

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Rainbow Park Elementary School (4541)

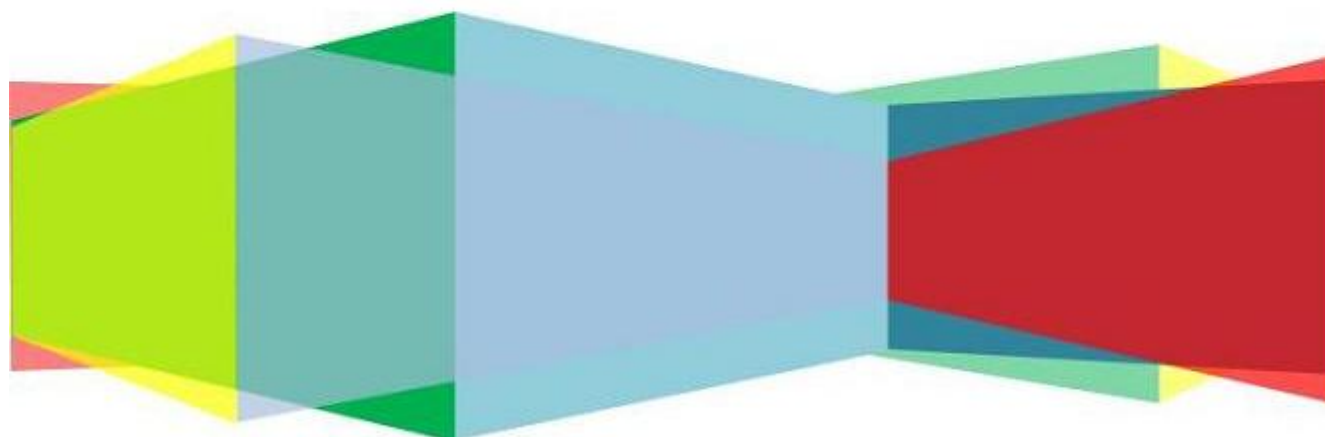
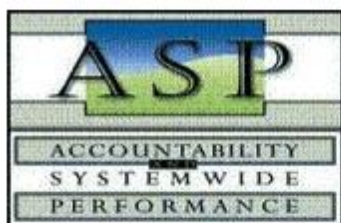
Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - Robin Thomas

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Rainbow Park Elementary School/North Center for the Expressive Arts is located at 15355 Northwest 19th Avenue in a residential neighborhood in Miami Gardens, Florida. Rainbow Park Elementary School, built in 1956, has a rich history and a long tradition of excellence having educated generations of Blacks in this community. Rainbow Park Elementary School sits on 4.46 acres of land. As a result of low socio-economic levels, ninety-two (92) percent of the students qualified to participate in the Free or Reduced Lunch program. Additionally, Rainbow Park Elementary School has programs to meet the needs of special education students (SPED) and English Language Learners (ELL).

The ethnic make-up of the student population consists of approximately eighty-seven (87) percent Black, eleven (11) percent Hispanic, less than one (1) percent White, Non-Hispanic and less than one (1) percent Asian/Indian/Multiracial. The student population in the areas of SPED and bilingual education include thirty-two (32) Gifted, twenty-four (24) Learning Disabled, two (2) Educable Mentally Handicapped, one (1) Visually Impaired, fifteen (15) Limited English Proficient, two-hundred eleven (211) Spanish SL, and forty-five (45) Spanish S.

According to state assessment records such as the Florida Comprehensive Assessment Test (FCAT) in grades third through fifth, there are one hundred five (105) Level 1 students, and fifty-five (55) Level 2 students in the area of reading. Additionally, in the universal pre-kindergarten program (VPK) there are approximately 20 students enrolled.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58% scoring at a level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 58% scoring at a level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematical skills as evidenced by 62% of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematical skills as evidenced by 62% of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 1 percentage point in the number of students achieving high standards on the 2008 Administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs from the 2006-2007 and the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students in grades 3, 4 and 5 will use the Success Maker Program, as evidenced by 100 percent of the 3rd, 4th and 5th grade student population utilizing the program during the 2007-2008 school year as compared to the 2006-2007 school year.

Given the importance of good health and physical fitness, students in grades 4 through 5 will improve their fitness skills as evidenced by seventy seven (77) percent of students achieving a silver award or higher on the 2007-2008 FitnessGram test as compared to the 2006-2007 school year.

Given attention to the decrease in student enrollment in the Expressive Arts Program, the number of recruitment activities will increase by ten (10) percentage points during the 2007-2008 school year as compared to the 2006-2007 school year. Recruitment logs will be utilized to document the increase.

Rainbow Park Elementary School's Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.



School Improvement Plan 2007-2008



Rainbow Park Elementary is a Title I funded school which houses Pre-Kindergarten through fifth grade. The school contains 32 classrooms and only one portable classroom. Additionally, the school serves the north area of the Miami-Dade community, housing a performing arts magnet program which provides opportunities for students to study Art, Music, Dance and Drama. This program, known as the North Center for the Expressive Arts, has produced many talented youngsters who have gone on to distinguish themselves at the middle and high school level.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

4541 - RAINBOW PARK ELEMENTARY SCHOOL

VISION

Rainbow Park Elementary School (RPES) works diligently to provide the finest education possible to all of its students. Rainbow Park Elementary School utilizes a well-defined and diverse curriculum structured to meet the needs of students from a multitude of backgrounds including those English Language Learners (ELL) and those in Special Education (SPED). 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.

MISSION

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 that 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 English Language Learners(ELL) and those in Special Education (SPED).

CORE VALUES



School Improvement Plan

2007-2008



Excellence

Rainbow Park Elementary School pursues the highest standards in academic achievement and organizational performance.

Integrity

Rainbow Park Elementary School builds positive relationships through honesty, respect and compassion, which enhances the self-esteem, safety, and well-being of our students, families and staff.

Equity

Rainbow Park Elementary School fosters an environment that serves all students and aspires to eliminate the achievement gap.

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Rainbow Park Elementary School honors the diversity of our community by working as a team to ensure the educational success of all of our students and recognizes that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

Rainbow Park Elementary School/North Center for the Expressive Arts is located at 15355 Northwest 19th Avenue in a residential neighborhood in Miami Gardens, Florida. Rainbow Park Elementary School, built in 1956, has a rich history and a long tradition of excellence having educated generations of Blacks in this community. Rainbow Park Elementary School sits on 4.46 acres of land.

For the past five years its appearance has been enhanced through various major renovation projects. In 2003 and again in 2006 the entire school has been beautified by being painted. Additionally, in the 2005-2006 school year, Rainbow Park Elementary School in conjunction with The Home Depot worked on a garden beautification project. Also, in the 2006-2007 school year, Rainbow Park Elementary has received a new roof and air conditioning units and a major five year renovation project is currently under way.

Rainbow Park Elementary is a Title I funded school which houses Pre-Kindergarten through fifth grade. The school contains 32 classrooms and only one portable classroom. Additionally, the school serves the north area of the Miami-Dade community, housing a performing arts magnet program which provides opportunities for students to study Art, Music, Dance and Drama. This program, known as the North Center for the Expressive Arts, has produced many talented youngsters who have gone on to distinguish themselves at the middle and high school level.

As a result of low socio-economic levels, ninety-two (92) percent of the students qualified to participate in the Free or Reduced Lunch program. Additionally, Rainbow Park Elementary School has programs to meet the needs of special education students (SPED) and English Language Learners (ELL).

Student Demographics

The ethnic make-up of the student population consists of approximately eighty-seven (87) percent Black, eleven (11) percent Hispanic, less than one (1) percent White, Non-Hispanic and less than one (1) percent Asian/Indian/Multiracial. The student population in the areas of SPED and bilingual education include thirty-two (32) Gifted, twenty-four (24) Learning Disabled, two (2) Educable Mentally Handicapped, one (1) Visually Impaired, fifteen (15) Limited English Proficient, two-hundred eleven (211) Spanish SL, and forty-five (45) Spanish S.

According to state assessment records such as the Florida Comprehensive Assessment Test (FCAT) in grades third through fifth, there are one hundred five (105) Level 1 students, and fifty-five (55) Level 2 students in the area of reading. Additionally, in the universal pre-kindergarten program (VPK) there are approximately 20 students enrolled.

Unique Aspects: STRENGTHS

Rainbow Park Elementary School is a participant of many programs that positively contributes to the school's success. Rainbow Park Elementary School is a Title I school which services approximately four-hundred ninety-one (491) students in grades Pre-Kindergarten through fifth grade. The school also participates in the New Educator's Support Team (NEST) program for beginning teachers, which is currently being administered by a Nationally Board Certified teacher. Additionally, Rainbow Park Elementary participates in the Reading First Grant.

Unique Aspects: AREAS OF CONCERN

Some disadvantages that impede Rainbow Park Elementary School's success is a high student mobility rate. The current student mobility rate is thirty-two (32) percent. Some of the other areas of concern include student attendance as well as student outdoor suspension ratio. Additionally, a high rate of beginning teachers have been hired at Rainbow Park Elementary School to teach Kindergarten through fifth grade which may have had an impact in the school's ability to achieve academic success.

Teacher Demographics

Rainbow Park Elementary School's Leadership team consists of the Principal, Assistant Principal, Title I Reading Coach, Reading First Coach, and Special Education Teacher. The educational levels of the leadership team include administration with Master's Degree, Title I Reading Coach with a Specialist Degree and the Reading First Coach with a Master's Degree.

The faculty and staff of Rainbow Park Elementary School is comprised of highly qualified teachers, paraprofessionals and skilled support personnel. Rainbow Park Elementary School's faculty and staff consists of fifty-four (54) full-time employees and sixteen (16) part-time employees. The ethnic make-up of the classroom teacher population consists of thirty-three (33) percent Black, seven (7) percent Hispanic, ten (10) percent White, Non-Hispanic and two (2) percent Asian/Indian/Multiracial. The classroom teacher population is composed of eighteen (18) percent male and eighty-two (82) percent female. The administrative team includes one (1) African American Principal, and one (1) Hispanic, Assistant Principal. The educational levels of the instructional and administrative staff with advanced degrees consist of twenty-four (24) percent Master's Degree and five (5) percent Specialist Degree.



School Improvement Plan 2007-2008



Each year, the administrative staff works diligently to fill vacancies and strengthen our school wide efforts to recruit highly qualified teachers. The retention of new teachers is very important to us here at Rainbow Park. This year specifically, our efforts will be geared towards providing these novice teachers with the training and skills to become effective instructors that make a true difference in the educational goals of our students and remain with us here at Rainbow Park for years to come. Our Reading Coach and Reading Leader will be working directly with each beginning teacher modeling lessons and assisting with their curricular needs. Every effort will be made to ensure that all beginning teachers receive the very best training.

Class Size/Teacher-to Student Ratio

Rainbow Park Elementary School has approximately four hundred ninety-one (491) students enrolled in grades Kindergarten through fifth. There are seventy-five (75) students enrolled in Kindergarten, seventy-four (74) in first grade, fifty (50) in second grade, one hundred twelve (112) in third grade, eighty-seven (87) in fourth grade and (93) ninety-three in fifth grade. The average class size by grade level consist of eighteen (18) students per pre-kindergarten class, eighteen (18) students per kindergarten classroom, eighteen (18) students per first grade classroom, sixteen (16) students per second grade classroom, twenty-two (22) students per third grade classroom, twenty-one (21) students per fourth grade classroom, and twenty-three (23) students per fifth grade classroom. Therefore, the student-teacher ratio is approximately eighteen (18) students per one teacher in Pre-kindergarten through fifth grade. It is important to note that all SPED students are participating in the inclusion model. Therefore, all students in the SPED program participate in the regular education program with the assistance of their SPED teacher. SPED class ratios are the same as the regular education program.

Attendance Rate

Rainbow Park Elementary School students' attendance rate is ninety-four (94.79) percent. The school average is slightly below the Regional Center I average of (94.96) percent and the District average of (94.96). Rainbow Park Elementary School's current student mobility rate is thirty-two (32) percent. Every effort is being made to send students, parents, and staff members the message that a strong correlation exists between great school attendance and high student achievement. Our school counselor, the administrative team, and our community involvement specialist work diligently on our attendance intervention plan. The plan is progressive in nature. The initiative begins with daily phone calls, meetings with the school counselor, home visits completed by the Community Involvement Specialists (CIS), a meeting with the administrator and the truancy program is initiated as necessary. Incentives are provided to motivate students to come to school everyday.

Promotion/Graduation/Retention Rates

All students attending Rainbow Park Elementary School are provided the very best educational opportunities leading towards earning a High School graduation for the future. Students making adequate progress are promoted to the next grade level. Students who are struggling, demonstrating significant deficiencies in a particular grade level are carefully screened. Depending on the best interest of the child, a decision is made to either retain or refer a students for the SST process, or to promote the student while monitoring their academic progress. The best interest of the child is always the main factor while decisions are made. The promotion rate at Rainbow Park Elementary School is 88.4 percent. The retention rate at Rainbow Park Elementary School is 11.6 percent.

Feeder Pattern

Rainbow Park Elementary School's Feeder Pattern is Hialeah-Miami Lakes Senior High School. This school has received a letter grade of "D" for the 2006-2007 school year. Additionally, Hialeah-Miami Lakes Senior High School is a ZONE school. Students attending rainbow park Elementary School transition to North Dade Middle School. This school received a letter grade of "C" for the 2006-2007 school year and is not a Zone school.

Special Programs

Rainbow Park Elementary is a Title I funded school which houses Pre-Kindergarten through fifth grade. Rainbow Park Elementary School offers its students as well as the community a performing arts magnet program which provides opportunities for students to study art, music, dance and drama. This program, known as the North Center for the Expressive Arts, has produced many talented youngsters who have gone on to distinguish themselves at the middle and high school level. Rainbow Park Elementary School also affords students the opportunity to enhance their academic abilities through the Academic Excellence Program, Gifted Program, and Teaching Enrichment Activities to Minorities (TEAM) program. Students in the Gifted Program in grades two through five receive an enhanced curriculum through the use of Junior Great Books and special projects that the Advanced Academic Program offers. The students in fifth grade are eligible for Academic Excellence dependant upon Florida Comprehensive Assessment Test (FCAT), Norm Reference Test (NRT) scores and previous enrollment in a TEAM class. Additionally, Rainbow Park Elementary School allows students with academic deficiencies, the opportunity to receive remediation through various tutorial programs. Throughout the school year various tutoring programs are offered. For example, on Mondays, Tuesdays, and Thursdays students receive remediation, in mathematics and reading, for approximately an hour after-school. This tutorial program after school is offered for students in third through fifth grade. On Saturdays a tutorial program is offered for students in grades second through fifth for approximately three hours in the subject areas of reading and mathematics.

School Community Relations/Partners

School community partners include Home Depot, Target and several small businesses in the local neighborhood. We are currently working on recruiting new partners that can assist in providing donations and/or services that would create new opportunities for our



School Improvement Plan

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students. Our school does receive much support from our Regional office. Dr. N. Smith, Administrative Director assists in any way possible. Dr. Leslie Adams, Instructional Supervisor has been assigned to assist our school with providing on-going professional development for our teachers. District, Regional and community support is essential in establishing school relations as we all work hard to provide the very best educational opportunities for our students.

Grants

Rainbow Park Elementary School was awarded the Reading First Grant and it has been currently in effect since the 2005-2006 school year. This grant provided the school with the opportunity to hire an additional Highly Qualified Teacher in the position of a Reading Coach. The Reading First Grant also funds many of the professional development for both beginning and experienced teachers. Additionally, the Reading First Grant provided funds in order to provide a classroom library for each kindergarten through third grade classroom.

School Foundation

Leadership:

The faculty and staff strongly agree that a clear mission and vision is evident as instruction is driven with core values that foster prime opportunities for students to grow academically. Further, staff agreed that the school mission is clear and they know exactly what the school is trying to accomplish as a whole. This is supported by an average scale score of 4.4 in the leadership category on the Organizational Performance Improvement Snapshot Survey completed by 80% of staff members.

District Strategic Planning Alignment:

The faculty and staff agree that they understand how to track whether progress is being made on their shared group work towards the overall plan to increase student achievement. Staff members are notified of job performance satisfaction through ongoing monitoring of progress. Team building is encouraged during planning to align overall school goals. This is supported by an average scale score of 4.0 in the Strategic Planning category on the Organizational Performance Improvement Snapshot Survey completed by 80% of staff members.

Stakeholder Engagement:

The faculty and staff strongly agree that communication with important customers/ stakeholders is an essential element of an effective organization. Determining customer needs, wants and levels of satisfaction is crucial. Further, employees expressed that they are encouraged to solve problems to meet the overall needs of all stakeholders. Most importantly, they agreed that knowing who the most important customers are, is essential. This is supported by an average scale score of 4.5 in the Customer and Market Focus category on the Organizational Performance Improvement Snapshot Survey completed by 80% of staff members.

Faculty & Staff:

The faculty and staff strongly agree that employees at the school site are cooperative and share common goals. Employees are encouraged to work as a team to develop skills that advance the professional growth of individuals and the overall success of the educational institution. Further, employees strongly agree that they know how to analyze the quality of their work while seeing the changes that are needed to ensure success. This is supported by an average scale score of 4.6 in the Human Resource Focus category of the Organizational Performance Improvement Snapshot Survey completed by 80% of staff members.

Data/Information/Knowledge Management:

The faculty and staff strongly agree that employees at the school site are cooperative and share common goals. Employees are encouraged to work as a team to monitor current student data and provide professional development opportunities that are aligned to the curricular needs highlighted in the student data collected. Most importantly, the staff agrees that they can make changes that will ultimately improve their work, and what is delivered to students. This is supported by an average scale score of 4.0 in the Human Resource Focus category of the Organizational Performance Improvement Snapshot Survey completed by 80% of staff members.

Education Design:

The faculty and staff strongly agree that employees at the school site are cooperative and share common goals. The importance of having an Educational Design that is aligned towards meeting the educational needs of all students is of the highest priority. Employees are encouraged to work as a team to develop skills that advance the professional growth of individuals and the overall success of the educational institution. Further, employees strongly agree that they have control over their work processes, and that they can make a difference. This is supported by an average scale score of 4.0 in the Process Management category of the Organizational Performance Improvement Snapshot Survey completed by 80% of staff members.

Performance Results:

The faculty and staff strongly agree that customers are satisfied with their work performance, products all meet requirements for high quality and excellence, and the institution as a whole obeys laws and regulations. The employees further agree, that the organization has high standards of ethics. Setting clear goals will impact the education of all students. Areas of increase include academic achievement in Reading, Mathematics, and Science, improving student behavior, decreasing fighting, increasing technology use, promoting physical fitness, and increasing student creativity. This is supported by an average scale score of 4.0 in the Business Results Category of the Organizational Performance Improvement Snapshot Survey completed by 80% of staff members.

Schools Graded 'C' or Below

Professional Development:

Professional Development

It is imperative to provide professional development for instructional staff that enhances and differentiates instructional strategies that will ultimately raise student achievement. At Rainbow Park we believe that the better prepared our teachers are, the better educational opportunities will be available for our students. Examples of beneficial professional development topics include, but are not limited to the following; CRISS Training, Reciprocal Teaching, Vertical Planning, Guided Reading/Differentiated Instruction, Collaborative Team Planning, and Peer Observations, Coaching and Mentoring Lessons. It is important to note that professional development opportunities for teachers can take place on school grounds during common planning times or on Wednesdays after school. Housing these activities at the school site maximizes the instructional day for students without interruptions. The main purpose of professional development is to provide the support, assistance, and knowledge that our teachers need to become well-rounded instructors that understand and provide the very best educational opportunities for our student's academic and social needs.

Disaggregated Data :

Disaggregated Data

The use of student achievement data to determine the effectiveness of instructional strategies is paramount to the success of the instructional program offered to students. Much more important than simply retrieving the data is interpreting the significance of the information collected. To hold value, the data should be disaggregated for meaning. Common strands, differences, areas of strengths and deficiencies should paint a true picture of each student's, every class's, and the entire school's academic profile. At Rainbow Park, data will guide the instructional practice that takes place in the classroom. More specifically and geared to the learners needs, the information gathered will steer the specific lessons, activities, and opportunities each student will participate in while in differentiated learning groups. Before the school year begins, the disaggregating of data will take place as the Leadership Team consisting of the administrative team, grade level chairpersons, and select individuals will create Instructional Focus Calendars that will guide academic goals. Each month, a new Instructional Focus Calendar will be generated by the team, as progress monitoring data will be collected to assess whether specific strands are being mastered or are still in need of remedial assistance. The process of analyzing the data, monitoring academic gains, and structuring and providing lessons that will strategically improve higher standards of learning is ongoing.

Informal and Formal Assessments:

Informal and Formal Assessments

In order to understand clearly if instructional opportunities are being effective and meeting the educational goals of learners, teachers must assess both informally and formally. Formal assessments include state provided interim assessments administered three times per year and the Florida Comprehensive Assessment Test (FCAT) administered beginning in February. Informal assessments include but are not limited to teacher observations, observations during differentiated instructional groups and during tutorial or extended learning opportunities after school, and frequent tests that are administered bi-weekly to measure the attainment of specific targeted Sunshine State Standards (SSS) benchmarks. Administration can also informally observe students' progress daily during classroom visitations.

Alternative Instructional Delivery Methods :

Alternative Instructional Delivery Methods

In order to assist all students including those within specific subgroups to meet high standards of learning alternative instructional delivery methods must take place. All alternative instructional methods are based on targeted SSS benchmarks according to each student's individual academic needs as defined by progress monitoring assessments. Alternative instructional assistance is provided for students by their classroom teacher during differentiated instruction, during small group instruction for students with disabilities participating in inclusion, and in small group instruction for students participating in immediate intensive interventions (iii) while working in small group tutoring held in school and after school. Hourly teachers will help students develop skills that support the areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Materials used will include Early Success, Soar to Success, Essential Elements of Reading Vocabulary, and Voyager Passport.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

All students will demonstrate mastery in the Sunshine State Standards in Reading.

Needs Assessment

The results of the 2007 FCAT Reading Test indicated that 37% of third grade students, 42% of fourth grade students and 60% of fifth grade students tested scored at or above FCAT Achievement Level 3. Upon reviewing the data, the results of the 2007 FCAT Test indicated that 61% of all students tested achieved annual learning gains in reading, while 55% of those in the lowest quartile achieved annual learning gains. Data further revealed that 49% of all students tested met high standards in the area of reading. A cluster analysis indicating the percentage correct indicated that the areas of greatest weakness include: Main Idea/Purpose (47%) and Reference/Research (50%) for grade 3, Reference/Research (50%) and Comparisons (53%) for grade 4, and Reference/Research (50%) and Word/Phrases (56%) for grade 5.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58% scoring at a level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 58% scoring at a level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Miami-Dade County Public School's Comprehensive Research-based Reading Plan with intensive focus on guided reading and vocabulary development, classroom instruction, small group tutoring and additional home activities for all students.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the Accelerated Reader Program to encourage reading by providing motivational activities and incentives.	Principal, Assistant Principal, Classroom Teachers, Media Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement an uninterrupted period of silent reading, D.E.A.R (Drop Everything And Read) from 8:20- 8:50 A.M. daily or where indicated in daily schedule.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide tutorial programs for all students and specifically black students performing below, at or above grade level. Tutoring will be offered to grades three through five, after school, three times per week and on Saturdays. Programs will be provided offering remedial assistance for students working at below grade level and accelerated assistance for students working at or above grade level. Student progress will be monitored by selected aligned pre and post tests via Edusoft Program.	Principal, Assistant Principal, Reading Coach, Selected Teachers and Paraprofessionals	10/8/2007	4/27/2008	District-wide Literacy Plan	5000
Select teachers will provide parent workshops in September in the area of reading to help increase student achievement.	Principal, Assistant Principal, Reading Coach, Selected Teachers	10/8/2007	5/30/2008	Continuous Improvement Model	100
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, ST2, Reading Coaches, Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide opportunities for staff to participate in professional development activities, utilizing the district Reading Specialist and the school's Reading Coach to improve instructional techniques.	Principal, Assistant Principal, Reading Coach, District Reading Specialist, Classroom Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize the District's Reading Pacing Guide.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Ensure that intensive interventions are provided to all students on a daily bases as mandated.	Principal, Assistant Principal, Reading Coaches, Selected Teachers and Paraprofessionals	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Use the Regional Center Data Debriefing Prototols to conduct data debriefing.	Principal, Assistant Principal, ST2 Team, Reading Coaches, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Student Teacher Support Team Model (ST2) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, ST2 Team, Reading Coaches, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



Houghton Mifflin Florida Reading Series, READ 180, Voyager Passport

Professional Development

READ 180
Voyager Passport
Diagnostic Assessment of Reading
Soar To Success
Early Success
Creating Independence Through Student-Owned Strategies
Dynamic Indicator of Basic Early Literacy Skills
Project RIGHT
Project BEAR
Project OWL
Project DRAW
Continuous Improvement Model
District's Reading Pacing Guide

Evaluation

This objective will be evaluated utilizing the scores of the 2008 FCAT reading test. Weekly, monthly and quarterly assessments will be conducted, utilizing data from reading tests, computer assisted reading instruction, and Houghton Mifflin tests. Additionally, Interim Assessments will be administered three times per school year (in the fall, winter, and spring). These assessments will track student growth in the area of reading.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

All students will demonstrate mastery of the Sunshine State Standards in Mathematics.

Needs Assessment

The results of the 2007 FCAT Mathematics Test indicated that 35% of third grade students, 51% of fourth grade students and 40% of fifth grade students tested scored at or above FCAT Achievement Level 3. Upon reviewing the data, the results of the 2007 FCAT Test indicated that 56% of all students tested achieved annual learning gains in mathematics, while 54% of those in the lowest quartile achieved annual learning gains. Data further revealed that 45% of all students tested met high standards in the area of mathematics. A cluster analysis indicating the percentage correct indicated that the areas of greatest weakness include: Algebraic Thinking (33%) and Number Sense (42%) for grade 3, Data Analysis (43%) and Algebraic Thinking (43%) for grade 4, and Number Sense (38%) and Algebraic Thinking (45%) for grade 5.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematical skills as evidenced by 62% of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematical skills as evidenced by 62% of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide intensive classroom instruction, small group tutoring and additional at-home supporting activities for all students.	Principal,Assistant Principal,Classroom Teachers, Paraprofessionals	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize mathematics specialist and experienced on-site mathematics staff to provide professional development activities for teachers to enhance instructional delivery in mathematics.	Principal,Assistant Principal,Regional Center Mathematics Specialist, Classroom Teachers	8/20/2007	4/30/2008	Continuous Improvement Model	0
Use monthly and quarterly assessment data to monitor student's needs and develop intervention strategies to meet those needs.	Principal,Assistant Principal,Regional Center Mathematics Specialist, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide opportunities for staff to participate in professional development activities to focus on curriculum, instruction and assessment in the Sunshine State Standards.	Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Select teachers will provide parent workshops in the area of mathematics to help increase student achievement.	Principal, Assistant Principal,Reading Coach,Selected Teachers	10/8/2007	4/30/2008	Continuous Improvement Model	100
Tutoring will be offered to grades three through five,after school, three times per week and on Saturdays. Programs will be provided offering remedial assistance for students who are working at or below grade level. Student progress will be monitored by selected aligned pre and post tests via Edusoft program.	Principal,Assistant Principal,Selected Teachers and Paraprofessionals	10/8/2007	4/30/2008	Continuous Improvement Model	5000
Provide activities that give students the opportunity to apply mathematical concepts in the real world.	Principal,Assistant Principal,Classroom teachers, Paraprofessionals	8/20/2007	6/5/2008	Continuous Improvement Model	500
Implement the Continuous Improvement Model (CIM)to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, SST2 Team, Reading Coaches, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the District's Mathematics Pacing Guide.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide tutorial programs for all students specifically targeting African-American students performing below, at or above grade level.	Principal, Assistant Principal, Reading Coaches, Selected Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, ST2 Team, Reading Coaches, Teachers	8/20/2007	9/5/2008	Continuous Improvement Model	0
Implement the Student Teacher Support Team Model (ST2) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, ST2 Team, Reading Coaches, Teachers	8/20/2007	9/5/2008	Continuous Improvement Model	0



School Improvement Plan 2007-2008



Research-Based Programs

Harcourt-Brace Mathematics Program
Riverdeep
FCAT Explorer

Professional Development

Data Analysis
Data-Driven Instruction
Continuous Improvement Model

Evaluation

This objective will be evaluated utilizing the scores of the 2008 FCAT Mathematics test. Monthly and quarterly assessments will be conducted utilizing data from Mathematics tests, computer assisted mathematics instruction, and Harcourt-Brace Mathematics tests. Additionally, interim assessments will be administered three times per school year (in the fall, winter, and spring). These assessments will track student growth in the area of mathematics.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

All students in grade four will demonstrate mastery of the Sunshine State Standards in Writing.

Needs Assessment

The results of the 2007 FCAT Writing + Test indicated that 73% of fourth grade students tested scored at Level 3.5 or above.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 1 percentage point in the number of students achieving high standards on the 2008 Administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize district Language Arts Specialists and experienced on-site writing instructors to provide professional development activities for teachers.	Principal, Assistant Principal, Designated Teachers	8/20/2007	3/28/2008	Continuous Improvement Model	0
Implement the Plan-Do-Study-Act model utilizing the eight step process to improve student achievement.	Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze the results of the pre-test and progress test in grades 1 through 5 to monitor student progress and refine instruction in effective writing strategies for Narrative and Expository prompts.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	3/28/2008	District-wide Literacy Plan	0
Implement and promote daily journal writing to provide opportunities for improving students' written self expression.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	3/28/2008	District-wide Literacy Plan	0
Utilize district and on-site media specialist and reading coach to provide training for teachers in rubric and holistic scoring as well as prompt writing.	Principal, Assistant Principal, Media Specialist, Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide tutorial programs for students performing below, at or above grade level in the area of writing. Tutoring will be offered to grades three through five, after school, three times a week and on Saturdays. Student progress will be monitored with pre and post tests.	Principal, Assistant Principal, Reading Coach, Classroom Teachers, Tutors.	10/8/2007	4/27/2008	District-wide Literacy Plan	5000
Provide parent workshops in the area of writing to help increase student achievement.	Principal, Assistant Principal, Reading Coach, Selected Teachers	10/8/2007	4/27/2008	Continuous Improvement Model	100

Research-Based Programs

Teach-Me-Writing Program

Professional Development

Teach-Me Writing Program
 Rubric and Holistic Scoring
 Prompt Writing
 Plan-DO-Study-Act Model

Evaluation

This objective will be evaluated using the scores of the 2008 FCAT Writing + Test. Quarterly assessments will be conducted utilizing district and state writing prompts and the Teach-Me-Writing Program.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

All fifth grade students will demonstrate the mastery of Sunshine State Standards in Science.

Needs Assessment

The results of the 2007 FCAT Science test indicated that 14% of the fifth grade students tested met high standards in the area of Science. A cluster analysis indicating the percentage correct indicated that the areas of greatest weakness include: Earth/Space (40%) and Life/Environmental (42%) for grade 5.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assess student knowledge of the scientific process and instructional strategies to ensure that all Sunshine State Standards are being met.	Principal, Assistant Principal, Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide science laboratory materials to all classes to ensure the implementation of weekly hands-on activities.	Principal, Assistant Principal, Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize computer-assisted support activities to promote student interaction with scientific programs.	Principal, Assistant Principal, Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide parent workshops in the area of science to help increase student achievement.	Principal, Assistant Principal, Reading Coach, Selected Teachers	10/8/2007	4/30/2008	Continuous Improvement Model	100
Organize a science fair for students in grades three, four and five providing opportunities to demonstrate knowledge of the scientific process.	Principal, Assistant Principal, Science Teachers	12/10/2007	4/7/2008	Continuous Improvement Model	100
Organize and implement the SECME program to motivate students to achieve excellence in science.	Principal, Assistant Principal, Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	200
Implement the Continuous Improvement Model(CIM) to support improved student achievement.	Principal, Assistant Principal, ST2 Team, Reading Coaches, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Student Teacher Support Team Model (ST2) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, ST2, Reading Coaches, Teachers	8/20/2007	9/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, ST2 Team, Reading Coaches, Teachers	8/20/2007	9/5/2008	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman

Professional Development

Inquiry-based Instruction
Hands-on approach to learning science
Technology-based science instruction

Evaluation

This objective will be evaluated utilizing the scores of the 2008 FCAT Science Test. Quarterly assessments for fifth grade students will consist of textbook-based assessments as well as hands-on demonstrations of scientific processes, measured by the chapter test on each of the following science strands; Physical and Chemical, Earth and Space, Life and Environment, and Scientific thinking.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental Involvement Statement

Rainbow Park Elementary will increase the level of parental involvement in the school.

Needs Assessment

Logs tracking parental involvement in school-related activities such as, workshops, PTA meetings, and Family Nights indicate that 861 parents visited the school for special events during the 2006-2007 school year. There is currently a significant need to increase parental involvement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs from the 2006-2007 and the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide on-going opportunities for parental participation in trainings, activities and services made available through the Parent Academy.	Principal, Assistant Principal, Community Involvement Specialist (CIS)	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Community Involvement Specialist to initiate outreach activities (e.g. home visits, parental self-improvement workshops, etc.)	Principal, Assistant Principal, Community Involvement Specialist (CIS)	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide opportunities for parents to participate in school organizations such as PTA and EESAC through timely notification of activities and meetings.	Principal, Assistant Principal, Community Involvement Specialist (CIS), PTA Officers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide opportunities for parents to interact with school administrators at monthly "Morning Cup of Coffee".	Principal, Assistant Principal	10/8/2007	6/5/2008	Continuous Improvement Model	200
Promote parental involvement through a variety of events (e.g. FCAT Reading, Mathematics and Science Family Night, and FCAT Writing Workshop.)	Principal, Assistant Principal, Community Involvement Specialist (CIS), Classroom Teachers	8/20/2007	3/28/2008	Continuous Improvement Model	200

Research-Based Programs

Parent Teacher Association

Professional Development

Professional development workshops will be provided for parents utilizing the Community Involvement Specialist (CIS) and district staff to promote continuous parental involvement which will enhance and improve the relationship between the parent and the school.

Evaluation

This objective will be evaluated utilizing parent sign-in logs comparing the 2006-2007 school year to the 2007-2008 school year.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

Rainbow Park Elementary school students will act as responsible citizens in the school community.

Needs Assessment

The Miami-Dade County Public School Student Case Management System Referral Report for Rainbow Park Elementary indicated that during the 2006-2007 school year one hundred and forty three (143) outdoor suspensions were issued. Based on this data, the need to decrease the number of outdoor suspensions is evident.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide counseling services for identified students in need of assistance.	Principal, Assistant Principal, Counselor	8/20/2007	6/5/2008	Student Wellness	0
Provide ongoing mentor services to identify students in need of assistance.	Principal, Assistant Principal, Counselor	8/20/2007	6/5/2008	Student Wellness	0
Conduct grade level orientation sessions to familiarize students with the Student Code of Conduct.	Principal, Assistant Principal, Classroom Teachers	8/20/2007	6/5/2008	Student Wellness	0
Create a discipline plan by grade level, designed to meet the developmental needs of each student which includes a parent/student contract that governs acceptable student behavior.	Assistant Principal, Counselor, Grade Level Chairpersons, Classroom Teachers	8/20/2007	6/5/2008	Student Wellness	0
Provide the "It Did Not Have To Happen" training for all staff members.	Principal, Assistant Principal	11/5/2007	6/5/2008	Continuous Improvement Model	0
Train students to serve as peer mediators to help resolve conflicts amongst students.	Principal, Assistant Principal, Counselor	8/20/2007	6/5/2008	Student Wellness	0
Promote the Character Education Program, to encourage good behavior throughout the school.	Principal, Assistant Principal, Counselor	10/8/2007	6/5/2008	Student Wellness	0

Research-Based Programs

N/A

Professional Development

Conflict Resolution
Peer Mediation
It Did Not Have to Happen
The Effective Teacher
Teacher Talk

Evaluation

This objective will be evaluated utilizing the 2007-2008 Miami Dade County Public Schools Student Case Management Referral Report as compared to 2006-2007 school year.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

Rainbow Park Elementary School will increase current technology utilization and staff proficiency.

Needs Assessment

During the 2006-2007 school year, student computer usage was minimal due to factors such as lack of computer equipment, hardware, software and lack of funds to replace equipment. QZAB funds did facilitate in purchasing the necessary equipment and software to further enhance the academic programs offered to students. The Success Maker Program will be implemented during the 2007-2008 school year to assist all students in the areas of reading and with the use of technology today.

Measurable Objective

Given an emphasis on the use of technology in education, all students in grades 3, 4 and 5 will use the Success Maker Program, as evidenced by 100 percent of the 3rd, 4th and 5th grade student population utilizing the program during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a plan to upgrade the school's technology system.	Principal, Assistant Principal, Technology Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the district's electronic mail system as a primary source of communication with all staff members.	District Personnel, Principal, Assistant Principal, Technology Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide training on the utilization of the Internet to enhance academic lessons.	District Personnel, Principal, Assistant Principal, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Expand the school's website to include information to parents regarding instructional lessons, activities, and homework assignments.	Principal, Assistant Principal, Teachers, Technology Specialist	11/5/2007	6/5/2008	Improve Public Perception	0
Provide training for teacher to utilize the Success Maker computer program during class with students daily.	Principal, Assistant Principal, Technology Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide ongoing training for teachers on the utilization of the Electronic Gradebook to record daily attendance and for other uses of the program, including student grades, effort and conduct.	Principal, Assistant Principal, Technology Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

E-mail training
Electronic Grade Book
FCAT Explorer
Edusoft
Success Maker Training

Evaluation

This objective will be evaluated by Success Maker rosters with student scores.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

All fourth and fifth grade students eligible for physical education will demonstrate an increase in physical fitness as measured by the FitnessGram test program.

Needs Assessment

The results of the 2006-2007 FitnessGram test indicated that seventy two (72) percent of fourth and fifth grade students tested achieved a silver award or higher. Ninety (90) percent of the eligible fourth and fifth grade students participated in the testing process.

Measurable Objective

Given the importance of good health and physical fitness, students in grades 4 through 5 will improve their fitness skills as evidenced by seventy seven (77) percent of students achieving a silver award or higher on the 2007-2008 FitnessGram test as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote good health and fitness throughout the school year.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Monitor the physical education program to ensure that selected activities relate to the assessment component items.	Principal, Assistant Principal, Physical Education Teachers, Region	8/20/2007	6/5/2008	Student Wellness	0
Develop an action plan to identify goals and objectives to be met.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer a performance pre-test to determine baseline data to assess student improvement.	Principal, Assistant Principal, Physical Education Teachers	9/17/2007	11/30/2007	Continuous Improvement Model	0
Ensure that the appropriate amount of instructional time is dedicated to daily fitness activities.	Principal, Assistant Principal, Classroom Teachers, Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

FitnessGram

Professional Development

FitnessGram Training
University of Miami-Walk Safe Program

Evaluation

This objective will be evaluated utilizing the results of the FitnessGram for 2007-2008 as compared to the 2006-2007 results.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

The Expressive Arts staff at Rainbow Park Elementary School will increase the number of recruitment activities.

Needs Assessment

Student enrollment in the Expressive Arts Program for the 2007-2008 school year has decreased significantly as compared to the 2006-2007 school year. An analysis of the data revealed that internal and external factors led to the decline in enrollment. Recruitment efforts need to increase to target an expanded student population which will ultimately increase student enrollment and strengthen the quality of the Expressive Arts Program offered to students in our community.

Measurable Objective

Given attention to the decrease in student enrollment in the Expressive Arts Program, the number of recruitment activities will increase by ten (10) percentage points during the 2007-2008 school year as compared to the 2006-2007 school year. Recruitment logs will be utilized to document the increase.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a plan to recruit and maintain more students into the Expressive Arts Program.	District Personnel, Principal, Assistant Principal, Expressive Arts Lead Teacher	8/20/2007	6/5/2008	Improve Public Perception	0
Increase the participation of all strands in showcases and competitive events/contests.	Principal, Assistant Principal, Expressive Arts Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Develop partnerships with middle and senior high schools and community based organizations to promote articulation, recruitment and retention throughout the Expressive Arts Program.	Principal, Assistant Principal, Expressive Arts Teachers	8/20/2007	6/5/2008	Improve Public Perception	0
Showcase student's talents in small groups and the presence of their peers throughout the community.	Principal, Assistant Principal, Expressive Arts Teachers and students	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide more field trips to expose students to live cultural and visual arts performances.	Principal, Assistant Principal, Expressive Arts Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	1200
Expand magnet program advertisement to reach potential students utilizing print and multi-media vehicles.	Principal, Assistant Principal, Expressive Arts Teachers	8/20/2007	6/5/2008	Improve Public Perception	5000

Research-Based Programs

N/A

Professional Development

Professional development opportunities will be provided for all Expressive Arts teachers in the areas of recruitment, curriculum and instruction and performance assessments.

Evaluation

This objective will be evaluated by comparing recruitment activity logs from the 2006-2007 school year to the 2007-2008 school year.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Rainbow Park Elementary School will rank at or above 28 on the next Return on Investment (ROI) Index.

Needs Assessment

The most recent data supplied from the FLDOE indicated that in 2007, Rainbow Park Elementary School ranked at the forty-sixth (50th) percentile on the State of Florida Return on Investment (ROI) index.

Measurable Objective

Rainbow Park Elementary School's Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of the financial resources in relation to school programs.	Principal, Assistant Principal, School Treasurer, Teachers	8/20/2007	5/30/2008	Business Process Redesign	0
Collaborate with the district staff on resource allocation.	Principal, Assistant Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Collaborate with PTA on fundraising activities.	Principal, Assistant Principal, PTA Executive Board, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Develop partnerships with community agencies.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Business Process Redesign	100
Review existing resources and/or take advantage of a broader resource base, (e.g. private foundations, volunteer networks).	Principal, Assistant Principal, Counselor	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Parent Teacher Association
Houghton-Mifflin Florida Reading Series
Harcourt-Brace Mathematics Series

Professional Development

Continuous Improvement Model
READ 180
Voyager Passport
Diagnostic Assessment of Reading
Soar To Success
Early Success
Creating Independence Through Student-Owned Strategies
Dynamic Indicator of Basic Early Literacy Skills
Project RIGHT
Project BEAR
Project OWL
Project DRAW
Data Analysis
Data-Driven Instruction
Mathematics Resource Leader

Evaluation

This objective will be evaluated utilizing the State of Florida Return on Investment (ROI) index publication. Rainbow Park Elementary School will show progress toward reaching the fifty-fifth (55th) percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC Committee will ensure that the allocated budget is used primarily for the benefit of the students by providing necessary funds for tutoring and technology upgrades.

Training:

The EESAC Committee will provide training by district personnel. Several EESAC members including the president, secretary and treasurer will attend workshops and share pertinent information with the other committee members in the area of budget and technology.

Instructional Materials:

The EESAC Committee will listen to parental concerns and ensure that there are more consumable materials for reading and more manipulatives for mathematics and science.

Technology:

The EESAC Committee will work to ensure that the technological system in the school is maintained and monitored regularly.

Staffing:

The EESAC Committee will work with the school to ensure that highly qualified employees are hired to further drive the vision and mission of the school.

Student Support Services:

The EESAC Committee will work with the counselor and community agencies to advocate the academic and social needs of the students.

Other Matters of Resource Allocation:

The EESAC Committee will investigate other resources that can be beneficial to the well being of the students.

Benchmarking:

The EESAC Committee will assist and monitor the alignment of the curriculum from Pre-Kindergarten through fifth grade.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC Committee will work closely with school personnel and school resource officers to ensure a safe and nurturing environment.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	5100
Mathematics	5600
Writing	5100
Science	400
Parental Involvement	400
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	6200
Return On Investment	100
Total	22900



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent