

Miami-Dade County Public Schools

RAINBOW PARK ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 7
 - D. Demographic Data 8
 - E. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup 18
 - E. Grade Level Data Review 21
- III. Planning for Improvement 22
- IV. Positive Culture and Environment 31
- V. Title I Requirements (optional) 36
- VI. ATSI, TSI and CSI Resource Review 40
- VII. Budget to Support Areas of Focus 41

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Nikeyta C. Jackson

Position Title

Principal

Job Duties and Responsibilities

The Principal oversees the planning, organizing, and administering of the educational functions which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. 1. Oversee day-to-day school operations 2.

Manage school logistics and budgets 3. Set learning goals for students and teachers based on state curriculum 4. Monitor and report on teacher performance 5. Present data from school performance to board members 6. Research new resources and techniques to improve teaching 7. Interview and hire school personnel 8. Review and implement school policies 9. Provide guidance and counseling to teachers 10. Handle emergencies and school crises 11. Organize school events and assemblies 12. Ensure a safe and clean environment for students.

Leadership Team Member #2

Employee's Name

Cindy Miel

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal assists the Principal with overseeing the planning, organizing, and administering of the educational functions which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth.

Leadership Team Member #3

Employee's Name

Arol Mondestin

Position Title

Counselor

Job Duties and Responsibilities

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.
5. Monitor school attendance and provide support to students and their families.

Leadership Team Member #4

Employee's Name

Seanicka Pratt

Position Title

Transformational Reading Coach

Job Duties and Responsibilities

1. Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons.
2. Utilize the impact cycle (identify, learn, and improve) with the implementation of evidence-based instructional strategies to improve students' academic success.
3. Meets weekly with school-site administration and District's 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 60 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.

Leadership Team Member #5

Employee's Name

Asheley Mathis

Position Title

Transformational Math Coach

Job Duties and Responsibilities

1. Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons.
2. Utilize the impact cycle (identify, learn, and improve) with the implementation of evidence-based instructional strategies to improve students' academic success.
3. Meets weekly with school-site administration and District's 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 60 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.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 will be aware of the implementation steps (details, dates, and responsibilities), 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored regularly for effective implementation through the Instructional Review Process. The SIP is monitored during each phase by the leadership team. The leadership team will meet weekly and conduct purposeful walk-throughs to ensure the implementation of action steps. This will allow for reflection and revisions of actions when needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	97.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	4	5	6	2	5				22
One or more suspensions	0	0	0	0	0	2				2
Course failure in English Language Arts (ELA)	0	0	8	6	0	4				18
Course failure in Math	0	0	4	11	3	8				26
Level 1 on statewide ELA assessment	0	0	0	8	6	12				26
Level 1 on statewide Math assessment	0	0	0	5	2	9				16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	5	10	19						34
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	1	8	0					11

Current Year 2024-25

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	2	7	16	6	12				43

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				8						8
Students retained two or more times					1					1

Prior Year (2023-24) As Last 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 school days		16	9	15	6	5				51
One or more suspensions			1							1
Course failure in ELA			7	6	8	4				25
Course failure in Math			2	2	1	5				10
Level 1 on statewide ELA assessment				4	9	5				18
Level 1 on statewide Math assessment				2	9	5				16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		8	14	18						59

Prior Year (2023-24) As Last Reported (pre-populated)

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			5	6	9	7				27

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			2	4						6
Students retained two or more times				1						1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	34	63	57	34	60	53	41	62	56
ELA Grade 3 Achievement **	25	63	58	32	60	53			
ELA Learning Gains	52	64	60				56		
ELA Learning Gains Lowest 25%	64	62	57				38		
Math Achievement *	46	69	62	44	66	59	50	58	50
Math Learning Gains	63	65	62				58		
Math Learning Gains Lowest 25%	82	58	52				38		
Science Achievement *	38	61	57	32	58	54	34	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	64		61		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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	404
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
51%	36%	45%	33%		52%	47%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	30%	Yes	5	3
English Language Learners	50%	No		
Black/African American Students	39%	Yes	2	
Hispanic Students	54%	No		
Economically Disadvantaged Students	41%	No		

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%
Students With Disabilities	27%	Yes	4	2
Black/African American Students	36%	Yes	1	

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%
Hispanic Students	39%	Yes	1	
Economically Disadvantaged Students	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%
Students With Disabilities	10%	Yes	3	1
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	47%	No		
Hispanic Students	54%	No		

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%
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	43%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	34%	25%	52%	64%	46%	63%	82%	38%					
Students With Disabilities	30%												
English Language Learners	50%												
Black/African American Students	32%	19%	47%		45%	60%		29%					
Hispanic Students	50%				58%								
Economically Disadvantaged Students	34%	27%	49%		43%	56%		38%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	32%			44%			32%					
Students With Disabilities	18%				35%								
Black/African American Students	35%	30%			43%			34%					
Hispanic Students	31%				46%								
Economically Disadvantaged Students	30%	26%			39%			27%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%					
Students With Disabilities	6%		17%		0%	18%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	40%		57%	42%	49%	59%	45%	34%					
Hispanic Students	50%				57%								
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	39%		53%	38%	49%	56%	33%	33%					

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	26%	56%	-30%	55%	-29%
Ela	4	21%	55%	-34%	53%	-32%
Ela	5	52%	56%	-4%	55%	-3%
Math	3	40%	65%	-25%	60%	-20%
Math	4	43%	62%	-19%	58%	-15%
Math	5	48%	59%	-11%	56%	-8%
Science	5	35%	53%	-18%	53%	-18%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

5th grade Science demonstrated the most improvement with a 6% increase from the 22-23 school year with 32% proficiency versus 38% proficient during the 23-24 school year. New actions included the use of bell ringers to review spiral standards and improvement areas from the topic assessments. Additionally, EduSmart software was used during enrichment, and targeted students participated in reading focused on science content.

Lowest Performance

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

The lowest data component was 3rd grade ELA, which was 26% proficiency, due to the contributing factors of students' lack of reading readiness. On AP1, 52 % of students entered 3rd grade working more than 2 grade levels below grade level and 62 % of students were below grade level in phonics. In 22-23 school year, the 3rd grade proficiency was 23% due to the same contributing factors, which shows a 2 year trend.

Greatest Decline

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

English Language Arts demonstrated a decline of 8 percentage points from 42% proficiency during the 22-23 school year to 34% when compared to the results from the 23-24 school year. This decline is the greatest among all tested areas and is attributed to changes in personnel and learning gaps among students that were not consistently addressed through instruction. Additionally, teachers did not receive consistent support as the instructional coaches were assigned classroom responsibilities.

Greatest Gap

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.

The greatest gap between state data and school data is among the 3rd grade English Language Arts

results which indicates a 29 percentage point learning gap with Rainbow Park 3rd grade students performing at 26% proficiency versus the state average of 55% proficient. The factors contributing to this gap include: student readiness for grade-level instruction and personnel changes which includes a teacher new to the grade level, and instructional coaches with classroom assignments thereby limiting teacher support.

EWS Areas of Concern

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

Based upon EWI Reports, 45% or 85 students had accumulated more than 16 absences during the 23-24 school-year.

43 students were identified as having two or more EWS indicators. Of the 43, 16 of those students were in the 3rd grade which demonstrated the lowest ELA and Math proficiency. Additionally, 8 3rd grade students were retained this school year.

Highest Priorities

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

3rd Grade Reading Proficiency

Attendance

Foundational Reading Skills in K-2nd Grade

School Culture

Positive Behavior Support and Incentive Plan

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to end-of-year ELA FAST assessment results, 34% or 25 out of 73 tested students in grades 3rd – 5th demonstrated proficiency on the Spring 2024 FAST PM3 Assessment as compared to the state average of 54%. According to end-of-year STAR Reading Assessment results 31% of tested students in grades K-2nd demonstrated proficiency. In the fall of 2023, 52 % of students entered 3rd grade working 2 or more grade levels below in Reading according to the iReady AP1 and 62 % of 3rd grade students were below grade level in phonics. In 22-23 school year, the 3rd grade proficiency was 23% due to the same contributing factors. Based on the data and the identified contributing factors of gaps within foundational skills, staff and student efficacy, fidelity of instruction during Whole Group, Differentiated Instruction, and Intervention, Attendance, and Staffing concerns, we will implement the targeted element of ELA.

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

According to end-of-year STAR Reading Assessment results 31% of tested students in grades K-2nd demonstrated proficiency. Based on the data and the identified contributing factors of gaps within foundational skills (phonemic awareness, phonics, fluency, high frequency word identification, and vocabulary), staff and student efficacy, fidelity of instruction during Whole Group, Differentiated Instruction, and Intervention, Attendance, and Staffing concerns, we will implement the targeted element of ELA required by RAISE.

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

According to end-of-year ELA summative assessment results, 34% or 25 out of 73 tested students in grades 3rd – 5th demonstrated proficiency on the Spring 2024 FAST PM3 Assessment as compared to the state average of 54%. Based on the data and the identified contributing factors of gaps within foundational skills, staff and student efficacy, fidelity of instruction during Whole Group, Differentiated

Instruction, and Intervention, Attendance, and Staffing concerns, we will implement the targeted element of ELA required by RAISE.

Grades K-2: Measurable Outcome(s)

With the implementation of Before, During and After Reading Strategies to address the targeted element of ELA required by RAISE, K-2nd grade ELA proficiency will increase by 14 percentage points (for a total of 45%) on FAST STAR PM3 in June 2025.

Grades 3-5: Measurable Outcome(s)

With the implementation of Before, During and After Reading Strategies to address the targeted element of ELA required by RAISE, grade 3-5 ELA proficiency will increase by 11 percentage points (for a total of 45%) on FAST ELA PM3 in June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. Cindy Miel, Assistant Principal; and Ms. Seanicka Pratt, Instructional Reading Coach will guide instructional personnel in providing consistent data driven instruction. Administration will also regularly conduct formal and informal observations, feedback and planning sessions, intervention monitoring, and lesson plan reviews to ensure consistent and appropriate Before, During and After (BDA) Reading Strategies

Person responsible for monitoring outcome

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. Cindy Miel, Assistant Principal; and Ms. Seanicka Pratt, Instructional Reading Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Skimming is a strategic, selective reading method in which students focus on the main ideas of a text. This technique can also be used when students are searching for

supporting evidence to respond to comprehension questions. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be. The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.

Rationale:

The evidence-based interventions of Before, After, and During (BDA) Reading Strategies was chosen as it addresses overall reading comprehension skills to meets the desired outcomes of our statewide ELA benchmarks.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Planning

Person Monitoring:

Ms. Seanicka Pratt, Instructional Reading Coach

By When/Frequency:

August 12-September 27

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will attend collaborative planning to collaborate and brainstorm best practices when using BDA strategies during whole group and Differentiated Instruction. Resources for BDA can include the SPADE close reading strategy.

Action Step #2

Observations

Person Monitoring:

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. Cindy Miel, Assistant Principal

By When/Frequency:

August 12-September 27

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will conduct teacher observations during tier 1 instruction to ensure that BDA strategies are being implemented with fidelity.

Action Step #3

Student Work Samples

Person Monitoring:

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. Cindy Miel, Assistant Principal; Ms. Seanicka Pratt, Instructional Reading Coach

By When/Frequency:

August 12-September 27

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Instructional Leaders will conduct bi-weekly student product reviews (Reading Writing Companion, Di Folders, DEPs) and monitor evidence of BDA strategy.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/African American Students (BLK)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2022-2023 subgroup data two subgroup fell below the Federal Index of 41%. The subgroup of SWD was below 41% for five consecutive years and the subgroups of Black/African American students was 39% for two 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 Students with Disabilities and Black/African American Students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of strategic flexible grouping to address the targeted element of Students with Disabilities and Black/African American Students, subgroup proficiency will increase by 11 percentage points from 30% to 41% for students with disabilities and by 6 percentage points from 39% to 45% proficiency for Black /African American students by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. Cindy Miel, Assistant Principal; Mrs. Asheley Mathis, Instructional Math Coach; Ms. Seanicka Pratt, Instructional Reading Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

Rationale:

Implementing Strategic flexible grouping will help improve students with disabilities performance by providing an efficient way of introducing material and closing learning gaps.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Instructional Coaches, Ms. Seanicka Pratt; Mrs. Asheley Mathis

By When/Frequency:

August 12-September 27

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaborative planning meetings with transformational coaches will take place to determine strategic flexible 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 students with disabilities and black/African American students.

Action Step #2

Observations

Person Monitoring:**By When/Frequency:**

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. August 12-September 27
Cindy Miel, Assistant Principal; and Ms. Seanicka
Pratt, Instructional Reading Coach; Mrs. Asheley
Mathis, Instructional Math Coach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and instructional coaches will conduct bi-weekly walkthroughs to ensure that strategic flexible grouping is taking place during differentiated instruction. Teachers will have groupings posted and times DI is taking place.

Action Step #3

Data Analysis

Person Monitoring:

By When/Frequency:

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. August 12-September 27
Cindy Miel, Assistant Principal; and Ms. Seanicka
Pratt, Instructional Reading Coach; Mrs. Asheley
Mathis, Instructional Math Coach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students' performance data will be analyzed to determine appropriate strategic flexible groupings to meet curricular goals. Data tracker will be used to set goals and monitor improvement.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to 2023-2024 Spring Assessment data, 38% of 5th grade students demonstrated proficiency on the 5th grade Statewide Science Assessment. Based on the data and the contributing factors of low overall science content knowledge, we will implement the targeted element of Science.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of establishing and implementing instructional frameworks to address the targeted element of Science, grade 5 Science proficiency will increase by 4 percentage points (for a total of 42%) compared to 38% in 2023-2024 school year on the Science Statewide Assessment by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will conduct walkthroughs to ensure Science Framework is established and implemented with fidelity in kindergarten through fifth grade. The administration team will conduct weekly leadership meeting with transformational coaches to monitor the progress of the implementation of planning for the established framework and provide ongoing feedback to determine if teachers need additional support. In addition, Transformation Coaches will guide teachers in revisiting topic assessment or quarterly data to ensure progress is being made through the use of data trackers.

Person responsible for monitoring outcome

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. Cindy Miel, Assistant Principal;

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Rationale:

Students in fifth grade lack the content knowledge from previous grade levels. Establishing and implementing a Science instructional framework beginning in kindergarten will help students build a strong science content foundation for 5th grade science readiness.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Planning

Person Monitoring:

Ms. Asheley Mathis, Transformational Coach

By When/Frequency:

August 12-September 27

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Instructional planning is taking place with the Transformational Coaches to ensure the use of district resources, appropriate pacing and the 5 E framework for science labs. In addition, bellringers, EduSmart, Elevate, and graphic organizers are effectively being used.

Action Step #2

Observations

Person Monitoring:

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. August 12-September 27
Cindy Miel, Assistant Principal;

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action****step:**

Administration will conduct walkthroughs to ensure that science instruction is taking place, utilizing district provided resources and framework including the 5 E framework during the science lab block. Feedback will be provided based on execution of the framework.

Action Step #3

Student Work Samples

Person Monitoring:

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. August 12-September 27
Cindy Miel, Assistant Principal;

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action****step:**

Interactive Notebooks will be reviewed by administration as evidence of the 5 E framework, bellringers, and graphic organizers taking place in daily science instruction in grades kindergarten through fifth.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to end-of-year Early Warning Indicator (EWI) reports from the 2023-2024 school year, 45% of students at Rainbow Park Elementary School had more than 16 absences versus the district average of 27%. Additionally, 23% or 43 students out of 189 had 2 or more indicators, with 16 of those students being in 3rd grade which had the lowest ELA and Math proficiency scores. Based on the data, contributing factors include inconsistent family involvement, student efficacy, inconsistent school-wide incentive plans, inconsistency with school-wide attendance reporting, and inconsistent communication with families to address attendance and other EWI concerns. We will implement the

target element of rewards and incentives.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of rewards and incentives to address the target element of multiple early warning sign, the percentage of students with 2 or more indicators will decrease by 8 percentage points from 23% to 15% by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. Cindy Miel, Assistant Principal; and Ms. Seanicka Pratt, Instructional Reading Coach; Ms. Asheley Mathis, Instructional Math Coach; Mr. Arol Mondestin, Counselor will monitor school-wide attendance and student performance data to ensure that we are on track to meet the measurable outcome. Teachers will monitor student attendance and follow up with a phone call after the third consecutive absence according to the school wide attendance plan.

Person responsible for monitoring outcome

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. Cindy Miel, Assistant Principal; and Ms. Seanicka Pratt, Instructional Reading Coach; Ms. Asheley Mathis, Instructional Math Coach; Mr. Arol Mondestin, Counselor

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs.

Rationale:

The evidence-based interventions of rewards/incentives will reduce the number of students with two or more indicators such as student attendance and student proficiency in reading and math.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Orientation Meeting

Person Monitoring:

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. August 12-September 27
Cindy Miel, Assitant Principal; Mr. Arol Mondestin,
Counselor

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will attend an orientation to learn about new school initiatives, such as the Rainbow Store, field trips, and quarterly activities to reward attendance, positive behavior, and learning gains.

Action Step #2

Student Performance Monitoring

Person Monitoring:

Ms. Seanicka Pratt, Instructional Reading Coach; August 12-September 27
Ms. Asheley Mathis, Instructional Math Coach

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional coaches will monitor student progress in reading and math to provide support, prevent substantial deficiencies, and close learning gaps.

Action Step #3

Attendance Monitoring

Person Monitoring:

Mr. Arol Mondestin (counselor)

By When/Frequency:

August 12-September 27

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mr. Arol Mondestin (counselor) will review the attendance weekly to identify students with excessive absences. Phone calls and/or home visits will be conducted to follow up on student absences. The attendance HERO will provide additional assistance and resources to parents to help with attendance.

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At the end of the 2023-2024 school year 66% of teachers at Rainbow Park Elementary requested a transfer. Teacher retention is a priority to improve student learning outcomes and close achievement gaps in all instructional areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

With the implementation of rewards and incentives to address the target element of school culture, the percentage of teachers requesting a transfer will decrease by 50% from 8 teachers to 4 teachers by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will create an inhouse school culture survey to obtain feedback from staff members in order to improve school culture on an ongoing basis.

Person responsible for monitoring outcome

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. Cindy Miel, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs.

Rationale:

The leadership team wants the staff of Rainbow Park Elementary to feel appreciated for the efforts and promote their physical, emotional, and mental health.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Monthly Staff Activities

Person Monitoring:

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. August 12-September 27
Cindy Miel, Assistant Principal

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Team building activities will be planned to promote a positive school culture among staff members.

Action Step #2

Staff Recognition

Person Monitoring:

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. August 12-September 27

By When/Frequency:

Cindy Miel, Assistant Principal

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly, staff will be recognized for attendance and nominated by colleagues for being an outstanding staff member.

Action Step #3

School Wide Celebrations

Person Monitoring:

Mrs. Nikeyta C. Jackson-Robinson, Principal; Mrs. August 12-September 27
Cindy Miel, Assistant Principal

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Holidays, birthdays, and cultural activities will be planned throughout the school year. A monthly calendar will be provided to faculty and staff and attendance to events will be monitored.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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 which include parents, teachers and business leaders. The SIP is located in the parent resource center and on the Rainbow Park Elementary website www.rainbowparkes.net

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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.

rainbowparkes.net/title-i

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

Based on the data and the identified contributing factors of student readiness levels limiting ability to

master on grade level content, Rainbow Park Elementary will implement the targeted elements of Before, During and After (BDA) Reading Strategies, Strategic flexible grouping, and Establishing and Implementing Instructional Frameworks.

Academic programs will be strengthened through additional extended learning opportunities.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The school in coordination with all stakeholders will continue to develop and modify the SIP throughout the school year with input from EESAC members including parents, teachers and business leaders. This will assist in providing benefit feedback and suggestions.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Rainbow Park Elementary hosts career day and partners with the feeder pattern middle and high schools to provide students with opportunities to explore other educational and postsecondary programs.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Rainbow Park Elementary follows the Multi-Tiered System of Supports (MTSS) to address problem behaviors and early intervention. Additionally, a Positive Behavior Intervention System (PBIS) is used to reinforce positive behavior and correct negative behaviors.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

Rainbow Park Elementary provides coaching and mentoring for new and beginning teachers through the Districts MINT program. Additionally, professional development for teachers is provided for teachers to improve instructional delivery and content knowledge based on the PD survey

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 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.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The School Leadership Team will meet with all stakeholders to review the resources specifically targeted for the Students with Disabilities (SWD) sub-group and Black/African American student subgroup. All data (Math & Science Topic Assessment, PMA's, OMP, i-Ready, and FAST) will be reviewed to discuss the most effective resources to support the academic needs of these students.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The data states that our Students with Disabilities demonstrated 30% ELA proficiency and Black/African American Students demonstrated 39% ELA proficiency. Therefore; the school was identified as a TSI school. The academic resources frequency of monitoring are as follows: • i-Ready (monitored monthly) • Horizons and Elevate (monitored weekly) • McGraw Hill-PMA's (monitored bi-weekly) • Topic Assessment Data (monitored bi-weekly). Weekly intervention and Differentiated Instruction and a variety of extended learning opportunities will be offered by June 2025.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00