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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 4541 - Rainbow Park Elementary School

*FeederPattern:* Hialeah-Miami Lakes Senior

*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Irene Wisenbaker-Clark

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Rainbow Park Elementary School*

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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 is a Title I funded school which houses Pre-Kindergarten through Fifth Grade, serving approximately five hundred thirty (530) children: fifty-two (52) percent female and forty-eight (48) percent male. Additionally, the school serves the north area of the Miami-Dade County community housing a performing arts magnet program which provides opportunities for students to study Art, Music, Dance and Drama. The racial-ethnic make-up of the student population consists of approximately eighty-seven (87) percent African American, eleven (11) percent Hispanic, less than one (1) percent White, Non-Hispanic and less than one (1) percent Asian/Indian/Multi-racial. Student mobility rate is thirty-two (32) percent. Additionally, Rainbow Park Elementary School has programs to meet the needs of special students, including Exceptional Student Education (ESE) and Bilingual Education. Student population in the area of ESE include thirty-seven (37) Gifted, twenty-eight (28) Learning Disabled, four (4) Educable Mentally Handicapped, one (1) Visually Impaired, twelve (12) Limited English Proficient, two-hundred eleven (211) Spanish SL and forty-five (45) Spanish.

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their reading skills as evidenced by 51 percent of the students achieving a level 3 or above on the 2006 FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills as evidenced by 53 percent of the students achieving a level 3 or higher on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one (1) percentage point in the number of students scoring 3.5 or higher on the 2006 FCAT Writing.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of at least one (1) percentage point in the mean scale score as evidenced by the 2006 FCAT Science.

Given the importance of maintaining a positive link between school, home and the community to support high academic achievement, family involvement in school related activities will increase as evidenced by a fifty (50%) participation rate in school related activities when comparing parent sign-in logs from the 2004-2005 school year to the 2005-2006 school year.

Given the importance of providing a safe learning environment, student behavior will improve as evidenced by a ten (10) percent decrease in the number of Student Case Management Referrals reported on the Miami Dade County Public Schools Student Case Management Referral Report during the 2005-2006 school year, as compared to the 2004-2005 school year.

Given the importance of current technology utilization to support high student academic achievement and staff communication, the use of technology as an effective communicator will increase to a ratio of two (2) or higher as evidenced on the 2005-2006 technology survey.

Given the importance of good health and physical fitness, eligible students in grades 4 through 5 will improve their fitness skills as evidenced by a three (3) percent increase in the number of gold and silver awards.

Given attention to increasing student enrollment in the Expressive Arts Program, the number of recruitment activities will increase by ten (10) percent. Recruitment logs will be utilized to document the increase.

Rainbow Park Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the forty-sixth (46th) percentile in 2003 to the fiftieth (50th) percentile on the next publication of the index.

The results of the Organizational Performance Improvement Snapshot survey indicated a positive outcome demonstrating an average score of 4.5. The categories in need of improvement, with a mean score of 4.0, are Business Results and Strategic Planning.

The area of Business Results indicates a need for clarity in communication between the organization and the employees. In order to improve in this area, the administration will ensure open lines of communication for all staff members by means of electronic mail, verbal and written communication, regularly scheduled meetings and utilizing grade level chairpersons to disseminate information to their colleagues.

The area of Strategic Planning indicates a need for all employees being involved in the daily operation of the organization. Staff members expressed an interest to be part of the decision making process as new ideas for the future are explored. In order to improve in this area, the administration will encourage staff members to evaluate school needs, explore new ideas and participate in team building activities that align with the school's mission.

# 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.

## **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 with Limited English Proficiency (LEP) and those in Exceptional Student 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.

### 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 with Limited English Proficiency (LEP) and those in Exceptional Student Education (ESE).

## CORE VALUES

### 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.

### Citizenship

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*

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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. The surrounding community consists of single family homes along with low-income rental apartments and duplexes. Rainbow Park Elementary School, built in 1957, has a rich history and a long tradition of excellence having educated generations of African Americans in this community. Many of the students who graduated from the school have gone on to become prominent leaders of this community, the state and the country.

Rainbow Park Elementary School is a Title I funded school which houses Pre-Kindergarten through Fifth Grade, serving approximately 530 children (52 percent female, 48 percent male). Additionally, the school serves the north area of the Miami-Dade County 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. Over the years, the magnet program has trained hundreds of students who have received recognition and accolades at the local, state and national level.

The racial-ethnic make-up of the student population consists of approximately eighty-seven (87) percent African American, eleven (11) percent Hispanic, less than one (1) percent White, Non-Hispanic and less than one (1) percent Asian/Indian/Multi-racial. Student mobility rate is thirty-two (32) percent. As a result of low socio-economic levels, eighty-eight (88) 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 students, including Exceptional Student Education (ESE) and Bilingual Education. Student population in the area of ESE and bilingual education include thirty-seven (37) Gifted, twenty-eight (28) Learning Disabled, four (4) Educable Mentally Handicapped, one (1) Visually Impaired, twelve (12) Limited English Proficient, two-hundred eleven (211) Spanish SL and forty-five (45) Spanish S.

The faculty and staff of Rainbow Park Elementary School is comprised of highly qualified teachers, paraprofessionals and skilled support personnel. The racial ethnic make-up of the classroom teacher population consists of thirty-two (32) percent African American, thirty-two (32) percent Hispanic, and thirty-five (35) percent White Non-Hispanic. The classroom teacher population is composed of fifteen (15) percent Male and eighty-five (85) percent Female. The administration includes one (1) African-American Principal, and one (1) Hispanic, Assistant Principal. The educational levels of the instructional and administrative staff with advanced degrees consists of twenty-eight (28) percent Master's Degrees and five (5) percent Specialist Degrees.

# *School Foundation*

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## ***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 information is prioritized and shared as everyone is encouraged to network and grow professionally. This is supported by an average scale score of 4.2 in the leadership category on the Organizational Performance Improvement Snapshot Survey completed by 84% of staff members.

## ***District Strategic Planning Alignment:***

The faculty and staff agree that ideas are encouraged and expressed while making decisions. 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 84% of staff members.

## ***Stakeholder Engagement:***

The faculty and staff strongly agree that communication with important customers 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. This is supported by an average scale score of 4.4 in the Customer and Market Focus category on the Organizational Performance Improvement Snapshot Survey completed by 84% 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 are recognized for the success and that the organization genuinely cares for them. This is supported by an average scale score of 4.1 in the Human Resource Focus category of the Organizational Performance Improvement Snapshot Survey completed by 84% of staff members.

## ***Data/Information/Knowledge Management:***

The faculty and staff strongly agree that analyzing the quality of their work through data is a process that assists employees while making changes to ensure that the organization measures improvement and success. This is supported by an average scale score of 4.5 in the Measurement, Analysis, and Knowledge Management category of the Organizational Performance Improvement Snapshot Survey completed by 84% of staff members.

## ***Education Design:***

The faculty and staff strongly agree that the educational design of the overall organization is to provide a safe learning environment for all students. The school design fosters, developmentally appropriate practices, remedial and

advanced courses, extended learning opportunities, and an overall school-wide commitment dedicated to maximizing high levels of achievement. This is supported by an average scale score of 4.2 in the Process Management Category of the Organizational Performance Improvement Snapshot Survey completed by 84% 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 4.4 in the Business Results Category of the Organizational Performance Improvement Snapshot Survey completed by 84% of staff members.



## GOAL 1: READING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

**GOAL 1 STATEMENT:**

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

**Needs Assessment**

The results of the 2005 FCAT Reading subtest indicated that forty-eight (48) percent of third grade students, seventy-one (71) percent of fourth grade students and sixty-seven (67) percent of fifth grade students tested scored at or above FCAT Achievement Level 3. Upon reviewing the data, the results of the 2005 Reading subtest indicated that sixty-eight (68) percent of all students tested achieved annual learning gains, while fifty-eight (58) percent of those in the lowest quartile achieved annual learning gains.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their reading skills as evidenced by 51 percent of the students achieving a level 3 or above on the 2006 FCAT Reading.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. 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	08/08/2005	05/24/2006
2. Implement the Plan-Do-Study-Act model, utilizing the 8 step process to support improved student achievement.	Principal, Assistant Principal	08/08/2005	05/24/2006
3. Utilize the Accelerated Reader Program to encourage reading by providing motivational activities and incentives.	Principal, Assistant Principal, Classroom Teachers, Media Specialist	08/08/2005	05/24/2006
4. Provide tutorial programs for 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 below grade level and accelerated assistance for students working at or above grade level. Student progress will be monitored by pre and post tests.	Principal, Assistant Principal, Reading Coach, Selected Teachers and Paraprofessionals	10/01/2005	04/28/2006
5. Implement an uninterrupted period of silent reading, D.E.A.R (Drop Everything And Read) from 8:20- 8:50 A.M. daily.	Principal, Assistant Principal, Classroom Teachers	08/08/2005	05/24/2006
6. Provide opportunities for staff to participate in professional development activities, utilizing district Reading Specialist and the school's Reading Coach to improve instructional techniques.	Principal, Assistant Principal, Reading Coach, District Reading Specialist, Classroom Teachers	08/08/2005	05/24/2006
7. Provide parent workshops in the area of reading to help increase student achievement.	Principal, Assistant Principal, Reading Coach, Selected Teachers	10/01/2005	4/28/2006

## **Research-Based Programs**

Houghton-Mifflin Florida Reading Series, READ 180, and Voyager Passport.

## **Professional Development**

Plan-Do-Study-Act 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

## **Evaluation**

This objective will be evaluated utilizing the scores of the 2006 FCAT Reading subtest. Weekly, monthly and quarterly assessments will be conducted, utilizing data from reading pre-tests, computer assisted reading instruction, and basal series tests.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

**GOAL 2 STATEMENT:**

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

**Needs Assessment**

The results of the 2005 FCAT Mathematics subtest indicated that fifty-two (52) percent of the third grade students, forty-nine (49) percent of the fourth grade students, and forty-four (44) percent of the fifth grade students tested scored at or above Achievement Level 3. Upon reviewing the data, the results of the 2005 Mathematics subtest indicated that sixty-eight (68) percent of all students tested made annual learning gains.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills as evidenced by 53 percent of the students achieving a level 3 or higher on the 2006 FCAT Mathematics.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act Model eight step process to improve student achievement.	Principal, Assistant Principal	08/08/2005	05/24/2005
2. Provide intensive classroom instruction, small group tutoring and additional at-home supporting activities for all students.	Principal, Assistant Principal, Classroom Teachers, Paraprofessionals	08/08/2005	05/24/2006
3. 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	09/01/2005	04/28/2006
4. 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	08/08/2005	05/24/2006
5. Provide activities that give students the opportunity to apply mathematical concepts in the real world.	Principal, Assistant Principal, Classroom teachers, Paraprofessionals	08/08/2005	05/24/2006
6. 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	08/08/2005	05/24/2006
7. Provide parent workshops in the area of mathematics to help increase student achievement.	Principal, Assistant Principal, Reading Coach, Selected Teachers	10/01/2005	04/28/2005
8. Provide tutorial programs for 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 below grade level and accelerated assistance for students working at or above grade level. Student progress will be monitored by pre and post tests.	Principal, Assistant Principal, Selected Teachers and Paraprofessionals	10/1/2005	4/28/2006

## **Research-Based Programs**

Harcourt-Brace Mathematics Program  
Plan-Do-Study-Act-Model

## **Professional Development**

Data Analysis  
Data-Driven Instruction  
Plan-Do-Study-Act Model  
Mathematics Resource Leader

## **Evaluation**

This objective will be evaluated by the scores of the 2006 FCAT Mathematics subtest as evidenced by data. Monthly and quarterly assessments will be conducted utilizing data from the mathematics pretests, computer assisted mathematics instruction and the mathematics series tests.

## GOAL 3: WRITING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

**GOAL 3 STATEMENT:**

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

**Needs Assessment**

The results of the 2005 FCAT Writing subtest indicated that ninety-six (96) percent of the fourth grade students tested scored at a level of 3.0 or above. Seventy-six (76) percent of these students met state standards in Writing. The mean score for all students tested was 3.9.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of one (1) percentage point in the number of students scoring 3.5 or higher on the 2006 FCAT Writing.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act model utilizing the eight step process to improve student achievement.	Principal, Assistant Principal	08/08/2005	05/24/2006
2. Utilize district Language Arts Specialists and experienced on-site writing instructors to provide professional development activities for teachers.	Principal, Assistant Principal, Designated Teachers	09/01/2005	03/31/2006
3. 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	09/01/2005	03/31/2006
4. Implement and promote daily journal writing to provide opportunities for improving students' written self expression.	Principal, Assistant Principal, Classroom Teachers	09/01/2005	03/31/2006
5. Establish a Journalism Club to provide an opportunity for students to elevate their writing skills. Journalism is offered after school on Mondays, Wednesdays, and Thursdays for grades three through five.	Principal, Assistant Principal, Academic Excellence Teacher	09/01/2005	03/31/2006
6. 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	09/01/2005	5/24/2006
7. 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.	10/01/2005	4/28/2005
8. Provide parent workshops in the area of writing to help increase student achievement.	Principal, Assistant Principal, Reading Coach, Selected Teachers	10/01/2005	04/28/2006



## **Research-Based Programs**

Teach-Me-Writing Program  
Plan-Do-Study-Act-Model

## **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 2006 FCAT Writing subtest. Quarterly assessments will be conducted utilizing district and state writing prompts and the Teach-Me-Writing Program.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### **GOAL 4 STATEMENT:**

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

### ***Needs Assessment***

The results of the 2005 FCAT Science subtest indicated that fifth grade students achieved a mean scale score of two hundred ninety-four (294) points. These results were above the district scale score of two hundred eighty-six (286) points. Upon reviewing the data, the results of the 2005 FCAT Science test indicated that there is an opportunity for improvement.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of at least one (1) percentage point in the mean scale score as evidenced by the 2006 FCAT Science.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement Plan-Do-Study-Act Model to support improved student achievement.	Principal, Assistant Principal	08/08/2005	05/24/2006
2. 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	12/01/2005	03/31/2006
3. 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	09/01/2005	05/24/2006
4. Provide science laboratory materials to all classes to ensure the implementation of weekly hands-on activities.	Principal, Assistant Principal, Science Teachers	09/01/2005	05/24/2006
5. Utilize computer-assisted support activities to promote student interaction with scientific programs.	Principal, Assistant Principal, Science Teachers	09/01/2005	05/24/2006
6. Organize and implement the SECME program to motivate students to achieve excellence in science.	Principal, Assistant Principal, Science Teachers	09/01/2005	05/24/2006
7. Provide parent workshops in the area of science to help increase student achievement.	Principal, Assistant Principal, Reading Coach, Selected Teachers	10/01/2005	04/28/2006

## Research-Based Programs

Harcourt-Brace Science Series  
Plan-Do-Study-Act-Model

## **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 2006 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 chapter tests on each of the following science strands; Physical and Chemical, Earth and Space, Life and Environment, and Scientific Thinking.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### ***GOAL 5 STATEMENT:***

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

### ***Needs Assessment***

Parent participation logs indicated that during the 2004-2005 school year approximately forty-eight (48) percent of students in grades Pre-Kindergarten through Fifth Grade had a family member attend at least one parent workshop or school related activity. An analysis of the events revealed that approximately four hundred (400) family members attended the school's Open House in September 2004. Parent involvement in other school-related activities (e.g. workshops, PTA meetings, etc.) indicated a two (2) percent increase in the number of participants from the previous year. The need to increase parental involvement in all aspects of the school remains a priority.

## Measurable Objective

Given the importance of maintaining a positive link between school, home and the community to support high academic achievement, family involvement in school related activities will increase as evidenced by a fifty (50%) participation rate in school related activities when comparing parent sign-in logs from the 2004-2005 school year to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. 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)	08/08/2005	05/24/2006
2. Provide opportunities for parents to interact with school administrators at monthly "Morning Cup of Coffee".	Principal, Assistant Principal	10/03/2005	05/24/2006
3. 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)	09/01/2005	05/24/2006
4. 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	09/01/2005	03/31/2006
5. 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	08/08/2005	05/24/2006
6. Promote parental involvement through cultural events such as ethnic days, fairs, family nights or agricultural fair.	Principal, Assistant Principal, Community Involvement Specialist (CIS), PTA Officers	10/03/2005	5/24/2005

## Research-Based Programs

Parent Teacher Association  
Plan-Do-Study-Act-Model

## **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 2004-2005 school year to the 2005-2006 school year.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### **GOAL 6 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 2004-2005 school year three hundred sixty four (364) incidents were reported. An analysis of this report revealed that approximately fourteen (14) percent of these incidents were for fighting and twenty-eight (28) percent were general disruptive conduct. Based on this data, the need to decrease the number of referrals for fighting and general disruptive conduct is a priority.



## Measurable Objective

Given the importance of providing a safe learning environment, student behavior will improve as evidenced by a ten (10) percent decrease in the number of Student Case Management Referrals reported on the Miami Dade County Public Schools Student Case Management Referral Report during the 2005-2006 school year, as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide counseling services for identified students in need of assistance.	Principal, Assistant Principal, Counselor	08/08/2005	05/24/2006
2. Provide ongoing mentor services to identified students in need of assistance.	Principal, Assistant Principal, Counselor	08/08/2005	05/24/2006
3. Conduct grade level orientation sessions to familiarize students with the Code of Student Conduct.	Principal, Assistant Principal, Classroom Teachers	08/08/2005	05/24/2006
4. 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	10/01/2005	05/24/2006
5. Provide the "It Did Not Have To Happen" training for all staff members.	Principal, Assistant Principal	11/01/2005	05/24/2006
6. Train students to serve as peer mediators to help resolve conflicts amongst students.	Principal, Assistant Principal, Counselor	08/08/2005	05/24/2006
7. Promote the Character Education Program, to encourage good behavior throughout the school.	Principal, Assistant Principal, Counselor	10/01/2005	05/24/2006
8. Provide parent trainings for behavioral modification.	Principal, Assistant Principal, Counselor, PTA	11/01/2005	05/24/2006

## Research-Based Programs

Plan-Do-Study-Act-Model

## **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 2005-2006 Miami Dade County Public Schools Student Case Management Referral Report as compared to the 2004-2005 school year.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### **GOAL 7 STATEMENT:**

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

### **Needs Assessment**

A technology survey indicated that during the 2004-2005 school year computer usage was minimal. An analysis of the survey revealed slow internet access as well as the inability to access the network as significant factors. The survey results also disclosed the need for computer replacement. Additionally, staff training is essential for the implementation of the district mandated electronic grade book.

## Measurable Objective

Given the importance of current technology utilization to support high student academic achievement and staff communication, the use of technology as an effective communicator will increase to a ratio of two (2) or higher as evidenced on the 2005-2006 technology survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Analyze the results of the 2004-2005 technology survey and prioritize the needs.	Principal, Assistant Principal, Technology Specialist	08/08/2005	05/24/2006
2. Develop a plan to upgrade the school's technology system.	Principal, Assistant Principal, Technology Specialist	08/08/2005	05/24/2006
3. Provide training to staff on use of the Electronic Grade Book.	District Personnel	08/08/2005	05/24/2006
4. Provide training within the school using the district's electronic mail system.	District Personnel, Principal, Assistant Principal, Technology Specialist	08/08/2005	05/24/2006
5. Provide training on the utilization of the Internet to enhance academic lessons.	District Personnel, Principal, Assistant Principal, Classroom Teachers	08/08/2005	05/24/2006
6. Expand the school's website to include information to parents regarding instructional lessons, activities, and homework assignments.	Principal, Assistant Principal, Teachers, Technology Specialist	11/1/2005	05/24/2006

## Research-Based Programs

Plan-Do-Study-Act Model

## Professional Development

E-mail training

Electronic Grade Book

FCAT Explorer

Edusoft

## **Evaluation**

This objective will be evaluated utilizing the results of the technology survey administered in May, 2006.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### ***GOAL 8 STATEMENT:***

All students eligible for physical education will demonstrate an increase in physical fitness.

### ***Needs Assessment***

The results of the 2004-2005 FITNESSGRAM test program indicated thirty-nine (39) percent of fourth and fifth grade students achieved a gold and silver award. Only seventy-three (73) percent of the eligible students participated in the testing process.

## Measurable Objective

Given the importance of good health and physical fitness, eligible students in grades 4 through 5 will improve their fitness skills as evidenced by a three (3) percent increase in the number of gold and silver awards.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Promote good health and fitness throughout the school year.	Principal, Assistant Principal, Physical Education Teacher	08/08/2005	05/24/2006
2. Monitor the physical education program to ensure that selected activities relate to the assessment component items.	Principal, Assistant Principal, Physical Education Teacher, Region	08/08/2005	05/24/2006
3. Develop an action plan to identify goals and objectives to be met.	Principal, Assistant Principal, Physical Education Teacher	08/08/2005	05/24/2006
4. Administer a performance pre-test to determine baseline data to assess student improvement.	Principal, Assistant Principal, Physical Education Teacher	09/01/2005	11/30/2005
5. Ensure that the appropriate amount of instructional time is dedicated to daily fitness activities.	Principal, Assistant Principal, Classroom Teachers, Physical Education Teacher	08/08/2005	05/24/2006

### Research-Based Programs

FITNESSGRAM

Plan-Do-Study-Act Model

### Professional Development

FITNESSGRAM

University of Miami-Walk Safe Program

### Evaluation

This objective will be evaluated utilizing the results of the FITNESSGRAM for 2005-2006 as compared to the 2004-2005 results.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

**GOAL 9 STATEMENT:**

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

**Needs Assessment**

Student enrollment for the 2005-2006 school year has decreased significantly as compared to the 2004-2005 school year. An analysis of the data revealed that internal and external factors led to the decline in enrollment. Recruitment efforts need to rise to target an extended student population and ultimately help increase enrollment.



## Measurable Objective

Given attention to increasing student enrollment in the Expressive Arts Program, the number of recruitment activities will increase by ten (10) percent. Recruitment logs will be utilized to document the increase.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide more field trips to expose students to live cultural and visual arts performances.	Principal, Assistant Principal, Expressive Arts Teachers	08/08/2005	05/24/2006
2. Showcase student's talents in small groups and the presence of their peers, throughout the community (Kid Vision).	Principal, Assistant Principal, Expressive Arts Teachers and students	08/08/2005	05/24/2006
3. Develop a plan to recruit and maintain more students into the Expressive Arts Program.	District Personnel, Principal, Assistant Principal, Expressive Arts Lead Teacher	08/08/2005	05/24/2006
4. Expand magnet program advertisement to reach potential students utilizing print and multi-media vehicles.	Principal, Assistant Principal, Expressive Arts Teachers	08/08/2005	05/24/2006
5. Increase the participation of all strands in showcases and competitive events/contests.	Principal, Assistant Principal, Expressive Arts Teachers	08/08/2005	05/24/2006
6. 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	08/08/2005	05/24/2006

## Research-Based Programs

Plan-Do-Study-Act Model

## 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 2004-2005 school year to the 2005-2006 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

**GOAL 10 STATEMENT:**

Rainbow Park Elementary School will rank at or above the ninetieth (90th) percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicated that in 2003, Rainbow Park Elementary School ranked at the forty-sixth (46th) percentile on the State of Florida Return on Investment (ROI) index.

## Measurable Objective

Rainbow Park Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the forty-sixth (46th) percentile in 2003 to the fiftieth (50th) percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of the financial resources in relation to school programs.	Principal, Assistant Principal, School Treasurer, Teachers	09/01/2005	05/24/2006
2. Collaborate with the district staff on resource allocation.	Principal, Assistant Principal	09/01/2005	05/24/2006
3. Review existing resources and/or taking advantage of a broader resource base, (e.g. private foundations, volunteer networks).	Principal, Assistant Principal, Counselor	09/01/2005	05/24/2006
4. Develop partnerships with community agencies.	Principal, Assistant Principal	09/01/2005	05/24/2006
5. Collaborate with PTA on fundraising activities.	Principal, Assistant Principal, PTA Executive Board, Teachers	09/01/2005	05/24/2006

## Research-Based Programs

Parent Teacher Association

Houghton-Mifflin Florida Reading Series

Harcourt-Brace Mathematics Series

## **Professional Development**

Plan-Do-Study-Act 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 fiftieth (50th) percentile.

## *EESAC Compliance*

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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:***

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

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*