

Miami-Dade County Public Schools

Rainbow Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Rainbow Park Elementary School

15355 NW 19TH AVE, Opa Locka, FL 33054

<http://rainbowpark.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

It is the mission of the administration, faculty, staff, parents and community of Rainbow Park Elementary School to provide an education that is second to none by a highly trained, nurturing staff who creates opportunities for all students to learn. Opportunities for collaboration among administrators, instructional and non-instructional staff, parents, students, and key stakeholders within the community are provided regularly. We are committed to promoting positive growth academically, socially and emotionally to all students including those in English Language Learners (ELL) and those in Special Education (ESE).

Provide the school's vision statement.

Rainbow Park Elementary School (RPES) works diligently to provide the finest education possible to all students. Rainbow Park Elementary School utilizes a well-defined and diverse curriculum structured to meet the needs of students from a multitude of backgrounds including English Language Learners (ELL) and those in Special Education (ESE). We aspire and work diligently to ensure that all students mature and develop into competent and productive individuals who can function in the complex society in which we live.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ladd, David	Principal	<p>Instructional Management</p> <ul style="list-style-type: none"> -Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to make instructional decisions and take corrective action. -Regularly consult the campus-level committee about planning, operation, supervision and evaluation of campus education program. Include students and community representatives when appropriate.
		<p>School/Organization Morale</p> <ul style="list-style-type: none"> -Provide instructional resources and materials to support teaching staff in accomplishing instructional goals. -Foster collegiality and team building among staff members. <p>Encourage their active involvement in decision-making process.</p> <ul style="list-style-type: none"> -Provide opportunities that encourage staff members to become involved in leadership roles.
		<p>School/Organization Improvement</p> <ul style="list-style-type: none"> -Build a common vision for school improvement with staff. -Direct planning activities and put programs in place with staff to ensure attainment of school's vision.
Miel, Cindy	Assistant Principal	<p>Personnel Management</p> <ul style="list-style-type: none"> -Interview, select and orient new staff. Approve all personnel assigned to campus. -Define expectation for staff performance with regard to instructional strategies, classroom management and communication with the public. -Observe employee performance, record observations and conduct evaluation conferences with staff. -Assign and promote campus personnel.
		<p>Instructional Management</p> <ul style="list-style-type: none"> -Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to make instructional decisions and take corrective action. -Regularly consult the campus-level committee about planning, operation, supervision and evaluation of campus education program. Include students and community representatives when appropriate.
		<p>School/Organization Morale</p> <ul style="list-style-type: none"> -Provide instructional resources and materials to support teaching staff in accomplishing instructional goals. -Foster collegiality and team building among staff members. -Encourage active involvement in decision-making process. -Provide opportunities that encourage staff members to become involved in leadership roles. <p>School/Organization Improvement</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Build a common vision for school improvement with staff. -Direct planning activities and put programs in place with staff to ensure attainment of school's vision. <p>Personnel Management</p> <ul style="list-style-type: none"> -Interview, select and orient new staff. Approve all personnel assigned to campus. -Define expectation for staff performance with regard to instructional strategies, classroom management and communication with the public. -Observe employee performance, record observations and conduct evaluation conferences with staff. -Assign and promote campus personnel.
Brown-Brooks, Brittany	Reading Coach	<ol style="list-style-type: none"> 1. Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons. 2. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. 3. Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. 4. Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data. 5. Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. 6. Assists the administration in the interpretation of student assessment data to prioritize support. 7. Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. 8. Supports the coordination and monitoring of intervention services to identified students. 9. Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes. 10. Performs other duties comparable to the above, as these duties describe only the typical primary features of the job.
Pratt, Seanicka	Reading Coach	<ol style="list-style-type: none"> 1. Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons. 2. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success.

Name	Position Title	Job Duties and Responsibilities
		<p>3. Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log.</p> <p>4. Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data.</p> <p>5. Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery.</p> <p>6. Assists the administration in the interpretation of student assessment data to prioritize support.</p> <p>7. Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students.</p> <p>8. Supports the coordination and monitoring of intervention services to identified students.</p> <p>9. Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes.</p> <p>10. Performs other duties comparable to the above, as these duties describe only the typical primary features of the job.</p>
St. Hilaire, Dominique	Math Coach	<p>1. Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons.</p> <p>2. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success.</p> <p>3. Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log.</p> <p>4. Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data.</p> <p>5. Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery.</p> <p>6. Assists the administration in the interpretation of student assessment data to prioritize support.</p> <p>7. Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students.</p> <p>8. Supports the coordination and monitoring of intervention services to identified students.</p> <p>9. Participates in professional development for Transformation Coaches and implements instructional</p>

Name	Position Title	Job Duties and Responsibilities
		practices with school-site personnel to improve student outcomes. 10. Performs other duties comparable to the above, as these duties describe only the typical primary features of the job.
Mondestin, Arol	School Counselor	<ol style="list-style-type: none"> 1. Coordinate and monitor student group sessions to support in the development of students social and emotional well-being. 2. Coordinate and provide in-class sessions on various topics that are relevant to students lives. 3. Meet weekly with school-site administrators and leadership team to analyze students' data and identify students that may be in need of intervention and/or evaluation. 4. Participate in professional development for Counselors and implement strategies and resources acquired through professional developments.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are involved in the SIP development through student data analysis, school needs assessment survey, and school climate survey. Curriculum leaders such as school leadership and Transformational coaches share data that pertain to school culture and academic improvement to develop areas of focus. The school community implementation steps. The school community will be aware of the implementation steps (details, dates, and responsibilities), know the school goals, roles and the measurable outcomes.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The administrative team will conduct walkthroughs and analyze data from observational notes to provide timely and specific feedback. The team will also conduct departmental data chats to identify trends and make adjustments as needed. Ongoing progress monitoring will guide adjustments to instructional planning and determine benchmarks in need of spiraling. Midyear assessment data will guide the modification of targeted groups.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	9	15	6	5	0	0	0	51	
One or more suspensions	0	0	1	0	0	0	0	0	0	1	
Course failure in English Language Arts (ELA)	0	0	7	6	8	4	0	0	0	25	
Course failure in Math	0	0	2	2	1	5	0	0	0	10	
Level 1 on statewide ELA assessment	0	0	0	4	9	5	0	0	0	18	
Level 1 on statewide Math assessment	0	0	0	2	9	5	0	0	0	16	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	14	18	11	8	0	0	0	59	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	5	6	9	7	0	0	0	27

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	2	4	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	11	10	11	8	12	0	0	0	52	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	14	6	8	0	0	0	28	
Course failure in Math	0	0	1	6	2	10	0	0	0	19	
Level 1 on statewide ELA assessment	0	0	0	11	3	17	0	0	0	31	
Level 1 on statewide Math assessment	0	0	0	7	7	20	0	0	0	34	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	19	9	19	0	0	0	49	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	13	8	20	0	0	0	42

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	11	10	11	8	12	0	0	0	52	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	14	6	8	0	0	0	28	
Course failure in Math	0	0	1	6	2	10	0	0	0	19	
Level 1 on statewide ELA assessment	0	0	0	11	3	17	0	0	0	31	
Level 1 on statewide Math assessment	0	0	0	7	7	20	0	0	0	34	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	19	9	19	0	0	0	49	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	13	8	20	0	0	0	42

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	60	53	41	62	56	40		
ELA Learning Gains				56			33		
ELA Lowest 25th Percentile				38					
Math Achievement*	44	66	59	50	58	50	37		
Math Learning Gains				58			30		
Math Lowest 25th Percentile				38					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	32	58	54	34	64	59	24		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	142
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	2
ELL				
AMI				
ASN				
BLK	36	Yes	1	
HSP	39	Yes	1	
MUL				
PAC				
WHT				
FRL	31	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	10	Yes	3	1
ELL				
AMI				
ASN				
BLK	47			
HSP	54			
MUL				
PAC				
WHT				
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			44			32					
SWD	18			35							2	
ELL												
AMI												
ASN												
BLK	35			43			34				4	
HSP	31			46							2	
MUL												
PAC												
WHT												
FRL	30			39			27				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	56	38	50	58	38	34					
SWD	6	17		0	18							
ELL												
AMI												
ASN												
BLK	40	57	42	49	59	45	34					
HSP	50			57								
MUL												
PAC												
WHT												
FRL	39	53	38	49	56	33	33					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	40	33		37	30		24					
SWD	7			14								
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	41	37		40	29		25					
HSP	30			10								
MUL												
PAC												
WHT												
FRL	39	34		38	31		21					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	56%	-24%	54%	-22%
04	2023 - Spring	62%	58%	4%	58%	4%
03	2023 - Spring	23%	52%	-29%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	63%	-18%	59%	-14%
04	2023 - Spring	46%	64%	-18%	61%	-15%
05	2023 - Spring	34%	58%	-24%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	50%	-23%	51%	-24%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance in grades 3-5 was ELA proficiency in Grade 3. Contributing factors included 8 retainees in which 75% demonstrated instructional gains with a minimal increase of at least 1 level. Out of the 6 retainees that demonstrated growth, 66% of them still remained below grade level/proficiency at a level 2. Additionally, a large percentage of the students in grade 3 were either students with disabilities or English language learners, therefore there was a focus on phonics during differentiated instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in the area of overall proficiency in Math. When comparing 2022 and 2023 data there was a 2-percentage point decrease. However, it is important to note that while the overall proficiency decreased, there was an increase when comparing cohorts (ex. 2022 Grade 3 Students vs. 2023 Grade 4 Students, 2022 Grade 4 Students vs. 2023 Grade 5 Students). A contributing factor upon analyzing the data was that there seemed to be a disconnect between the level of questioning provided in the textbook and the assessment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Grade 5 Math had the greatest gap when compared to the state average. Factors that may have contributed is a larger student population of students with disabilities and poor attendance habits (students).

Which data component showed the most improvement? What new actions did your school take in this area?

Grade 4 ELA overall proficiency in Reading showed the greatest improvements. As evidenced by 2023 FAST PM3, 68% of grade 4 students were proficient. Additionally, grade 4 ELA had the largest percentage of students who scored a level 2 in PM2 demonstrate proficiency in PM3. Targeted differentiated instruction throughout the school year and targeted pull-out and push-in support with outside resources during the second half of the school year specifically targeting "bubble students."

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance continues to be an area of concern. Students in 1st and 3rd grade had the greatest number of students who were present less than 90% of school days. 1st and 3rd grade proficiency levels were also the lowest performing on FAST ELA assessments schoolwide which shows a correlation between attendance and ELA proficiency.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Reading Proficiency
2. Science Proficiency
3. Math Proficiency

4. Student attendance
5. Parental Involvement

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2022-2023 FAST PM3 data, 3rd Grade ELA showed the lowest proficiency in the 3rd-5th grade ELA Reading category, which performed at 23% proficiency. Based on the data, and the identified contributing factors that according to iReady AP1 60% of students lacked phonics skills, 44% struggled with high frequency words, 80% were below grade level in vocabulary, and with the overall lack of foundational skills students struggled with on grade level text, we will implement the Targeted Element specifically relating to ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of an instructional practice relating to ELA, 3rd grade ELA proficiency will increase by 6 percentage points on FAST PM3 in June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will monitor the desired outcome by conducting walkthroughs to ensure Benchmark Aligned Tier 1 instruction, differentiated instruction and appropriate intervention for Tier 2 and Tier 3 is taking place with fidelity. Transformational Coaches will check lesson plans for evidence of differentiation and scaffolding. The administrative team will conduct weekly leadership meetings with Transformational Coaches to monitor progress of the implementation of differentiated instruction and provide ongoing feedback to coaches to determine teachers who need additional support. In addition, Transformational Coaches will guide teachers in revisiting assessment data to ensure progress is being made.

Person responsible for monitoring outcome:

David Ladd (davidladd@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional Support and Coaching will be used to support teachers in instructional planning and delivery of Tier 1 whole group lessons, differentiated instruction for Tier 2 lessons, and Tier 3 Intervention lessons in ELA to ensure that students with varied levels of ability will receive tailored supports to meet their academic needs while working on grade level content.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the performance of every teacher. Coaches use both student-centered methods to help teachers improve the decisions they make about their instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional leaders will support ELA teachers in analyzing data from fall 2023 PM1 to identify targeted students and groupings.

Person Responsible: Cindy Miel (ms_miel@dadeschools.net)

By When: August 17-September 29

Instructional leaders will support teachers in planning Benchmark- aligned Tier 1 Instruction, Differentiated Instruction and Intervention for Tier 2 and Tier 3 Instruction to improve instructional delivery of benchmark-aligned instruction to improve instructional delivery of benchmark-aligned instruction.

Person Responsible: Cindy Miel (ms_miel@dadeschools.net)

By When: August 17-September 29

Ongoing Professional Development in ELA will be provided to support teachers in implementing best practices and utilizing resources.

Person Responsible: Cindy Miel (ms_miel@dadeschools.net)

By When: August 17-September 29

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2022-2023 Spring Assessment data, 27% of 5th grade students demonstrated proficiency on the 5th grade Statewide Science Assessment. Based on the data and the contributing factors of low overall reading proficiency and limited interventions we will implement the Targeted Element specifically relating to Benchmark-aligned Instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of an instructional practice relating to Benchmark-aligned Instruction, 5th grade Science proficiency will increase by 6 percentage points on Statewide Science Assessment in June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Transformational Coaches will check lesson plans for evidence of Benchmark-aligned planning. Administration will conduct walkthroughs to ensure Benchmark-aligned instruction. The administration team will conduct weekly leadership meeting with transformational coaches to monitor the progress of the implementation of Benchmark-aligned instruction and provide ongoing feedback to determine which teacher needs additional support. In addition, Transformation Coaches will guide teachers in revisiting topic assessment data to ensure progress is being made.

Person responsible for monitoring outcome:

David Ladd (davidladd@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Interactive Notebooks will be used to support Benchmark-aligned Science instruction. These notebooks will be developed and used in Science content area to reflect Benchmark-aligned instruction is taking place in the classroom.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas. Additionally, the students can take these meaningful resources home for home learning and study guide support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional leaders will support teachers for Benchmark-aligned instruction to deliver lessons to improve instructional delivery of benchmark-aligned content.

Person Responsible: Cindy Miel (ms_miel@dadeschools.net)

By When: August 17-September 29

Ongoing Professional development in Science will be provided to support teachers in implementing best practices and utilizing resources for Benchmark-aligned instruction.

Person Responsible: Cindy Miel (ms_miel@dadeschools.net)

By When: August 17-September 29

Administrative team will conduct weekly walkthroughs to ensure benchmark-aligned planning and instruction are taking place while providing timely and specific feedback.

Person Responsible: David Ladd (davidladd@dadeschools.net)

By When: August 17-September 29

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2022-2023 Early Warning System Attendance Record data shows that 28% of students were present less than 90% of school days. Based on the data and the identified contributing factors of poor parental involvement, poor attendance, we will implement Attendance Initiatives.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of attendance initiatives, the number of students who attend less than 90% of school days will decrease by 5 percentage points by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will monitor school attendance by working with the Attendance Review Committee, monitoring the daily attendance bulletin, and reviewing attendance intervention reports to track the number of days students are absent.

Person responsible for monitoring outcome:

David Ladd (davidladd@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic Attendance Initiatives such as monitoring daily attendance, parent contacts, and home visits will be used to decrease student absences. In addition, the Attendance Review Committee will provide support to students and their families in order to decrease the number of days students are absent from school. The ARC committee can provide outside supports and resources that help remove barriers for parents. Students with Perfect attendance will be recognized quarterly.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Improving accuracy of school attendance by creating systems such as: faculty training on attendance policies, daily attendance verification by teachers, and training clerical staff will minimize attendance errors.

Person Responsible: Cindy Miel (ms_miel@dadeschools.net)

By When: August 17-September 29

ARC Team will debrief weekly in order to track student attendance and promote an improvement in student attendance.

Person Responsible: Cindy Miel (ms_miel@dadeschools.net)

By When: August 17-September 29

Parents of students with 15 or more absences in the 2022-2023 school year will be contacted to discuss attendance record and provide resources in order to prevent chronic absenteeism in the 2023-2024 school year.

Person Responsible: Arol Mondestin (amondestin@dadeschools.net)

By When: August 17-September 29

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2021-2022 subgroup data one subgroup fell below the Federal Index of 41%. The subgroup of SWD was below 41% for three consecutive years. Based on the data and the identified contributing factors of student readiness levels limiting ability to master on grade level content, we will implement the Target Element of small group instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Differentiated Instruction, subgroup proficiency in all areas will increase by 5 percentage points by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration and transformation instructional coaches will monitor using the Differentiated instruction schedule during walkthroughs to ensure that the differentiated instruction is taking place with fidelity. Data Analysis of formative assessments will be reviewed monthly to monitor progress. This data will also be discussed and analyzed during weekly meetings to ensure students are meeting goals. This will be evidenced through observations, data chats, lesson plans, and reviews.

Person responsible for monitoring outcome:

David Ladd (davidladd@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated Instruction will take place to provide students with different avenues to learning while focusing on the data to group students by areas of deficiencies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative planning meetings with transformational coaches will take place to analyze data and determine student groupings of students based on student deficiencies. As a result, teachers will have

student groups, appropriate resources, and lesson plans that reflect differentiated instruction that will help in closing the achievement gap of student subgroups.

Person Responsible: Dominique St. Hilaire (dsthilaire@dadeschools.net)

By When: August 17-September 29

During weekly planning sessions, instructional strategies and resources will be aligned to students' instructional needs for differentiated instruction.

Person Responsible: Dominique St. Hilaire (dsthilaire@dadeschools.net)

By When: August 17-September 29

Administrators and transformation coaches monitor differentiated instruction sessions during walk-throughs to ensure fidelity of implementation. As a result, progress monitoring data will be analyzed to determine effectiveness of DI. Teachers and students will use data trackers to set goals and monitor performance of student subgroups.

Person Responsible: Cindy Miel (ms_miel@dadeschools.net)

By When: August 17-September 29

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School funding allocations are reviewed annually to plan for extended learning opportunities including afterschool tutoring, Saturday academy, winter break academy, and spring break academy. In addition, provisions are made to provide incentives for students who extended learning programs. Instructional Materials and resources will also be provided for students who attend.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022-23 Spring FAST STAR Assessment data, 35% of the kindergarten students were proficient on the Early Literacy Assessment, 12% of the 1st grade students were proficient on Reading Assessment and 29% of the 2nd grade students were proficient on the Reading Assessment. Based on the data and the contributing factors of lack of foundational skills, we will implement the specific target element relating to Reading.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2022-23 Spring FAST Assessment data, 23% of the 3rd grade students were proficient, 62% of the 4th grade students were proficient, and 32% of the 2nd grade students were proficient on the Reading Assessment. The data that showed the lowest performance was evident in the 3rd grade Reading proficiency data of 23% when compared to the State average of 52%. Based on the data and the contributing factors of lack of foundational skills, we will implement the specific target element relating to Reading.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of an instructional practice relating to Reading, K-2nd grade ELA proficiency will increase by 6 percentage points on FAST STAR PM3 in June 2024.

Grades 3-5 Measurable Outcomes

With the implementation of an instructional practice relating to Reading, 3rd-5th grade ELA proficiency will increase by 6 percentage points on FAST STAR PM3 in June 2024.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will monitor the desired outcome by conducting walkthroughs to ensure Think Alouds are taking place. The administrative team will conduct weekly leadership meetings with Transformational Coaches to monitor progress of the implementation and provide ongoing feedback to coaches to determine teachers who need additional support. In addition, Transformational Coaches will guide teachers in revisiting assessment data to ensure progress is being made.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Miel, Cindy, ms_miel@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Think Alouds will be used to improve student comprehension when they read independently by modeling the thought process involved in analyzing the questions, finding the text evidence, and making inferences when necessary to answer the questions.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Think Alouds enable students to improve their comprehension while reading independently. With this technique, the teacher models the thought process he/she engages in while reading. To do so, the teacher verbalizes what he/she is thinking (this can be done specifically for every reading standard and/or skill) in order to construct meaning.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
K-2: Primary Transformational Coaches will assist ELA teachers with lesson planning to prepare for modeling Think Aloud technique that will improve reading comprehension. 3-5: Intermediate Transformational Coaches will assist ELA teachers with lesson planning to prepare for modeling Think Aloud technique that will improve reading comprehension.	Miel , Cindy , 241053@dadeschools.net
K-2: Administrative team will conduct weekly walkthroughs during Reading to monitor implementation of Think Aloud strategy and provide teachers with timely feedback to improve instructional delivery. 3-5: Administrative team will conduct weekly walkthroughs during Reading to monitor implementation of Think Aloud strategy and provide teachers with timely feedback to improve instructional delivery.	Miel , Cindy , 241053@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is shared and reviewed at the Annual Title I Meeting as well as our bi-monthly EESAC meetings to all stakeholders. The SIP is located in the parent resource center and the main office of Rainbow Park Elementary. Translation services are available upon request. <https://www.rainbowparkes.org/>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Rainbow Park Elementary builds positive relationships with all stakeholders through school events such as the Meet and Greet, Open House, Annual Title I Meeting, Bi-Monthly EESAC Meetings, and parent involvement activities throughout the school year. Our school's website, social media, and school marquee also provide updates to help promote involvement for parents, families and the community.

https://www.rainbowparkes.org/apps/pages/index.jsp?uREC_ID=476671&type=d&pREC_ID=925139

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

According to the 2023 FAST PM3 subgroup data analysis four subgroups fell below the Federal Index of 41%. In the subgroup of Black students, the percentage of students proficient in ELA was 39% and 33% were proficient in Science. In the subgroup of Hispanic students, 28% were proficient in ELA, 32% were proficient in Math and 9% were proficient in Science. In the subgroup of English language learners, 24% of students proficient in ELA and Math. In the subgroup of students with disabilities (SWD) 12% of students were proficient in ELA and 35% of students were proficient in Math. Based on the data and the identified contributing factors of student readiness levels limiting ability to master on grade level content, we will implement the Target Element of small group instruction. Academic programs will be strengthened through additional learning opportunities such as Saturday Success Academy.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Rainbow Park Elementary ensures counseling, mental health services, support services, mentoring and other services are available to students that support their development and skills in and outside of the classroom.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Rainbow Park Elementary host career day and partners with local middle schools to support student growth.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Rainbow Park Elementary follows the Multi-Tiered System of Supports to address problem behavior and early intervention.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Rainbow Park Elementary provides coaching and mentoring for new and beginning teachers, as well as offers professional development for teachers to improve instructional delivery and content knowledge.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Preschool children transition from early childhood education programs to Kindergarten at Rainbow Park Elementary School through our annual transition to Transition to Kindergarten initiatives which include student/parent orientation, and our opening of schools meet and greet.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No