RAINBOW ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Rainbow Elementary School is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Rainbow Elementary will provide an enriched learning environment for all students including developing a growth mind set, rigorous academic standards, and a positive, nurturing school culture to ensure the academic growth and success of every student.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name
Kristina Marshall

Position Title
Principal

Job Duties and Responsibilities

Oversees all aspects of the school's operation including, but not limited to, staff, SAC, PTA, 5 Essentials, school budget, ESE, Title IX, Team Leaders, students, and instruction.

Leadership Team Member #2

Employee's Name
Jennifer Fennel

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the principal in her role supporting the school with data analysis, 504's, MTSS, curriculum

and instruction, communication to families, testing, scheduling, lesson plans, and social media.

Leadership Team Member #3

Employee's Name
Stacey Miller

Position Title
School Administration Manager

Job Duties and Responsibilities

 Supports the principal and assistant principal in their roles with responsibilities for the custodians, paraprofessionals, scheduling, curriculum and instruction, events, discipline, transportation, communication, and PBIS.

Leadership Team Member #4

Employee's Name
Hannah Metzger-Starcher

Position Title
School Counselor

Job Duties and Responsibilities

 Supports students with 504's, IEP's, EP's, and individual or group counseling. The school counselor supports the school with PBIS, student study meetings, and working closely with the School Psychologist, DMHC, and Social Worker to ensure the students counseling needs are being met. She supports the school with resiliency education, civic and character education, and life skills education.

Leadership Team Member #5

Employee's Name
Kirsten Goldman

Position Title
Instructional Coach

Job Duties and Responsibilities

 Provide teachers with on-going professional development related to instruction, model best practices, assist in analyzing student data, and support school wide progress resulting in an increase in student achievement.

Leadership Team Member #6

Employee's Name

Michele Fitzpatrick

Position Title
Instructional Coach

Job Duties and Responsibilities

 Provide teachers with on-going professional development related to instruction, model best practices, assist in analyzing student data, and support school wide progress resulting in an increase in student achievement.

Leadership Team Member #7

Employee's Name
Melisa Jones

Position Title
Educational Technology Facilitator/Science Instructional Coach

Job Duties and Responsibilities

 Coach and support teachers while coordinating, organizing, and facilitating instructional technology applications.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

School staff, parents and our community are encouraged to attend the School Advisory Council meetings to participate in the development and review process of the School Improvement Plan. The School Advisory Council works in partnership with the school in providing meaningful feedback to establish common goals that align with our school wide vision. Input from the teachers, staff, and community through various surveys is utilized to develop the plan that impacts the success of the school. Rainbow Elementary's PTA supports the school as well with human and financial resources to enhance student achievement.

SIP Monitoring

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

Our school team will take a collaborative approach to reviewing school and student data. We have specific teams that analyze either the whole school, grade level, or individual student data. Each team will create checkpoints, monitor fidelity of the action plans, create tasks related to the action plans, and meet regularly to adjust action plans to support the overall goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	47.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	41.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	18	12	6	13	12				61
One or more suspensions	0	0	0	1	3	0				4
Course failure in English Language Arts (ELA)	0	3	9	0	0	0				12
Course failure in Math	0	0	4	1	4	3				12
Level 1 on statewide ELA assessment	0	0	0	0	4	5				9
Level 1 on statewide Math assessment	0	0	0	0	4	9				13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	9	1	15						25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	9	2	5	4					20

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	6	2	8	8				29

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	6	1	1	0	0				8
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	84	66	57	78	61	53	81	65	56
ELA Grade 3 Achievement **	89	69	58	84	62	53			
ELA Learning Gains	74	62	60				72		
ELA Learning Gains Lowest 25%	59	55	57				65		
Math Achievement *	90	67	62	78	64	59	86	46	50
Math Learning Gains	89	64	62				79		
Math Learning Gains Lowest 25%	76	43	52				69		
Science Achievement *	89	68	57	80	65	54	76	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	95	75	61	81	77	59	57	57	57

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	83%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	745
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
83%	84%	73%	71%		77%	66%

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

C. ESSA Subgroup Data Review (pre-populated)

		2023-24 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	63%	No		
English Language Learners	72%	No		
Asian Students	84%	No		
Black/African American Students	77%	No		
Hispanic Students	77%	No		
Multiracial Students	85%	No		
White Students	85%	No		
Economically Disadvantaged Students	77%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	59%	No		
English Language Learners	81%	No		
Asian Students	79%	No		
Black/African American Students	64%	No		
Hispanic Students	76%	No		
Multiracial Students	69%	No		
White Students	84%	No		
Economically Disadvantaged Students	77%	No		

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	60%	No		
English Language Learners	72%	No		
Native American Students				
Asian Students	90%	No		
Black/African American Students	66%	No		
Hispanic Students	72%	No		
Multiracial Students	77%	No		
Pacific Islander Students				
White Students	77%	No		
Economically Disadvantaged Students	69%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	84%	89%	74%	59%	90%	89%	76%	89%					95%
Students With Disabilities	63%	72%	68%	63%	62%	64%	50%	59%					
English Language Learners	56%	60%	56%		92%	75%							95%
Asian Students	78%	75%	75%		96%	94%		79%					
Black/African American Students	79%		75%		79%	75%							
Hispanic Students	78%	83%	69%	46%	87%	87%	78%	73%					90%
Multiracial Students	78%	92%	92%		83%	85%							
White Students	88%	93%	74%	61%	93%	91%	81%	99%					
Economically Disadvantaged Students	74%	82%	70%	55%	84%	84%	73%	79%					93%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	78%	84%			78%			80%					81%
Students With Disabilities	57%	68%			51%			58%					
English Language Learners	68%				74%					100%			
Asian Students	74%				84%								
Black/African American Students	64%				64%								
Hispanic Students	74%	90%			64%			74%					
Multiracial Students	67%				71%								
White Students	82%	86%			86%			81%					
Economically Disadvantaged Students	70%	78%			65%			72%					100%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	81%		72%	65%	86%	79%	69%	76%					57%
English Language Learners	77%		76%		70%	71%		80%					57%
Students With Disabilities	59%		55%	43%	75%	73%	60%	56%					
Native American Students													
Asian Students	87%				93%								
Black/African American Students	69%		60%		56%	80%							
Hispanic Students	69%		69%	67%	76%	79%	71%	70%					
Multiracial Students	69%				85%								
Pacific Islander Students													
White Students	87%		73%	60%	92%	78%	65%	81%					
Economically Disadvantaged Students	73%		71%	72%	76%	78%	62%	66%					50%

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

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

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	86%	67%	19%	55%	31%
Ela	4	78%	62%	16%	53%	25%
Ela	5	82%	63%	19%	55%	27%
Math	3	86%	69%	17%	60%	26%
Math	4	89%	64%	25%	58%	31%
Math	5	77%	43%	34%	56%	21%
Math	6	100%	67%	33%	56%	44%
Science	5	86%	65%	21%	53%	33%

III. Planning for Improvement

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

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

Most Improvement

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

Our fifth grade non-RAMP students showed the most improvement from the 22-23 school year. This component grew from 43% proficiency in 22-23 to 77% proficiency in 23-24. Students were provided teacher guided support during core instruction and differentiated teacher led rotations. During PLC's, student data was discussed to determine what supports to implement during core and small group instruction. Additionally, students were discussed through MTSS to identify additional needs and layered supports that can be put in place for them to succeed.

Lowest Performance

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

The lowest performance component was the fifth grade non-RAMP students. The year prior, their proficiency was 43%, they grew to 77% proficiency for the 23-24 school year. Although this component was the lowest performance, it showed the most growth for Rainbow. Students were provided teacher guided support during core instruction and differentiated teacher led rotations. During PLC's, student data was discussed to determine what supports to implement during core and small group instruction. Additionally, students were discussed through MTSS to identify additional needs and layered supports that can be put in place for them to succeed.

Greatest Decline

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

Fourth grade math showed the greatest decline from the prior year. In 22-23, proficiency for our fourth-grade math students was 90%, in 23-24 proficiency was 89%. One contributing factor for the decline is the group of students came into fourth grade weaker in math. In third grade, they scored 77% proficiency. Another factor is there were multiple staff changes throughout the year impacting academic achievement.

Greatest Gap

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

Third grade ELA and fourth grade math are the data components with the greatest gap compared to the state average. Rainbow Elementary School scored 31% higher than the state average in both areas. For third grade ELA, Rainbow scored 86% proficiency and the state average was 55%. For fourth grade math, the state average was 58% and Rainbow scored 89% proficiency. We attribute this success to multiple factors. During grade level PLCs, all curriculum areas were monitored. Formal and informal assessments were discussed to determine progress towards mastery of the standard. Guided reading groups and rotations were monitored for rigorous academic instruction. Students were strategically placed in small group settings during Mission Possible (Intervention and Acceleration) to focus on differentiated instruction aligned to their skill needs. The lowest quartile students were monitored regularly through Leadership team meetings, MTSS, and PLC data meetings with teachers. Weekly and/or biweekly data points, based on the specific skill, were monitored to determine if the students were learning the skills were taught. An electronic data tracking form was used for all students on campus to show the achievement level of each student.

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

An area of concern is the number of students who scored a level 1 in ELA or Math on the statewide assessment is greater than the number of students with a course failing grade.

There are 8 first graders with two or more indicators.

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

·   Rigorous Rotations
·   Student Engagement
·   Increase proficiency in all subject areas and grade levels by 5%.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Professional Learning will focus on implementing the instructional frameworks to identify and discuss best teaching practices for standards based and differentiated, rigorous, whole group and small group instruction to promote student engagement. Rainbow will continue to collaborate with teachers on effective instruction of the small group instruction and student rotations. Our instructional coaches will work closely with the teachers, guiding them through student accountability during rotations. Teachers will be provided additional support and information regarding the B.E.S.T. Standards and how to implement the standards for student achievement. Teachers will gain an in-depth understanding of how to group, pull, and instruct their students within a guided reading group.

Measurable Outcome

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

Our goal is for all students to achieve at least a year's growth in a year's time. For our lowest quartile students, we want to see a 5% increase in proficiency overall and see an increase within each data component of the FAST assessment in ELA by 5%. Rainbow would like to see the following increases:

- · Third Grade ELA from 86% to 91%
- · Fourth Grade ELA from 78% to 83%
- · Fifth Grade ELA from 82% to 87%

Monitoring

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

During grade level PLCs, all curriculum areas will be monitored. Formal and informal assessments will be discussed to determine progress towards mastery of the standard. Guided reading groups

and rotations will be monitored for rigorous academic instruction and student engagement. Students will be strategically placed in small group settings during Mission Possible (intervention and acceleration) to focus on differentiated instruction aligned to their skill needs. The lowest quartile will be monitored regularly through Leadership team meetings, MTSS, and PLC data meetings with teachers. Weekly or biweekly data points, based on the specific skill, will be monitored to determine if the students receiving tiered interventions are learning the skills they are being taught. These data points will be entered into EdInsight for tracking purposes. An electronic data tracking form will be used for all students on campus to show the achievement level of each student.

Person responsible for monitoring outcome
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach; Melisa Jones, Educational Technology Facilitator; Teachers

Evidence-based Intervention:

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

Description of Intervention #1:
Using formative assessment data, students would be grouped according to their academic needs with evidence based interventions that fit their individual need including, but not limited to, UFLI, Magnetic Reading, county assessments, Oral Reading Fluency, Core Phonics Survey, Flamingo Phonemic Awareness Assessment, iReady, and SIPPS.

Rationale:
A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Utilizing Best Instructional Practices

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School	May 2025

Administration Manager; Michele Fitzpatrick,
Literacy Coach; Kirsten Goldman, Instructional
Coach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*ELA teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension small group lessons. *All K-2 ELA teachers will implement UFLI Foundations during Tier 1 Core instruction which provide teachers guidance for Phonics Skills, Decoding, and Fluency in whole and small group lessons.

Action Step #2
Focused Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*PLCs will bring the ELA B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. *ALDs will provide clear guidance on what is needed to move up a level within a given standard. *PLCs will also plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students.

Area of Focus #2

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

Instructional Practice specifically relating to Math, Small-group Instruction, Student Engagement

Area of Focus Description and Rationale

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

Professional Learning will focus on implementing the instructional frameworks to identify and discuss best teaching practices for standards based and differentiated, rigorous, whole group and small group instruction to promote student engagement. To accelerate learning, Rainbow will continue to collaborate with teachers on effective instruction of the Math curriculum and student rotations. Our instructional coaches will work closely with the teachers, guiding them through student accountability during rotations. District support, along with our instructional coaches, will assist teachers with math curriculum and consistent terminology across the campus. Teachers will be provided additional support and information regarding the B.E.S.T. Standards and how to implement the standards for

student achievement. Teachers will gain an in-depth understanding of how to group, pull, and instruct their students within a Math small group.

Measurable Outcome

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

Our goal is for all students to achieve at least a year's growth in a year's time. For our lowest quartile students, we want to see a 5% increase in proficiency overall and see an increase within each data component of the FAST assessment in ELA and Math by 5%. Rainbow would like to see the following increases:

· Third Grade Math from 86% to 91%

· Fourth Grade Math from 89% to 94%

· Fifth Grade Math non-RAMP from 77% to 82%

· Fifth Grade Math RAMP maintain 100%.

Monitoring

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

During grade level PLCs, all curriculum areas will be monitored. Formal and informal assessments will be discussed to determine progress towards mastery of the standard. Math small groups and rotations will be monitored for rigorous academic instruction and student engagement. The lowest quartile will be monitored regularly through Leadership team meetings, MTSS, and PLC data meetings with teachers. Weekly or biweekly data points, based on the specific skill, will be monitored to determine if the students are learning the skills they are being taught. These data points will be entered into EdInsight for tracking purposes. An electronic data tracking form will be used for all students on campus to show the achievement level of each student.

Person responsible for monitoring outcome

Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach

Evidence-based Intervention:

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

Description of Intervention #1:

Using formative assessment data, students would be grouped according to their academic needs with evidence based interventions that fit their need including, but not limited to Saavas, iReady, and Ready Florida's BEST Mathematics.

Rationale:
A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of math to be addressed according to student data. All of the listed evidence based interventions have been included in the K-5 District Instructional Materials Matrix for Elementary Instructional Supports.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Utilizing Best Instructional Practices

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*All Math teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks. *Provide teachers with specific professional learning opportunities to collaborate using collaborative structures and build understanding of small group instructional routines.

Action Step #2
Focused Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*PLCs will bring the Math B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. *PLCs will plan and implement in-house formative assessments a minimum of 2 times in each math unit. *The PLCs will plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students.

Area of Focus #3

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

Instructional Practice specifically relating to Science, Student Engagement

Area of Focus Description and Rationale

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

Professional Learning will focus on implementing the instructional frameworks to identify and discuss best teaching practices for standards based and differentiated, rigorous, instruction to promote student engagement. To accelerate learning, Rainbow will continue to collaborate with teachers on effective instruction of the Science Curriculum, utilizing labs, and regular hands on experiences Our instructional coaches will work closely with the teachers, guiding them through student accountability during labs. District support, along with our instructional coaches, will assist teachers with Science curriculum and consistent terminology across the campus. District personnel will also assist our coaches with Science and STEAM initiatives to accelerate our students in those curriculum areas.

Measurable Outcome

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

To increase our proficiency overall by 5% on our Science State Assessment from 89% to 94%. The goal is for all students to achieve proficiency and demonstrate mastery of grade level standards.

Monitoring

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

During grade level PLCs, teachers will plan for hands on experiences and labs to address to Florida Science standards. Formal and informal assessments will be discussed to determine progress towards mastery of the standards. The lowest quartile will be monitored regularly through Leadership team meetings and PLC data meetings with teachers. Weekly or biweekly data points, based on the specific skill, will be monitored to determine if the students are learning the skills they are being taught.

Person responsible for monitoring outcome

Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach; Melisa Jones, Educational Technology Facilitator; Teachers

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Using formative assessment data, students would be grouped according to their academic needs with evidence based interventions that fit their need using the McGraw-Hill series intervention supports, collaborative structures, and hands on labs.

Rationale:
The use of collaborative structures and hands on experiences will allow students to access the Florida Science standards in a variety of ways with students being active participants in their learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Utilizing Best Instructional Practices

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach; Melisa Jones, Educational Technology Facilitator	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*Teachers will use effective instruction using hands on labs increasing student engagement. *Our instructional coach will work closely with the teachers, guiding them through student accountability during Science labs. *Teachers will use consistent terminology across the campus.

Action Step #2
Focused Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach; Melisa Jones, Educational Technology Facilitator	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*PLCs will focus on implementing the Science instructional framework to identify and discuss best

teaching practices for standards based instruction including hands on experiences and labs. *During PLCs, district personnel will assist our coach with Science and STEAM initiatives to accelerate our students in those curriculum areas. *Instructional coach will collaborate with teachers on ways to incorporate academic Science terminology across grade levels.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Behavior Coaching Academy and PBIS initiatives will support building the consistency with the Hierarchy of Consequences, increasing our PBIS data. Student attendance incentives through PBIS will support increased student attendance across campus.

Measurable Outcome

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

According to the annual Florida Tier 1 PBIS walkthrough, Rainbow's PBIS has grown from 62% in 2021-22 to 96% in 2022-23 to 98% in 2023-2024. Our goal is to increase by 2 (98% to 100%) on the annual Florida Tier 1 PBIS walkthrough.

Monitoring

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

Student surveys and safety survey data will be monitored. Ensuring the students and staff are aware of the PBIS expectations through PBIS quarterly assemblies and monthly committee meetings

Person responsible for monitoring outcome

Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Hannah Starcher, School Counselor

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:
MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Consistency with Hierarchy of Consequences

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Hannah Starcher, School Counselor; Teachers	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*Behavior Coaching Academy and PBIS initiatives will support building the consistency with the Hierarchy of Consequences. *Consistency with our Hierarchy of Consequences across the school level to increase the number of trusted adults on campus.

Action Step #2
Staff Safety Training

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*Staff will be trained on additional safety measures to provide students a safe learning environment while they are on school grounds. *Staff will be trained on the Hierarchy of Consequences.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

reviewed.

During the 2023-2024 school year, Rainbow had 122 students (15%) of our students with 15 or more absences. Student learning is significantly affected by excessive absences with students missing core instruction.

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

During the 2023-2024 school year, Rainbow had 122 or 15% of our population with 15 or more absences. The goal is to decrease this to 12% for the 2024-2025 school year.

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

Weekly attendance meetings led by school social worker will be held to review student attendance. Reports of 10 or more absences will be shared with the principal for further review.

Person responsible for monitoring outcome
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Hannah Starcher, School Counselor; Teachers

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:
Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1
Weekly review meetings

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Hannah Starcher, School Counselor; Mindy Nierenhausen, District School Social Worker	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*Attendence Team that consists of the School Counselor, SAM, Assistant Principal, Guidance Secretary, Front Office Secretary, and Social Worker will meet weekly to discuss truancy and attendance patterns. *School counselor will communicate with parents the impact of regular attendance on their student's academic success in our weekly parent newsletter. *School counselor will communicate regularly with parents of students with chronic absences. *Student attendance will be analyzed during weekly Leadership Team meetings. *Student attendance will be shared with teachers quarterly. *Student attendance will be shared with the School Advisory Committee quarterly.

Area of Focus #3

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

When teachers trust each other and form connections with colleagues, they help one another improve their instructional practice and in turn improve student achievement. In the 2023-2024 school year, 49% of our teachers at Rainbow felt connected to their peers on campus.

Measurable Outcome

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

According to the Panorama Survey, in the 2023-2024 school year, 49% of our teachers at Rainbow felt connected to other adults on campus. Our goal is to increase by 10 (49% to 59%) the percent of teachers feeling connected to other adults at our school.

Monitoring

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

Administration, instructional coaches, and NEST lead will work on building relationships and

developing a sense of community. We will monitor this with regular check ins with teachers. With an ongoing sense of community and staff belonging, there will be an increase in student achievement.

Person responsible for monitoring outcome
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach; Elizabeth Smelski, NEST Lead

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
NEST Lead will offer ongoing support, monthly meetings and help new teacher make connections to their colleagues.

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach; Elizabeth Smelski, NEST Lead	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*NEST Lead will offer ongoing support to new teachers in order to assist them in building relationships with their colleagues. *NEST Lead will include collaborative structures during meetings. *NEST Lead will conduct regular check-ins with our new teachers.

Action Step #2
Using team building and collaborative structures

Person Monitoring:	**By When/Frequency:**
Kristina Marshall, Principal; Jennifer Fennel, Assistant Principal; Stacey Miller, School Administration Manager; Michele Fitzpatrick, Literacy Coach; Kirsten Goldman, Instructional Coach	May 2025

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

*Administrators will include team building activities throughout the year and use collaborative structures in meetings to help teachers build professional relationships and connections with their colleagues.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

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