, and hourly teachers that are employed to better assist teachers during their conferences with students.

#### Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.
- Students' performance data from the mid-year interim assessment from 2013 indicates that students require additional support with fluency in expository essay writing. Students experienced difficulty in writing utilizing appropriate and specific expository actions.

### Plan to Monitor Progress Toward the Goal

Student progress will be monitored continuously in the area of writing through peer scoring

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Data results on the Baseline, Winter and Fall Interim Assessments, Monthly Writing Prompts

**G3.** On the 2013 FCAT 2.0 Mathematics 47% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 62% of students to score at level 3 or above, an increase of 15 percentage points.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- Resources that are available include an updated mathematics series aligned to the Common Core Standards, manipulatives, supplemental FCAT based workbooks in the area of mathematics, continuous teacher training through professional development opportunities, and hourly teachers that are employed to better assist teachers during their small group instruction.

### Targeted Barriers to Achieving the Goal

- AMO's On the 2013 FCAT 2.0 Mathematics Test, 47 percent of students scored at satisfactory levels. Performance data for students scoring at levels 3 or above on the 2013 FCAT 2.0 indicates that students in Grades 3 experienced difficulty in Reporting Category Number: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty in Reporting Category Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten & Fractions and Geometry and Measurement.
- FCAT 2.0 LEVEL 3 STUDENTS On the 2013 FCAT 2.0 Mathematics Test, 22 percent of students scored Level 3. Performance data for students scoring Level 3 on the 2013 FCAT 2.0 indicates that Grade 3 students are experiencing difficulty with: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty with: Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty with: Number: Base Ten & Fractions and Geometry and Measurement. Students scoring level 3 on the FCAT 2.0 need additional opportunities to discuss and write about mathematics.
- LEARNING GAINS On the 2013 FCAT 2.0 Mathematics Test, 52 percent of students made learning gains. Performance data for students making learning gains on the 2013 FCAT 2.0 indicates that students in grade 3 experienced difficulty with: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty with: Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty with: Number: Base Ten & Fractions and Geometry and Measurement. Students need additional opportunities to discuss and write about mathematics.
- BLACK and ECONOMICALLY DISADVANTAGED On the 2013 FCAT 2.0 Mathematics Test 46 percent of students in the Black and Economically Disadvantaged subgroups scored level 3 . Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems accurately. According to the results of the 2013 FCAT 2.0, students in grade 3 experienced difficulty with: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty with: Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty with: Number: Base Ten & Fractions and Geometry and Measurement.
- ENGLISH LANGUAGE LEARNERS On the 2013 FCAT 2.0 Mathematics Test, 31 percent of English Language Learners scored Level 3 or above. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.
- FCAT 2.0 LEVEL 4 and 5 STUDENTS On the 2013 FCAT 2.0 Mathematics 22 percent of students scored Levels 4-5. Performance data for students scoring Level 4-5 on the 2013 FCAT



2.0 indicates that in Grade 3 students are experiencing difficulty with: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty with: Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty with: Number: Base Ten & Fractions and Geometry and Measurement. Students scoring level 4 and 5 on the FCAT 2.0 need additional opportunities to discuss and write about mathematics.

### Plan to Monitor Progress Toward the Goal

Student progress in mathematics will be monitored continuously

#### Person or Persons Responsible

LLT Team

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Data results on Baseline, Winter, and Fall Interim Assessments

**G4.** On the 2013 FCAT 2.0 Science 25% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Science for 29% percent of students to score at level 3 or above, an increase of 4 percentage points.

#### Targets Supported

- Science
- Science - Elementary School
- STEM
- STEM - All Levels

#### Resources Available to Support the Goal

- Resources that are available include science materials that are hands-on, instructional technology (Gizmo's), science journals, supplemental FCAT science workbooks, a lab setting where students can engage in science utilizing a hands-on exploratory approach, and an hourly teacher that is employed to better assist grade 5 during their small group instruction.

#### Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science 25 percent of students scored at Level 3. Students experienced difficulty with Nature of Science and Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.
- On the 2013 FCAT 2.0 Science 25 percent of students scored at Level 4 and above. Performance data for students scoring at Level 4 and above on the 2013 FCAT 2.0 indicates that there is a deficiency with Nature of Science and Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion. Additionally, students need to make connections as to how Science and environmental issues relate to their community.

### Plan to Monitor Progress Toward the Goal

Student progress in Science will be monitored continuously through Edusoft Data reports

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Data results on Baseline, Winter, and Fall Assessments, quarterly tests, chapter test, and benchmark mini-assessments

**G5.** During the 2013 school year 70% of students in grades 3-5 participated in the school-wide Science Fair. Our goal this year is to increase student participation by 10% with 80% of students participating in the school wide Science Fair process.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Resources that are available include science materials that are hands-on, instructional technology (Gizmo's), science journals, supplemental FCAT science workbooks, a lab setting where students can engage in science utilizing a hands-on exploratory approach, and an hourly teacher that is employed to better assist grade 5 during their small group instruction.

**Targeted Barriers to Achieving the Goal**

- Students need improvement in writing about scientific facts and findings.

### Plan to Monitor Progress Toward the Goal

Science teachers will meet frequently to ensure open lines of communication for Science Fair events and showcases

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule:**

January 2014

**Evidence of Completion:**

Science Fair Project Display

**G6.** There is a school-wide need to improve early warning systems by increasing student attendance and reading proficiency, and by decreasing suspension rates.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- School-wide we have many services available to our students. The resources include a strong administrative team, school counselor, school psychologist and a social worker. Together, this team of individuals ensure that student needs with regards to attendance, reading proficiency, and behavioral issues are addressed.

**Targeted Barriers to Achieving the Goal**

- The total number of suspensions for the 2013 school year decreased as compared to the previous year, however, more emphasis needs to be placed on counseling services to meet the emotional needs of students.
- The total number of students receiving two or more behavioral referrals for the 2013 school year decreased as compared to the previous year, however, more emphasis needs to be placed on counseling services to redirect students to use conflict resolution skills.
- The number of students who are proficient in reading by grade 3 has decreased as compared to the previous year, however, students in the primary grades lack the basic reading skills to read at grade level by grade 3.
- Our school attendance rate did increase however, students do miss school and are frequently late mainly because of illnesses, transportation issues, and family issues including financial hardships. There is a great need to motivate students to come to school on time daily regardless of circumstances.

**Plan to Monitor Progress Toward the Goal**

Counseling mini-sessions are targeted according to student emotional and behavioral needs

**Person or Persons Responsible**

Counselor and Assistant Principal

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Monthly district suspension and referral reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT 2.0 Reading 48% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 62% of students to score at level 3 or above, an increase of 14 percentage points.

**G1.B1** AMO's On the 2013 FCAT 2.0 Reading 48 percent of students scored at proficient levels. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.

**G1.B1.S1** Students will be provided with the opportunity to focus on those skills they are deficient in through the instruction of teachers and hourly teachers. Instruction will be provided with-in small differentiated learning groups on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### Action Step 1

During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiencies. Teachers useful instructional strategies include: • author purpose chart, • two column note: opinion/support, conclusion/support, cause/effect • main idea table, • time line, • sequence chain, • Venn diagram, • common themes in literature • informational text structure chart • one sentence summarizers

#### Person or Persons Responsible

Teachers and Hourly Teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Classroom visits

#### Facilitator:

Mrs. Ayanna Eason

#### Participants:

Teachers and Hourly Teachers

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

Student progress will be monitored continuously

**Person or Persons Responsible**

LLT and MTSS/RTI team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data results on Baseline, Winter, and Fall Interim Assessments

### **Plan to Monitor Effectiveness of G1.B1.S1**

Student progress in reading will be monitored.

**Person or Persons Responsible**

LLT and the MTSS/RTI team

**Target Dates or Schedule**

April 2014

**Evidence of Completion**

2014 FCAT

**G1.B2** FCAT 2.0 Level 3 On the 2013 FCAT 2.0 Reading 26 percent of students scored at level 3. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.

**G1.B2.S1** Students will be provided with the opportunity to identify and interpret elements of a story structure within a text on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### **Action Step 1**

During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiencies. Instruction should include opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: • author purpose chart, • two column note: opinion/support, conclusion/support, cause/effect • main idea table, • time line, • sequence chain, • Venn diagram, • common themes in literature • informational text structure chart • one sentence summarizers

#### **Person or Persons Responsible**

The LLT and the MTSS/RTI Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Monthly Meetings for follow-up

#### **Facilitator:**

Mrs. Ayanna Eason

#### **Participants:**

The LLT and the MTSS/RTI Team

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Student Progress in the area of reading will be monitored

#### **Person or Persons Responsible**

LLT and MTSS/RTI team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Data results on Baseline, Winter, and Fall Interim Assessments

### Plan to Monitor Effectiveness of G1.B2.S1

Student progress in the area of reading will be monitored

**Person or Persons Responsible**

LLT and MTSS/RTI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 FCAT

**G1.B3** CELLA On the 2013 CELLA Writing 28 percent of students were proficient. Performance data for students scoring proficient in Writing on the 2013 CELLA indicates that students require additional opportunities to practice writing.

**G1.B3.S1** Students will be provided with opportunities to write in English.

**Action Step 1**

During instruction, students will be provided with opportunities to write in journals, exploring a variety of topics. The ESOL certified teacher will be providing these services. Additionally, students will be provided the instruction to revise, edit and to improve writing in English.

**Person or Persons Responsible**

LLT and MTSS/RTI Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Class walk-thrus, Journal writing samples, and CELLA Test

### Plan to Monitor Fidelity of Implementation of G1.B3.S1

Students writing journals

**Person or Persons Responsible**

ELL Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 CELLA Results

## Plan to Monitor Effectiveness of G1.B3.S1

Students will be provided instructional time to write in English through journal writing.

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

Weekly

### Evidence of Completion

2014 CELLA Results

**G1.B4** CELLA On the 2013 CELLA Listening/Speaking 55% percent of students were proficient. Performance data for students scoring proficient in Listening/Speaking on the CELLA indicates that students require additional opportunities in and outside of the classroom to speak in English and listen to stories in English.

**G1.B4.S1** Students will be provided the opportunity to listen to a variety of literature and will discuss the literature pieces on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### Action Step 1

During instruction, students will be provided with opportunities to listen and to do read-a-louds, and think-a-louds and to participate in Reader's Theater. Students will practice in cooperative learning groups to provide opportunities for role play. Additionally, students will receive additional help during pull-out and push-in grouping.

### Person or Persons Responsible

LLT along with the MTSS/RTI team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Class visits, District Interims, CELLA Test



### **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Student writing samples, and rubrics utilized during instruction

**Person or Persons Responsible**

LLT along with the MTSS/RTI Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student writing samples will be monitored monthly

### **Plan to Monitor Effectiveness of G1.B4.S1**

Students will receive opportunities to express and listen to the English language through read alouds in small groups.

**Person or Persons Responsible**

LLT along with the MTSS/RTI team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

2014 CELLA Results

**G1.B5 LEARNING GAINS** On the 2013 FCAT 2.0 reading 70 percent of students had learning gains. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.

**G1.B5.S1** Students will be provided with opportunities to compare and contrast the point of view from different stories narrated, events or topics including the differences between first and third person narrations, first-hand or second-hand account on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### **Action Step 1**

During differentiated instruction, students will receive instruction in a teacher led center to address the identified deficiency. Instruction should include opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Students should compare and contrast the point of view from different stories narrated and be able to describe how a narrator's point of view influences how events are described. Useful instructional strategies include: \* Author's Toolbox for bringing a character to life \* story maps \* text feature charts \* text feature analysis

#### **Person or Persons Responsible**

Teachers and Hourly teachers

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Student work samples and FCAT Test

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

The hourly teachers will plan with teachers to develop mini-lessons that are effective for struggling students with-in small learning groups

#### **Person or Persons Responsible**

Assistant Principal

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Data results on Baseline, Winter, and Fall Interim Assessments

## Plan to Monitor Effectiveness of G1.B5.S1

Small group instruction will be monitored

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

Weekly

### Evidence of Completion

2014 FCAT

**G1.B6** CELLA On the 2013 CELLA Reading 38 percent of students were proficient. Performance data for students scoring proficient in Reading on the 2013 CELLA indicates that students require additional opportunities to read in English.

**G1.B6.S1** Students will be provided with the opportunity to utilize and explore a variety of literature to reading in English on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### Action Step 1

Differentiated instruction will be employed to address individual academic needs along with Reciprocal Teaching strategies. KWL charts will be utilized to build background knowledge and Chunking will also be utilized to improve students' vocabulary development and fluency. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### Person or Persons Responsible

ELL Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Class visits, District Interims, CELLA Test

### **Plan to Monitor Fidelity of Implementation of G1.B6.S1**

During small instructional groups, ELL students will practice reading skills

**Person or Persons Responsible**

LLT along with the MTSS/RTI team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Data results on Baseline, Winter, and Fall Interim Assessments

### **Plan to Monitor Effectiveness of G1.B6.S1**

Monitor that students are receiving additional help with ELL strategies with small group instruction

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

2014 CELLA Results

**G1.B7 BLACK and ECONOMICALLY DISADVANTAGED** On the 2013 FCAT 2.0 Reading 47 percent of students in the Black and Economically Disadvantaged sub groups demonstrated proficiency. Performance data for students in the Black and Economically Disadvantaged subgroup indicates that there is a deficiency in Reporting Category 2 - Reading Application. Students in grades 3-5 experience difficulty reading and comprehending literature and informational text at the high end of the complexity band independently and proficiently.

**G1.B7.S1** Students will be provided with opportunities to distinguish their own point from that of the narrator, characters, or of the author of the text on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### **Action Step 1**

During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiencies. Useful instructional strategies include: • author purpose chart, • two column note: opinion/support, conclusion/support, cause/effect • main idea table, • time line, • sequence chain, • Venn diagram, • common themes in literature • informational text structure chart • one sentence summarizers

#### **Person or Persons Responsible**

Teachers and Hourly Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Classroom Visits, District Interims, FCAT Test

### **Plan to Monitor Fidelity of Implementation of G1.B7.S1**

The materials that teachers and hourly teachers use during Differentiated Learning Groups will be monitored.

#### **Person or Persons Responsible**

LLT team will conduct classroom visits to ensure that Differentiated Learning Groups are occurring with fidelity

#### **Target Dates or Schedule**

Daily/Weekly rotation visits by administrative team

#### **Evidence of Completion**

Data results on Baseline, Winter, and Fall Interim Assessments

## Plan to Monitor Effectiveness of G1.B7.S1

Data Chat Meetings will be used to track the academic progress of students in this subgroup receiving additional assistance. The instructional program will be altered as needed to ensure that students are progressing.

### Person or Persons Responsible

LLT team will conduct classroom visits to ensure that Differentiated Learning Groups are occurring with fidelity and that the instruction is effective.

### Target Dates or Schedule

Quarterly

### Evidence of Completion

2014 FCAT

**G1.B8** ENGLISH LANGUAGE LEARNERS On the 2013 FCAT 2.0 Reading 31 percent of students in the English Language Learners sub group demonstrated proficiency. Performance data for students in the English Language Learners sub group indicates that there is a deficiency in Reporting Category 2 - Reading Application. Students in grades 3- 5 experience difficulty in reading and comprehending literature and informational text at the high end of the complexity band independently and proficiently.

**G1.B8.S1** Students will be provided with opportunities to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### Action Step 1

During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiencies. Useful instructional strategies include: • author purpose chart, • two column note: opinion/support, conclusion/support, cause/effect • main idea table, • time line, • sequence chain, • Venn diagram, • common themes in literature • informational text structure chart

### Person or Persons Responsible

Teachers and Hourly Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Class visits, District Interims, and FCAT Test

### **Plan to Monitor Fidelity of Implementation of G1.B8.S1**

The materials that teachers and hourly teachers use during Differentiated Learning Groups will be monitored

#### **Person or Persons Responsible**

LLT team will conduct classroom visits to ensure that Differentiated Learning Groups are occurring with fidelity.

#### **Target Dates or Schedule**

Daily/Weekly rotation by administrative team

#### **Evidence of Completion**

Data results on Baseline, Winter, and Fall Interim Assessments

### **Plan to Monitor Effectiveness of G1.B8.S1**

Data Chat Meetings will be used to track the academic progress of students in this subgroup receiving additional assistance. The instructional program will be altered as needed to ensure that students are progressing.

#### **Person or Persons Responsible**

LLT team will conduct classroom visits to ensure that Differentiated Learning Groups are occurring with fidelity and that the instruction is effective.

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

2014 FCAT

**G1.B9** FCAT 2.0 Level 4-5 On the 2013 FCAT 2.0 Reading 20 percent of students scored at Level 4 or above. Performance data for students scoring at or above Level 4 on the 2013 FCAT 2.9 indicates that there is a deficiency in Reporting Category 3-Literary Analysis/Fiction/Nonfiction. Students experience difficulty identifying and interpreting elements of story structure within a text.

**G1.B9.S1** Students will be provided with opportunities to be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within informational and literary texts on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### **Action Step 1**

During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Instruction should include opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Students should compare and contrast the point of view from different stories narrated and be able to describe how a narrator's point of view influences how events are described. Useful instructional strategies include: \* Author's Toolbox for bringing a character to life \* story maps \* text feature chart \* text feature analysis

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Class visits, District Interim Assessments, FCAT Test

### **Plan to Monitor Fidelity of Implementation of G1.B9.S1**

Teachers will ensure that students identified complete at least one session of Success Maker Daily either in the Computer Lab setting or during class time.

#### **Person or Persons Responsible**

Reading Teachers

#### **Target Dates or Schedule**

Success Maker Sessions will be completed daily.

#### **Evidence of Completion**

Data results on Baseline, Winter, and Fall Interim Assessments



## Plan to Monitor Effectiveness of G1.B9.S1

Data Chat meetings will be used to track the academic progress of students scoring levels 3 and above to ensure that they are maintaining their proficient levels of academics in reading.

### **Person or Persons Responsible**

LLT Team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

2014 FCAT

**G2.** On the 2013 FCAT 2.0 Writing 43% of students at Rainbow Park Elementary scored at level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 49% of students to score at level 3.5 or above, an increase of 7 percentage points.

**G2.B1** Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

**G2.B1.S1** Students will be provided with the opportunity to develop a pre-writing plan that is organized and will guide their narrative essay.

### **Action Step 1**

During Writing instruction, students will develop a pre-writing plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will participate in small group guided instruction along with peer editing and revision. Following the FCIM, monthly narrative writing prompts will be scored by teachers in order to monitor students' progress in the identified areas of need and to regroup for instruction.

#### **Person or Persons Responsible**

Writing Teachers and Hourly Teacher

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Student Writing Samples

#### **Facilitator:**

Mrs. Tedria Saunders

#### **Participants:**

Writing Teachers and Hourly Teacher

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

Student progress will be monitored through baseline and monthly writing prompts

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student Writing Samples will be monitored

### Plan to Monitor Effectiveness of G2.B1.S1

Student progress in writing will be monitored in both expository and narrative forms of writing

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

April 2014

#### Evidence of Completion

2014 FCAT

**G2.B2** Students' performance data from the mid-year interim assessment from 2013 indicates that students require additional support with fluency in expository essay writing. Students experienced difficulty in writing utilizing appropriate and specific expository actions.

**G2.B2.S1** Students will be given the opportunity to write expository pieces of writing. Students will receive consultation with-in small writing groups led by the writing teacher.

#### Action Step 1

Teachers will lead small writing groups, by practicing editing, revision, elaboration, and many techniques geared to increasing student achievement in the area of writing.

#### Person or Persons Responsible

The teachers and hourly teachers will provide the instruction.

#### Target Dates or Schedule

The instruction will be held on a daily basis.

#### Evidence of Completion

Student work samples will be reviewed.

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Teacher led groups will be monitored

**Person or Persons Responsible**

The administrative team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom walk-thrus will be conducted to ensure compliance

### **Plan to Monitor Effectiveness of G2.B2.S1**

Teacher led writing groups will be monitored

**Person or Persons Responsible**

The Administrative Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

2014 FCAT

**G3.** On the 2013 FCAT 2.0 Mathematics 47% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 62% of students to score at level 3 or above, an increase of 15 percentage points.

**G3.B1** AMO's On the 2013 FCAT 2.0 Mathematics Test, 47 percent of students scored at satisfactory levels. Performance data for students scoring at levels 3 or above on the 2013 FCAT 2.0 indicates that students in Grades 3 experienced difficulty in Reporting Category Number: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty in Reporting Category Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten & Fractions and Geometry and Measurement.

**G3.B1.S1** Students will be provided with opportunities to utilize Mathematical Practices of the Common Core Standards, while supporting problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers and hourly teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representations of given numbers.

### **Action Step 1**

Teachers and hourly teachers will assist students with-in small pull-out groups, focusing on mathematical skills/concepts that students need remediation in. Grade 3 Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

Grade 4 Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

Grade 5

- identify and graph integers on a number line; compare and order integers
- interpret solutions to division situations, including remainders

#### **Person or Persons Responsible**

Teachers and Hourly Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Classroom visits, chapter tests, Interim Assessments

#### **Facilitator:**

Mrs. Sakinah Lewis

#### **Participants:**

Teachers and Hourly Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Student progress will be monitored by tracking student data through Edusoft reports.

#### **Person or Persons Responsible**

LLT Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Data results on Baseline, Winter, and Fall Interim Assessments, and chapter test results

### **Plan to Monitor Effectiveness of G3.B1.S1**

Student progress in mathematics will be monitored

#### **Person or Persons Responsible**

LLT Team

#### **Target Dates or Schedule**

April 2014

#### **Evidence of Completion**

2014 FCAT

**G3.B2 FCAT 2.0 LEVEL 3 STUDENTS** On the 2013 FCAT 2.0 Mathematics Test, 22 percent of students scored Level 3. Performance data for students scoring Level 3 on the 2013 FCAT 2.0 indicates that Grade 3 students are experiencing difficulty with: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty with: Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty with: Number: Base Ten & Fractions and Geometry and Measurement. Students scoring level 3 on the FCAT 2.0 need additional opportunities to discuss and write about mathematics.

**G3.B2.S1** Students will be provided with opportunities to utilize Mathematical Practices of the Common Core Standards, while supporting problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers and hourly teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representations of given numbers.

### **Action Step 1**

Teachers and hourly teachers will assist students with-in small pull-out groups, focusing on mathematical skills/concepts that students need remediation in. Grade 3 Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

Grade 4 Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

Grade 5

- identify and graph integers on a number line; compare and order integers
- interpret solutions to division situations, including remainders

#### **Person or Persons Responsible**

LLT Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Mathematics Chapter Tests, Interim Assessments and Results from 2014 FCAT Mathematics Test

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Teacher and Hourly Teacher will ensure that students in small groups are progressing as mathematical concepts are introduced, taught and reviewed.

#### **Person or Persons Responsible**

LLT Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student results on Mathematics chapter tests

### **Plan to Monitor Effectiveness of G3.B2.S1**

Student data results will be tracked and monitored for growth.

#### **Person or Persons Responsible**

Teachers, Hourly Teachers, and the Administrative Team will ensure that student progress is occurring.

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

2014 FCAT



**G3.B3 LEARNING GAINS** On the 2013 FCAT 2.0 Mathematics Test, 52 percent of students made learning gains. Performance data for students making learning gains on the 2013 FCAT 2.0 indicates that students in grade 3 experienced difficulty with: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty with: Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty with: Number: Base Ten & Fractions and Geometry and Measurement. Students need additional opportunities to discuss and write about mathematics.

**G3.B3.S1** Students will be provided with opportunities to utilize Mathematical Practices of the Common Core Standards, while supporting problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers and hourly teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representations of given numbers.

### **Action Step 1**

Teachers and hourly teachers will assist students with-in small pull-out groups, focusing on mathematical skills/concepts that students need remediation in. Skills vary depending on student academic needs. Examples include: Grade 3 Students will be provided with opportunities to: • apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication • identify the fact families that demonstrate the inverse relationship between multiplication and division Grade 4 Students will be provided with opportunities to: • multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results • describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations. Grade 5 • identify and graph integers on a number line; compare and order integers • interpret solutions to division situations, including remainders

#### **Person or Persons Responsible**

Teachers and Hourly Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Mathematics Chapter tests and Interim Assessments

#### **Facilitator:**

Mrs. Sakinah Lewis

#### **Participants:**

Teachers and Hourly Teacher

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Small pull-out groups will be monitored in order to assist struggling learners with mathematical concepts

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom visits

### **Plan to Monitor Effectiveness of G3.B3.S1**

Student progress in the area of mathematics will be monitored continuously

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

2014 FCAT

**G3.B4 BLACK and ECONOMICALLY DISADVANTAGED** On the 2013 FCAT 2.0 Mathematics Test 46 percent of students in the Black and Economically Disadvantaged subgroups scored level 3 . Students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems accurately. According to the results of the 2013 FCAT 2.0, students in grade 3 experienced difficulty with: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty with: Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty with: Number: Base Ten & Fractions and Geometry and Measurement.

**G3.B4.S1** Students will be provided with opportunities to utilize Mathematical Practices of the Common Core Standards, while supporting problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers and hourly teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representations of given numbers.

### **Action Step 1**

Teachers and hourly teachers will assist students with-in small pull-out groups, focusing on mathematical skills/concepts that students need remediation in. Skills vary depending on student academic needs. Examples include: Grade 3 Students will be provided with opportunities to: • apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication • identify the fact families that demonstrate the inverse relationship between multiplication and division Grade 4 Students will be provided with opportunities to: • multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results • describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations. Grade 5 • identify and graph integers on a number line; compare and order integers • interpret solutions to division situations, including remainders

#### **Person or Persons Responsible**

Teachers and Hourly Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Mathematics Weekly Chapter Tests and Interim Assessments

### **Plan to Monitor Fidelity of Implementation of G3.B4.S1**

The hands-on materials that teachers and hourly teachers use during Differentiated Learning Groups will be monitored

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Daily/Weekly rotation visits by administrative team

#### **Evidence of Completion**

Classroom walk-thrus

### **Plan to Monitor Effectiveness of G3.B4.S1**

Data Chat Meetings will be used to track the academic progress of students in this subgroup receiving additional assistance. The instructional program will be altered as needed to ensure that students are progressing in mathematics.

#### **Person or Persons Responsible**

Administration will conduct classroom visits to ensure that Differentiated Learning Groups are occurring with fidelity and that the instruction is effective

#### **Target Dates or Schedule**

Quarterly Data Chat Meetings

#### **Evidence of Completion**

2014 FCAT

**G3.B5 ENGLISH LANGUAGE LEARNERS** On the 2013 FCAT 2.0 Mathematics Test, 31 percent of English Language Learners scored Level 3 or above. ELL students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

**G3.B5.S1** Students will be provided with opportunities to utilize Mathematical Practices of the Common Core Standards, while supporting problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers and hourly teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representations of given numbers.

### **Action Step 1**

Teachers and hourly teachers will assist students with-in small pull-out groups, focusing on mathematical skills/concepts that students need remediation in. Skills vary depending on student academic needs. Examples include: Grade 3 Students will be provided with opportunities to: • apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication • identify the fact families that demonstrate the inverse relationship between multiplication and division Grade 4 Students will be provided with opportunities to: • multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results • describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations. Grade 5 • identify and graph integers on a number line; compare and order integers • interpret solutions to division situations, including remainders

#### **Person or Persons Responsible**

Teachers and Hourly Teachers

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Mathematics Weekly Chapter Tests and Interim Assessments

### **Plan to Monitor Fidelity of Implementation of G3.B5.S1**

The hands-on materials that teachers and hourly teachers used during Differentiated Learning Groups will be monitored.

#### **Person or Persons Responsible**

The leadership team will conduct classroom visits to ensure that Differentiated Learning Groups are conducted with fidelity in the area of mathematics.

#### **Target Dates or Schedule**

Daily/Weekly rotation visits by administration

#### **Evidence of Completion**

Classroom walk-thru logs

### **Plan to Monitor Effectiveness of G3.B5.S1**

Data Chat Meetings will be used to track the academic progress of students in this subgroup receiving additional assistance. The instructional program will be altered as needed to ensure that students are progressing

#### **Person or Persons Responsible**

The Leadership Team will conduct classroom visits to ensure that Differentiated Learning Groups are occurring with fidelity and that the instruction is effective.

#### **Target Dates or Schedule**

Quarterly Data Chat Meetings

#### **Evidence of Completion**

2014 FCAT

**G3.B6 FCAT 2.0 LEVEL 4 and 5 STUDENTS** On the 2013 FCAT 2.0 Mathematics 22 percent of students scored Levels 4-5. Performance data for students scoring Level 4-5 on the 2013 FCAT 2.0 indicates that in Grade 3 students are experiencing difficulty with: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty with: Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty with: Number: Base Ten & Fractions and Geometry and Measurement. Students scoring level 4 and 5 on the FCAT 2.0 need additional opportunities to discuss and write about mathematics.

**G3.B6.S1** Students will be provided with opportunities to utilize Mathematical Practices of the Common Core Standards, while supporting problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers and hourly teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representations of given numbers.

### **Action Step 1**

Teachers and hourly teachers will assist students with-in small pull-out groups, focusing on mathematical skills/concepts that students need remediation in. Skills vary depending on student academic needs. Examples include: Grade 3 Students will be provided with opportunities to: • apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication • identify the fact families that demonstrate the inverse relationship between multiplication and division Grade 4 Students will be provided with opportunities to: • multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results • describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations. Grade 5 • identify and graph integers on a number line; compare and order integers • interpret solutions to division situations, including remainders

#### **Person or Persons Responsible**

LLT Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Weekly Chapter Tests, Interim Assessments and Results from 2014 FCAT Mathematics Test

### **Plan to Monitor Fidelity of Implementation of G3.B6.S1**

Data shared during Data Chats from District Interim reports

**Person or Persons Responsible**

LLT Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data from District Interim reports

### **Plan to Monitor Effectiveness of G3.B6.S1**

Data Chat Meetings will be used to track student progress in the area of mathematics. The instructional program will be altered as needed.

**Person or Persons Responsible**

LLT Team

**Target Dates or Schedule**

Quarterly Data Chat Meetings

**Evidence of Completion**

2014 FCAT



**G4.** On the 2013 FCAT 2.0 Science 25% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Science for 29% percent of students to score at level 3 or above, an increase of 4 percentage points.

**G4.B1** On the 2013 FCAT 2.0 Science 25 percent of students scored at Level 3. Students experienced difficulty with Nature of Science and Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

**G4.B1.S1** Students will be provided with an opportunity to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

### **Action Step 1**

The teacher and hourly teacher will ensure that students will utilize a combination of Gizmo's and writing in journals. These strategies will help enhance and remediate student conceptual understanding of topics and concepts being addressed. By increasing the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

#### **Person or Persons Responsible**

Science grade 5 teachers and hourly teacher

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Gizmo's usage reports and student Science journals

#### **Facilitator:**

Mrs. Tammi Oden-Ogde

#### **Participants:**

Science grade 5 teachers and hourly teacher

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Student progress will be monitored continuously

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data results on Baseline, Winter, and Fall Interim Assessments, quarterly tests, chapter tests, experiments

### **Plan to Monitor Effectiveness of G4.B1.S1**

Student progress in science will be monitored

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

April 2014

**Evidence of Completion**

2014 FCAT

**G4.B2** On the 2013 FCAT 2.0 Science 25 percent of students scored at Level 4 and above. Performance data for students scoring at Level 4 and above on the 2013 FCAT 2.0 indicates that there is a deficiency with Nature of Science and Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion. Additionally, students need to make connections as to how Science and environmental issues relate to their community.

**G4.B2.S1** Students will be provided with an opportunity to write scientific evidence they find in science journals and in laboratory conclusions as delineated by Common Core Standards.

### **Action Step 1**

The teacher will ensure that through continuous care of the school gardens, students will learn to address environmental issues as they relate to their school community. Select grade 5 students will explore and write scientific facts and findings in their journals. This selected group will serve as our environmental club. Members will maintain the foliage within the school environment. Additionally they will help attend to the school's gardens. Information and data that students collect will be found in the Student Science Journals.

#### **Person or Persons Responsible**

Science Teacher and Hourly Teacher

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

The maintenance of the school gardens and student Science journals

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Classroom and garden visits

#### **Person or Persons Responsible**

MTSS/RTI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student journals

## Plan to Monitor Effectiveness of G4.B2.S1

Student progress in science will be monitored through data results from Edusoft reports throughout the year

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

April 2014

### Evidence of Completion

2014 FCAT

**G5.** During the 2013 school year 70% of students in grades 3-5 participated in the school-wide Science Fair. Our goal this year is to increase student participation by 10% with 80% of students participating in the school wide Science Fair process.

**G5.B1** Students need improvement in writing about scientific facts and findings.

**G5.B1.S1** Students will be provided with an opportunity to increase rigor in science by writing evidence found in journals. Evidence will be gathered by conducting and creating science experiments as delineated by Common Core Standards.

### Action Step 1

Students in grades K-5 will participate in a school-wide Science Fair. Keeping in mind the students' developmental stages, Kindergarten students will actively complete Science Fair Class Projects. Students in grades 1-2 will complete group projects completed in class, and students in grade s 3-5 will complete individual Science Fair Projects that are conducted and completed in the home setting. It is important to note that students infuse their mathematical and science skills with the use of technology to develop and engineer their projects.

### Person or Persons Responsible

Science Teacher and Hourly Teacher

### Target Dates or Schedule

January 2014

### Evidence of Completion

Science Fair Projects

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

The grade 5 Lead science teacher will work cooperatively with all science teachers to effectively plan and organize Science Fair projects and displays

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

Science Fair Projects

### **Plan to Monitor Effectiveness of G5.B1.S1**

Science teachers will meet frequently to ensure open lines of communication for Science Fair events and showcases

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

2014 FCAT

**G6.** There is a school-wide need to improve early warning systems by increasing student attendance and reading proficiency, and by decreasing suspension rates.

**G6.B1** The total number of suspensions for the 2013 school year decreased as compared to the previous year, however, more emphasis needs to be placed on counseling services to meet the emotional needs of students.

**G6.B1.S1** Students will be provided an opportunity to receive services from our school counselor. He will conduct mini counseling sessions to allow students the opportunity to implement conflict resolution strategies. Additionally, peer mentors will provide the guidance, direction, and support that students with emotional needs require. Having a mentor to turn to, will help students successfully deal with socio-emotional issues that arise.

**Action Step 1**

Small group counseling will be offered on an as-needed basis

**Person or Persons Responsible**

School Counselor and Assistant Principal

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Referral SCAMS and referral monthly reports

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Counseling sessions will be monitored

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Counseling sessions recorded in ISIS

## Plan to Monitor Effectiveness of G6.B1.S1

### Counseling Sessions

#### **Person or Persons Responsible**

Assistant Principal

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

District Reports

**G6.B2** The total number of students receiving two or more behavioral referrals for the 2013 school year decreased as compared to the previous year, however, more emphasis needs to be placed on counseling services to redirect students to use conflict resolution skills.

**G6.B2.S1** Students will be provided an opportunity to receive services provided by our school counselor. He will conduct mini counseling sessions to allow students the opportunity to implement conflict resolution strategies. Additionally, peer mentors will provide the guidance, direction, and support that students with emotional needs require. Having a mentor to turn to, will help students successfully deal with socio-emotional issues that arise. Additionally, male students are encouraged to join the 5,000 Role Models that is a group of young males who pledge to do the right thing and be positive role models for the school community.

### **Action Step 1**

School Counselor will hold mini-counseling sessions as needed and will target students that receive two referrals.

#### **Person or Persons Responsible**

School Counselor

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Monthly suspension reports

### **Plan to Monitor Fidelity of Implementation of G6.B2.S1**

Student counseling sessions will be monitored

**Person or Persons Responsible**

School counselor and Assistant Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

School Counselor logs

### **Plan to Monitor Effectiveness of G6.B2.S1**

Student counseling sessions will be monitored

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly suspension reports



**G6.B3** The number of students who are proficient in reading by grade 3 has decreased as compared to the previous year, however, students in the primary grades lack the basic reading skills to read at grade level by grade 3.

**G6.B3.S1** Students will be provided an opportunity to receive greater emphasis on their reading proficiency. Especially, students in the primary grades prior to reaching grade 3. Professional development opportunities are offered to teachers to ensure that teachers are current with successful strategies for classroom instruction. Providing differentiated instruction to the primary students is key, as young learners can fill the gaps with direct and precise instruction. Students in the primary grades will attend differentiated small group instruction for a minimum of 3 days a week.

### **Action Step 1**

Teachers will directly instruct students with-in differentiated instructional groups, focusing primarily on phonemic awareness, decoding skills, and reading fluency.

#### **Person or Persons Responsible**

Reading Teachers

#### **Target Dates or Schedule**

Minimum of 3 times per week with a maximum of 5 days per week

#### **Evidence of Completion**

Student data results on FAIR and FLKRS tests

### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

The implementation of small differentiated learning groups

#### **Person or Persons Responsible**

Assistant Principal

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Classroom visits

## Plan to Monitor Effectiveness of G6.B3.S1

Ensure that teachers hold differentiated learning groups for a minimum of 3 days per week and that after each testing window, student groups are revised to meet the needs of evolving learners.

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student results/data after each FAIR testing window

**G6.B4** Our school attendance rate did increase however, students do miss school and are frequently late mainly because of illnesses, transportation issues, and family issues including financial hardships. There is a great need to motivate students to come to school on time daily regardless of circumstances.

**G6.B4.S1** Students will be provided with an opportunity to be praised due to good attendance. Homeroom classes with 100 percent attendance will be recognized each day over the morning news cast. Daily recognition assists in building a good school culture with all of our students, as they are reminded that coming to school each day is not only important for their educational goals, but it is recognized as a school-wide effort to make our school the best it can be. Additionally, the Administrative Team will meet with parents that are bringing their children late to school frequently.

### Action Step 1

The school counselor will announce classes with 100% attendance each morning

### Person or Persons Responsible

School counselor

### Target Dates or Schedule

On-going daily

### Evidence of Completion

Televised Morning Announcements

### **Plan to Monitor Fidelity of Implementation of G6.B4.S1**

Monitor that 100% classes are announced

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

On-going daily

**Evidence of Completion**

Televised morning announcements

### **Plan to Monitor Effectiveness of G6.B4.S1**

The assistant principal will monitor that the Counselor will track and announce those classes that receive 100% attendance. Additionally, the administration will make contact with students that are late frequently.

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

On-going daily

**Evidence of Completion**

Attendance rosters daily

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

#### Title I, Part C- Migrant

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

#### Title I, Part D

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

#### Title II

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

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

#### Title III

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

#### Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless

students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

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

#### Nutrition Programs

- 1) Rainbow Park Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) Rainbow Park Elementary School's Food Service Program includes school breakfast, school lunch, and aftercare snacks. Additionally, it follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** On the 2013 FCAT 2.0 Reading 48% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 62% of students to score at level 3 or above, an increase of 14 percentage points.

**G1.B1** AMO's On the 2013 FCAT 2.0 Reading 48 percent of students scored at proficient levels. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.

**G1.B1.S1** Students will be provided with the opportunity to focus on those skills they are deficient in through the instruction of teachers and hourly teachers. Instruction will be provided with-in small differentiated learning groups on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### PD Opportunity 1

During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiencies. Teachers useful instructional strategies include: • author purpose chart, • two column note: opinion/support, conclusion/support, cause/effect • main idea table, • time line, • sequence chain, • Venn diagram, • common themes in literature • informational text structure chart • one sentence summarizers

#### Facilitator

Mrs. Ayanna Eason

#### Participants

Teachers and Hourly Teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Classroom visits

**G1.B2** FCAT 2.0 Level 3 On the 2013 FCAT 2.0 Reading 26 percent of students scored at level 3. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.

**G1.B2.S1** Students will be provided with the opportunity to identify and interpret elements of a story structure within a text on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### **PD Opportunity 1**

During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiencies. Instruction should include opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Useful instructional strategies include: • author purpose chart, • two column note: opinion/support, conclusion/support, cause/effect • main idea table, • time line, • sequence chain, • Venn diagram, • common themes in literature • informational text structure chart • one sentence summarizers

#### **Facilitator**

Mrs. Ayanna Eason

#### **Participants**

The LLT and the MTSS/RTI Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Monthly Meetings for follow-up

**G2.** On the 2013 FCAT 2.0 Writing 43% of students at Rainbow Park Elementary scored at level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 49% of students to score at level 3.5 or above, an increase of 7 percentage points.

**G2.B1** Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.

**G2.B1.S1** Students will be provided with the opportunity to develop a pre-writing plan that is organized and will guide their narrative essay.

### **PD Opportunity 1**

During Writing instruction, students will develop a pre-writing plan that includes: main idea, descriptive details, characters, a sequence of events and settings including the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce fluency in writing as evidenced in monthly narrative writing prompts. Students will participate in small group guided instruction along with peer editing and revision. Following the FCIM, monthly narrative writing prompts will be scored by teachers in order to monitor students' progress in the identified areas of need and to regroup for instruction.

#### **Facilitator**

Mrs. Tedria Saunders

#### **Participants**

Writing Teachers and Hourly Teacher

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Student Writing Samples



**G3.** On the 2013 FCAT 2.0 Mathematics 47% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 62% of students to score at level 3 or above, an increase of 15 percentage points.

**G3.B1** AMO's On the 2013 FCAT 2.0 Mathematics Test, 47 percent of students scored at satisfactory levels. Performance data for students scoring at levels 3 or above on the 2013 FCAT 2.0 indicates that students in Grades 3 experienced difficulty in Reporting Category Number: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty in Reporting Category Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty in Reporting Category Number: Base Ten & Fractions and Geometry and Measurement.

**G3.B1.S1** Students will be provided with opportunities to utilize Mathematical Practices of the Common Core Standards, while supporting problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers and hourly teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representations of given numbers.

### **PD Opportunity 1**

Teachers and hourly teachers will assist students with-in small pull-out groups, focusing on mathematical skills/concepts that students need remediation in. Grade 3 Students will be provided with opportunities to:

- apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division
- describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication
- identify the fact families that demonstrate the inverse relationship between multiplication and division

Grade 4 Students will be provided with opportunities to:

- multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results
- describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations.

Grade 5

- identify and graph integers on a number line; compare and order integers
- interpret solutions to division situations, including remainders

#### **Facilitator**

Mrs. Sakinah Lewis

#### **Participants**

Teachers and Hourly Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Classroom visits, chapter tests, Interim Assessments

**G3.B3 LEARNING GAINS** On the 2013 FCAT 2.0 Mathematics Test, 52 percent of students made learning gains. Performance data for students making learning gains on the 2013 FCAT 2.0 indicates that students in grade 3 experienced difficulty with: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty with: Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty with: Number: Base Ten & Fractions and Geometry and Measurement. Students need additional opportunities to discuss and write about mathematics.

**G3.B3.S1** Students will be provided with opportunities to utilize Mathematical Practices of the Common Core Standards, while supporting problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers and hourly teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representations of given numbers.

### **PD Opportunity 1**

Teachers and hourly teachers will assist students with-in small pull-out groups, focusing on mathematical skills/concepts that students need remediation in. Skills vary depending on student academic needs. Examples include: Grade 3 Students will be provided with opportunities to: • apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication • identify the fact families that demonstrate the inverse relationship between multiplication and division Grade 4 Students will be provided with opportunities to: • multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results • describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations. Grade 5 • identify and graph integers on a number line; compare and order integers • interpret solutions to division situations, including remainders

#### **Facilitator**

Mrs. Sakinah Lewis

#### **Participants**

Teachers and Hourly Teacher

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Mathematics Chapter tests and Interim Assessments

**G4.** On the 2013 FCAT 2.0 Science 25% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Science for 29% percent of students to score at level 3 or above, an increase of 4 percentage points.

**G4.B1** On the 2013 FCAT 2.0 Science 25 percent of students scored at Level 3. Students experienced difficulty with Nature of Science and Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

**G4.B1.S1** Students will be provided with an opportunity to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

### **PD Opportunity 1**

The teacher and hourly teacher will ensure that students will utilize a combination of Gizmo's and writing in journals. These strategies will help enhance and remediate student conceptual understanding of topics and concepts being addressed. By increasing the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

#### **Facilitator**

Mrs. Tammi Oden-Ogde

#### **Participants**

Science grade 5 teachers and hourly teacher

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Gizmo's usage reports and student Science journals

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading 48% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 62% of students to score at level 3 or above, an increase of 14 percentage points.	\$6
G3.	On the 2013 FCAT 2.0 Mathematics 47% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 62% of students to score at level 3 or above, an increase of 15 percentage points.	\$6
G4.	On the 2013 FCAT 2.0 Science 25% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Science for 29% percent of students to score at level 3 or above, an increase of 4 percentage points.	\$6
G5.	During the 2013 school year 70% of students in grades 3-5 participated in the school-wide Science Fair. Our goal this year is to increase student participation by 10% with 80% of students participating in the school wide Science Fair process.	\$200
G6.	There is a school-wide need to improve early warning systems by increasing student attendance and reading proficiency, and by decreasing suspension rates.	\$200
Total		\$418

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Other	Total
Title I	\$18		\$0	\$0
Principal's Discretionary Funds	\$0		\$200	\$200
Total	\$18		\$200	\$200

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** On the 2013 FCAT 2.0 Reading 48% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 62% of students to score at level 3 or above, an increase of 14 percentage points.

**G1.B1** AMO's On the 2013 FCAT 2.0 Reading 48 percent of students scored at proficient levels. Students experienced difficulty in Reporting Category 3. Students experience difficulty identifying and interpreting elements of story structure within a text.

**G1.B1.S1** Students will be provided with the opportunity to focus on those skills they are deficient in through the instruction of teachers and hourly teachers. Instruction will be provided with-in small differentiated learning groups on a daily basis. A strong emphasis on crunch-time activities is placed on targeting student skills with-in pull-out and push-in groups.

### **Action Step 1**

During differentiated instruction, students will receive instruction in teacher led centers to address the identified deficiencies. Teachers useful instructional strategies include: • author purpose chart, • two column note: opinion/support, conclusion/support, cause/effect • main idea table, • time line, • sequence chain, • Venn diagram, • common themes in literature • informational text structure chart • one sentence summarizers

#### **Resource Type**

Personnel

#### **Resource**

Hourly Teacher

#### **Funding Source**

Title I

#### **Amount Needed**

\$6

**G3.** On the 2013 FCAT 2.0 Mathematics 47% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Mathematics is for 62% of students to score at level 3 or above, an increase of 15 percentage points.

**G3.B3 LEARNING GAINS** On the 2013 FCAT 2.0 Mathematics Test, 52 percent of students made learning gains. Performance data for students making learning gains on the 2013 FCAT 2.0 indicates that students in grade 3 experienced difficulty with: Number Fractions and Number: Operations, Problems, & Statistics. Students in Grades 4 experienced difficulty with: Number: Base Tens & Fractions. Students in Grades 5 experienced difficulty with: Number: Base Ten & Fractions and Geometry and Measurement. Students need additional opportunities to discuss and write about mathematics.

**G3.B3.S1** Students will be provided with opportunities to utilize Mathematical Practices of the Common Core Standards, while supporting problem solving proficiency in the areas of multiplication, patterns, and graphs. Teachers and hourly teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representations of given numbers.

### Action Step 1

Teachers and hourly teachers will assist students with-in small pull-out groups, focusing on mathematical skills/concepts that students need remediation in. Skills vary depending on student academic needs. Examples include: Grade 3 Students will be provided with opportunities to: • apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division • describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction or multiplication • identify the fact families that demonstrate the inverse relationship between multiplication and division Grade 4 Students will be provided with opportunities to: • multiply multi-digit whole numbers through four digits, including solving real world problems and checking reasonableness of results • describe and generalize an algebraic rule for a graphic or numeric pattern or relationship, including functions with two operations. Grade 5 • identify and graph integers on a number line; compare and order integers • interpret solutions to division situations, including remainders

#### Resource Type

Personnel

#### Resource

Hourly Teacher

#### Funding Source

Title I

#### Amount Needed

\$6

**G4.** On the 2013 FCAT 2.0 Science 25% of students at Rainbow Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Science for 29% percent of students to score at level 3 or above, an increase of 4 percentage points.

**G4.B1** On the 2013 FCAT 2.0 Science 25 percent of students scored at Level 3. Students experienced difficulty with Nature of Science and Physical Science. Students performing at mastery level of this reporting category will generally be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

**G4.B1.S1** Students will be provided with an opportunity to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

### **Action Step 1**

The teacher and hourly teacher will ensure that students will utilize a combination of Gizmo's and writing in journals. These strategies will help enhance and remediate student conceptual understanding of topics and concepts being addressed. By increasing the rigor in science writing through the use of journals and by incorporating claims based on evidence and reasoning in laboratory conclusions as delineated by the Common Core Standards, students will increase achievement.

#### **Resource Type**

Personnel

#### **Resource**

Hourly Teachers

#### **Funding Source**

Title I

#### **Amount Needed**

\$6

**G5.** During the 2013 school year 70% of students in grades 3-5 participated in the school-wide Science Fair. Our goal this year is to increase student participation by 10% with 80% of students participating in the school wide Science Fair process.

**G5.B1** Students need improvement in writing about scientific facts and findings.

**G5.B1.S1** Students will be provided with an opportunity to increase rigor in science by writing evidence found in journals. Evidence will be gathered by conducting and creating science experiments as delineated by Common Core Standards.

**Action Step 1**

Students in grades K-5 will participate in a school-wide Science Fair. Keeping in mind the students' developmental stages, Kindergarten students will actively complete Science Fair Class Projects. Students in grades 1-2 will complete group projects completed in class, and students in grade s 3-5 will complete individual Science Fair Projects that are conducted and completed in the home setting. It is important to note that students infuse their mathematical and science skills with the use of technology to develop and engineer their projects.

**Resource Type**

Evidence-Based Materials

**Resource**

Science Fair Materials for projects

**Funding Source**

Principal's Discretionary Funds

**Amount Needed**

\$200



**G6.** There is a school-wide need to improve early warning systems by increasing student attendance and reading proficiency, and by decreasing suspension rates.

**G6.B4** Our school attendance rate did increase however, students do miss school and are frequently late mainly because of illnesses, transportation issues, and family issues including financial hardships. There is a great need to motivate students to come to school on time daily regardless of circumstances.

**G6.B4.S1** Students will be provided with an opportunity to be praised due to good attendance. Homeroom classes with 100 percent attendance will be recognized each day over the morning news cast. Daily recognition assists in building a good school culture with all of our students, as they are reminded that coming to school each day is not only important for their educational goals, but it is recognized as a school-wide effort to make our school the best it can be. Additionally, the Administrative Team will meet with parents that are bringing their children late to school frequently.

**Action Step 1**

The school counselor will announce classes with 100% attendance each morning

**Resource Type**

Other

**Resource**

Student incentives for good attendance.

**Funding Source**

Principal's Discretionary Funds

**Amount Needed**

\$200