



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Rainbow Elementary School

1412 RAINBOW TRL

Winter Springs, FL 32708

407-320-8450

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 33%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 41%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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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 Elementary School

**Principal**

Victoria Hallstrom

**School Advisory Council chair**

Jennifer Louke

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

Name	Title
Vickie	Hallstrom
Brett	White
Vickie	Lammers

#### District-Level Information

**District**

Seminole

**Superintendent**

Dr. Walt Griffin

**Date of school board approval of SIP**

11/11/2013

### 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**

Rainbow's SAC consists of the Principal, The Assistant Principal, 3 classroom teachers, a non-instructional employee and and 6parents. The SAC Chair is one of the 3 teachers.

**Involvement of the SAC in the development of the SIP**

The SAC is an integral part of the process. Last year's data (2012-2013) will be reviewed along with the strategies incorporated last year. The SAC will strategize and gameplan for adjustments of those strategies and action plans along with the formation of reachable but desirable goals.

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

- Address and alter the SIP.
- Spending of allocated monies for betterment of instruction.
- Technology and other materials for the enhancement of every day instruction will be purchased.

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

Teaching materials  
Lower end technologies

**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**

**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:**

**Victoria Hallstrom**

Principal

Years as Administrator:

Years at Current School:

**Credentials**

**Performance Record**

**Brett White**

Asst Principal

Years as Administrator:

Years at Current School:

**Credentials**

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Victoria Lammers**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

Reading/Literacy

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

45

**# receiving effective rating or higher**

45, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

45, 100%

**# ESOL endorsed**

41, 91%

**# reading endorsed**

, 0%

**# with advanced degrees**

, 0%

**# National Board Certified**

3, 7%

**# first-year teachers**

2, 4%

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

6, 13%

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

20, 44%

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

17, 38%

**Education Paraprofessionals**

**# of paraprofessionals**

10

**# Highly Qualified**

10, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 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**



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

### **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**

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

### **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**

Meetings are scheduled for Tue. 7:45 - 8:30a.m. weekly based on student referrals.

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

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

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

Meet after a 6- 8 week period if the student is still unsuccessful. Then refer to Stusnt Study team for further testing.

#### **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**

Discovery Ed. Data, Common Assessments, FCAT, SRI

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

The staff is trained at the beginning and end of each school year.

**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:** 5,400

We offer a before and after school tutorial in the subjects of math and reading in grades 2-5.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

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

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Vickie Lammers	Reading Specialist
Brett White	Asst. Principal
Vickie Hallstrom	Principal
Heidi Kennedy	2nd Grade Teacher
Taru Joshi	Gifted Teacher

**How the school-based LLT functions**

Literacy Leadership Team (LLT)

1. Names and Postion Titles

Vicky Lammers – Reading Specialist

One representative from each grade level to include ESE (to be determined)

2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

Reading Specialist will meet with grade level reps in a train the trainer role to share literacy information & strategies to enhance instructional practices in the area of Literacy.

Team reps are responsible for going back to their teams and training team members in the strategies or literacy information learned. The team will meet every 2 weeks to 1x/month depending on staff needs.

3. What will be the major initiatives of the LLT this year?

The major initiatives are based on assessment results and curriculum needs. The literacy areas to be addressed will be 1) Informational Test/Text Features, 2) Strategies for Close Reading & 3) Daily 5.

## **Major initiatives of the LLT**

Literacy Leadership Team (LLT)

1. Names and Position Titles

Vicky Lammers – Reading Specialist

One representative from each grade level to include ESE (to be determined)

2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

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## **Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

Administration and Reading Specialist will schedule times to meet with each grade level and ESE teachers to review assessment data, create probes for students to practice skills, create intervention groups and share time sensitive information to ensure academic progress for every student.

## **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**

We offer a FLKRS readiness test the first 30 days of school. This assessment is designed to show us what are the entering grade K students strengths and weaknesses in academics.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## 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	85%	76%	No	87%
American Indian				
Asian	88%	91%	No	90%
Black/African American	95%	23%	No	96%
Hispanic	73%	70%	No	75%
White	88%	78%	No	89%
English language learners	47%	50%	No	52%
Students with disabilities	60%	24%	No	64%
Economically disadvantaged	71%	57%	No	74%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	24%	30%
Students scoring at or above Achievement Level 4	191	53%	55%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	158	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	28	58%	65%

**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)	14	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	52%	55%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	48%	50%

**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	78	63%	70%
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	89%	78%	No	90%
American Indian				
Asian	96%	91%	No	96%
Black/African American	85%	54%	No	87%
Hispanic	78%	66%	No	80%
White	91%	81%	No	92%
English language learners	76%	42%	No	78%
Students with disabilities	75%	35%	No	78%
Economically disadvantaged	75%	60%	No	78%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	100	28%	30%
Students scoring at or above Achievement Level 4	184	51%	55%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	144	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	16	39%	50%

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	89%		No	90%
American Indian				
Asian	96%		No	96%
Black/African American	85%		No	87%
Hispanic	78%		No	80%
White	91%		No	92%
English language learners	76%		No	78%
Students with disabilities	75%		No	78%
Economically disadvantaged	75%		No	78%

**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	30	24%	30%
Students scoring at or above Achievement Level 4	58	46%	50%

**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			

**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	26	4%	2%
Students retained, pursuant to s. 1008.25, F.S.	18	2%	1%
Students who are not proficient in reading by third grade	27	23%	15%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	0%

## Goals Summary

- G1.** All Instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing and math.

## Goals Detail

**G1.** All Instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing and math.

### Targets Supported

- Writing

### Resources Available to Support the Goal

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

### Targeted Barriers to Achieving the Goal

- - need for quality instruction

### Plan to Monitor Progress Toward the Goal

Progress to be monitored via Discover Ed. Assessment data

### Person or Persons Responsible

Admin., Team Leaders

### Target Dates or Schedule:

November 2013, February 2013

### Evidence of Completion:

Discovery ED. Assessment Data



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All Instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing and math.

**G1.B1** - need for quality instruction

**G1.B1.S1** Modeling what a 75 minute math block should look like. Include the importance of small group instruction.

#### **Action Step 1**

Develop and Deliver a Professional Development on what a 75 minute math block should look like. Incorporation of differentiation is key.

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

Administration

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

October, 2013

#### **Evidence of Completion**

Teacher Lesson Plans; Walk Throughs and Observations

#### **Facilitator:**

Administration, SCPS Math Coach

#### **Participants:**

All K-5 Teachers

#### **Action Step 2**

Develop math PLC expectations involving a 75 minute math lesson that incorporates small group instruction.

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

Admin.; Team Leaders

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

October 2013 - May 2013

#### **Evidence of Completion**

WalkThroughs; PLC visits.

**Action Step 3**

Create a model lesson with a model teacher involving the components of a 75 minute math lesson involving manipulatives, differentiated instruction and partners.

**Person or Persons Responsible**

Admin., Team Leaders, Model Teacher

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Signature Page

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

Design and deliver quality PD on small group instruction and data based problem solving.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

PD Evaluation Logs, Walkthroughs

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

Design and deliver quality PD on small group instruction and data based problem solving.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Data via Discovery Ed. Assessment, minutes from PLCs

**G1.B1.S2** Incorporate weekly PLC meetings to include common assessment practice and goal oriented lesson planning.

**Action Step 1**

Schedule weekly PLCs per grade level with a focus on differentiated instruction and high order questioning skills within each teachers' lessons.

**Person or Persons Responsible**

Admin.; Team Leaders

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Walkthroughs; Lesson Plans

**Action Step 2**

Admin. to develop and deliver Professional Development on PLCs that incorporate using assessment to instruct through high order lesson plans.

**Person or Persons Responsible**

Admin.

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

PLCs summary sheets

**Facilitator:**

Elizabeth Gehron- SCPS Math TOA

**Participants:**

All Teachers

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Incorporate weekly PLC meetings to include common assessment practice and goal oriented lesson planning.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plans; Walkthroughs

### Plan to Monitor Effectiveness of G1.B1.S2

Incorporate weekly PLC meetings to include common assessment practice and goal oriented lesson planning.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Walkthroughs and Lesson Plans

### G1.B1.S3 Develop a PD based on differentiation of Instruction

**Action Step 1**

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

**Person or Persons Responsible**

Administration and Reading Specialist

**Target Dates or Schedule**

Ongoing for 2013 - 2014

**Evidence of Completion**

Lesson Plans; Walkthroughs

**Action Step 2**

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

**Person or Persons Responsible**

Administration; Reading Specialist

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Walkthroughs; Lesson Plans; PLC meetings

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

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

**Person or Persons Responsible**

Administration; Reading Specialist

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans; Walkthroughs

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

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

**Person or Persons Responsible**

Administration; Reading Specialist

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans; Walkthroughs

**G1.B1.S4** Establish a model of classrooms for observation to scale out to all teachers.

**Action Step 1**

Lead, master teachers are set up to be observed by particular teachers to enhance their reading block instruction in the area of small group instruction.

**Person or Persons Responsible**

Team Leaders; Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Walkthroughs; Lesson Plans

**Action Step 2**

Lead Master teachers are set up to be observed by assigned teachers in the area of small group instruction within the 75 minute math block.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing for 2013-2014

**Evidence of Completion**

Walkthroughs; Observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S4**

Lead Master teachers are set up to be observed by assigned teachers in the area of small group instruction within the 75 minute math block.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Walkthroughs; Observations

## Plan to Monitor Effectiveness of G1.B1.S4

Lead Master teachers are set up to be observed by assigned teachers in the area of small group instruction within the 75 minute math block.

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Walkthroughs; Observations

## 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

Rainbow Elementary will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.



## 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.** All Instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing and math.

### **G1.B1** - need for quality instruction

**G1.B1.S1** Modeling what a 75 minute math block should look like. Include the importance of small group instruction.

#### **PD Opportunity 1**

Develop and Deliver a Professional Development on what a 75 minute math block should look like. Incorporation of differentiation is key.

##### **Facilitator**

Administration, SCPS Math Coach

##### **Participants**

All K-5 Teachers

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

October, 2013

##### **Evidence of Completion**

Teacher Lesson Plans; Walk Throughs and Observations

**G1.B1.S2** Incorporate weekly PLC meetings to include common assessment practice and goal oriented lesson planning.

**PD Opportunity 1**

Admin. to develop and deliver Professional Development on PLCs that incorporate using assessment to instruct through high order lesson plans.

**Facilitator**

Elizabeth Gehron- SCPS Math TOA

**Participants**

All Teachers

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

PLCs summary sheets

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All Instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing and math.	\$720
Total		\$720

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
PD	\$720	\$0	\$720
	\$0	\$0	\$0
Total	\$720	\$0	\$720

### Budget Details

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

**G1.** All Instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing and math.

**G1.B1** - need for quality instruction

**G1.B1.S1** Modeling what a 75 minute math block should look like. Include the importance of small group instruction.

#### Action Step 1

Develop and Deliver a Professional Development on what a 75 minute math block should look like. Incorporation of differentiation is key.

#### Resource Type

Evidence-Based Materials

#### Resource

How to Differentiate Your Math Instruction: Lessons, Ideas, and Videos with Common Core Support, Grades K-5

#### Funding Source

PD

#### Amount Needed

\$720

**G1.B1.S2** Incorporate weekly PLC meetings to include common assessment practice and goal oriented lesson planning.

**Action Step 2**

Admin. to develop and deliver Professional Development on PLCs that incorporate using assessment to instruct through high order lesson plans.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**