

Lake County Schools

Rimes Early Learning & Literacy Center



2015-16 School Improvement Plan

Rimes Early Learning & Literacy Center

3101 SCHOOLVIEW ST, Leesburg, FL 34748

<http://lake.k12.fl.us/rel>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	60%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Rimes Early Learning and Literacy Center will provide an environment that enables all students, including high achieving, ESE, ELL, Literacy, and Instructional Support, to grow academically, emotionally, socially, and culturally. Our school will provide an education that aligns with the Florida Standards, enhanced by educational technologies.

Provide the school's vision statement

Rimes Early Learning and Literacy Center's vision is to grow, enrich, and lead as we focus on our mission. Our school wants to grow in enrollment, in financial resources and in our capacity to serve in the community. We want to lead among other schools by modeling best practices and efficiency. We want to prepare and inspire our students and to create a positive learning environment where academic excellence is prized.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Rimes Early Learning and Literacy Center will assess the school's culture in several ways using a variety of assessment measures such as observations, discussions, and interactions in the classroom and on the playground. All staff members will work collaboratively to ensure every student is learning, achieving and interacting safely. Teachers will connect students' cultures to instruction and stimulate the intellectual development of all students. Teachers will get to know their students on different levels, not only academically, but personally and socially.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The administration at Rimes Early Learning and Literacy Center has established safety protocols in an effort to maintain appropriate campus security and student safety. Monthly safety meetings will help staff stay informed about what is going on at school and help students feel safe and supported. Safety strategies include a school wide anti-bullying policy, increased supervision, guidance lessons, discussions, creative writing and artistic works. The Extended Learning Center before and after school program at Rimes ELLC offers supervised, educational and enrichment activities in a safe and nurturing environment. Rimes Early Learning and Literacy Center will be a safe and caring environment in which all students feel welcomed and valued and have a sense of ownership of their school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Rimes Early Learning and Literacy Center has implemented a school-wide Positive Behavior Support (PBS) program. PBS provides a positive focus to encourage desirable student behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. Monthly PBS meetings are held to sustain the program and to update the entire staff on

progress and to get feedback. At Rimes ELLC we seek to reduce problem behavior through teaching skills, altering environments, and focusing on positive behaviors. This school year Rimes ELLC will focus on rewarding positive behaviors through coupon rewards and "Penguin Bucks" to use at the school store.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance counselor and staff provide a safe, comfortable, and confidential environment in which students can discuss many topics regarding their personal and social problems as well as their academic difficulties. Throughout the year, classroom lessons are provided that are geared specifically to the needs of the students and the school. Information is provided through Too Good for Drugs and Too Good for Violence (both lecture and workbook series). On a daily morning announcement series, Project Wisdom Character Development is utilized. The guidance counselor collaborates with administration and faculty to facilitate specific social or emotional interventions for students in need of support. The guidance counselor works closely with administration, staff, and parents to monitor the progress of students. Rimes ELLC provides a list of support services to meet the social-emotional needs of the student population. The guidance counselor communicates and makes contact with local counseling offerings : Life Stream Children’s Clinical on-Site Services(CCOS), Children’s Advocacy Center, Hospice, community agencies and district personnel.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level		Total
	K	1	
Attendance below 90 percent	4	1	5
One or more suspensions	0	6	6
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Rimes Early Learning and Literacy Center monitors daily attendance, behavior, and grades to keep students on track for academic success. Parents are informed that it is critical for students to master key academic skills that provide the foundation for future learning. Parents are notified when average daily attendance becomes habitual and impacts the student's learning opportunity. The school messenger makes daily callouts for those students not in attendance. Parents are also notified when

their child has a decline in one grade average in English Language Arts or Mathematics. Teachers and instructional support team will collaborate to develop strategies to support students showing early warning signs.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/199866>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The vision of Rimes Early Learning center is to grow our students, staff, parents, and community. Business partnerships play a vital role in our vision. Rimes ELLC has a School, Family, Community, and Business handbook that is available on the web as part of an orientation. The FSL works closely with community organizations to secure resources and support for our families in need financially and academically. The PTO, leadership team, parents, and staff seek the assistance of business partnerships to support the school with student achievement. The participating businesses are required to fill out a business agreement. The leadership team monitors the status of the agreements. The school provides recognition and appreciation to the businesses through certificates and a business partnership breakfast. The Principal is actively involved with the Leesburg Chamber of Commerce and local Kiwanis club.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Roberts, Stacey	Principal
Dickinson, Mary	Instructional Coach
Hernandez, Lauren	Instructional Media
Williams, Sharon	Guidance Counselor
Brown, Cecilia	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Dr. Stacey Roberts (Principal) serves as the instructional leader for the school. Through her collaborative leadership, expectations are established for effective instructional practices that support the learning needs for all students. The principal works with the school leadership team, grade-level learning communities, school-wide learning communities, PTO, SAC and community agencies to ensure support for the school and the needs of our students. The school leadership team includes the Literacy Coach, Guidance/ESE Specialist, FSL and Media Specialist. The team meets weekly to review instructional and emotional needs of staff and students. Shared-decision making and collaborative leadership are utilized at every level to ensure accountability and support.

Mary R. Dickinson (Literacy Coach) provides instructional support for the school. She provides literacy support through classroom demonstrations, side-by-side coaching, professional development, and formative assessment support. She also serves as our Title I contact and coordinates RTI and after-school tutoring. Mary serves as our SAC Chair and also attends all PTO meetings.

Sharon Williams (Guidance/ESE School Specialist)

She coordinates educational placement and appropriate services for students with disabilities through compliance and professional development activities. She works closely with the ESE staff and general education teachers to ensure academic and social success for our students with disabilities. In her role as Guidance Counselor, she provides student advisement and advocacy capacity in fostering the attainment of student educational goals. Sharon serves as coordinator for ELL and PBS and attends all PTO and SAC meetings.

Lauren Hernandez (Media Specialist) serves in a professional librarian capacity in the development, and implementation of policies and programs promoting academic/media collections and accessibility of information to students and staff. She meets regularly with teachers and staff to ensure literacy support throughout the school. She also serves as Tech Contact for our school and attends all PTO and SAC meetings.

Cecilia Brown (Family School Liaison). She acts as a liaison to families facilitating parent awareness and school involvement. She works closely with numerous community organizations to secure resources and support for the instructional, social and emotional needs of our students and families. Cecilia attends all PTO and SAC meetings.

Members of the leadership team met in September of 2015 and worked together to develop the School Improvement Plan. The SIP will be available to the parents at the SAC meetings for their input and approval. The team will work together to see the implementation of the plan. The team was able to continue a schedule for grade levels to have common planning. This is a necessity for teachers to follow the Curriculum Blueprints and for assisting the teachers in the MTSS process as a grade level with common objectives and benchmarks.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will meet with the School Advisory Council and Principal to help develop the SIP. The Leadership team will meet once a week or as needed. The role of the MTSS/RTI problem solving team is to identify students who need Rtl based upon the data that supports this need, and to come up with individual strategies to effectively help each individual student to succeed. The input of the staff, data analysis, implementation results, meeting/exceeding benchmarks, moderate risk and at risk will determine the movement through the MTSS/Rtl tiers. Teachers will receive the support of the MTSS/RTI Team in using interventions, and any other recommendations made by the teachers or the MTSS Team. MTSS/RTI meetings are scheduled on the first Tuesday of each month during grade level planning times.

Rimes takes advantage of multiple funding sources such as FTE, PTO, IDEA, Title I and grant

sources. These funding sources will be used to meet the needs of all students not mastering Florida Standards Expectations. SAI funding will provide tutorial services for students not making academic progress. Title I provided funding for before/after school tutoring; personnel; supplemental materials and resources; parent involvement activities and supplies. Title I also provides an Academic Resource Teacher (.2), a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

ESE funding will provide materials necessary for students with special academic deficits and physical disabilities. PTO provides funding for teacher requests such as curriculum materials, field trips, rewards for students, teacher requested items, enrichment materials, teacher appreciation, and Field Day. In addition, the above mentioned programs provide the following services:

- ESE students receive inclusive services with peers to maximize achievement.
- ESOL students receive inclusive services with peers to maximize achievement.
- Supplemental Academic Instructional (SAI) funding is utilized for at-risk students.
- Access to ELL support resources provided by the district (Teaching and Learning)
- Access to homeless resources provided by the district (Student Services)
- District provides a migrant advocate and in-home tutoring for migrant students (Title I)

Rimes has a unique transition advantage for preschoolers. Rimes is a primary center which has 2.5 PK and 4 ESE PK units. These units, together with Head Start, foster a seamless transition into Kindergarten.

Additional assistance is provided through the following federal programs and services:

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Stacey Roberts	Principal
Stephanie Gilbert	Teacher
Lauren Hernandez	Teacher
Donna Anderson	Education Support Employee
Tiffany Spencer	Teacher
Mary Dickinson	Teacher
Cecilia Brown	Education Support Employee
Aleisha Davis	Parent
Tony Hunt	Parent
Amber Calhoun	Business/Community
Shawn Shurley	Parent
Mohammad Azad	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the last SAC meeting of the 2014-2015 school year the principal and the SAC reviewed the year long progress of the school improvement plan. Prior to the last SAC meeting, the principal and the SAC discussed the initial and mid-year progress of the school improvement plan. The SAC will continue to progress monitor the SIP throughout the year.

Development of this school improvement plan

All members of the SAC will have a vested interest in the development of the school improvement process at Rimes ELLC. The SIP plan is presented to the SAC for input. The SAC will make a motion to accept the SIP.

Preparation of the school's annual budget and plan

The SAC activities for the upcoming school year will consist of meetings associated with improving the school's performance. Annual budget information is presented to the SAC throughout the school year. Title I monies cannot be moved without the acceptance of the SAC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Printers for Kindergarten teachers

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Roberts, Stacey	Principal
Dickinson, Mary	Instructional Coach
Hernandez, Lauren	Instructional Media
Briggs, Caroline	Teacher, K-12
Gilbert, Stephanie	Teacher, K-12
Spencer, Tiffany	Teacher, K-12
Brown, Cecilia	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year is support implementation of standards based instruction through Professional Learning Communities with a focus on literacy skills including reading in the content area, thinking maps and text complexity.

Complex real-life problems often demand complex solutions, which are obtained through higher level thinking processes. Teaching higher order thinking skills provides students with relevant life skills and offers them an added benefit of helping them improve their content knowledge. Students engage in active, self-directed learning, and higher-level thinking around selected topics.

Reading comprehension strategies will be implemented across all content areas. Providing students with these strategies will improve student achievement in all subject areas.

Complex texts promote deep thinking by students. With implementation of the Florida Standards, students are expected to independently read, comprehend, and answer extended response questions.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Rimes Early Learning and Literacy Center will create more time for teachers to collaborate, and establish systems and processes that focus on effectively embedding the Florida Standards into daily classroom work.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Teachers will attend monthly grade level Professional Learning Communities.
2. All new teachers will be assigned to an Instructional Coach to provide support (Mrs. Dickinson)
3. The Leadership Team will meet weekly.
4. All new teachers will participate in the district's Teacher Induction Program.
5. All new teachers will be assigned a grade level mentor.
6. All new teachers will meet monthly for a New Teacher PLC with the Principal.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Rimes Early Learning and Literacy Center's teacher mentoring program will include weekly meetings, planned observations, feedback, and short and long range lesson planning. Our mentors were chosen because they are recognized as campus capacity builders.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The teachers will attend monthly Professional Learning Communities to develop lessons that follow the district's Curriculum Blueprints. The Leadership team will provide support and assistance to teachers. Teachers will be provided with an extended collaborative planning time to unwrap the standards, using scales and rubrics to align to the Florida Standards.

The Leadership Team will monitor the effectiveness of the PLC's through classroom walkthroughs, attending meetings, and reviewing weekly lesson plans. Teachers will provide administration with the minutes of each PLC meeting.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

K-2 Teachers will utilize iStation Reading and I-Ready Math data and pre-assessments to develop differentiated small groups during reading and math. This data will also be used to develop grade level groups for our Remediation Reading Challenge classes and Remediation Math Challenge classes. This special scheduled 45 minute block that meets 4 days a week provides students with the skills that are deficient. The goal is for all students to meet and/or exceed expectations on the state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,000

As a Title 1 school, Rimes Early Learning and Literacy Center will provide after-school tutoring for at-risk students. Students will be selected for tutorial services in reading and math two days a week beginning in October, 2015.

Strategy Rationale

The rationale is to provide at-risk students with the skills necessary for academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dickinson, Mary, dickinsonm@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student progress will be monitored through iStation reading and I-ready Math assessment results and class grades.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Rimes Early Learning and Literacy Center is a Pre-K through 2nd grade educational facility, which serves the needs of a diverse student population and caters to the individual needs of each learner. At Rimes ELLC, students in ESE Pre-K classes have articulation meetings at the end of the school year to ensure appropriate services are in place at the beginning of the subsequent year at the receiving school. Teachers follow the VPK Frameworks and K-2 Curriculum Blueprints provided by the district for successful transition to the next grade level. A Kindergarten Video, "The Day in the Life of a Kindergartener" was shown at Kindergarten Roundup in April 2015 to encourage attendance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

A scientist from NASA visited Rimes twice in 2015 to encourage students to take STEM subjects so they can work for NASA in the future. Teachers worked on STEM projects throughout the school year.

Rimes ELLC developed a business partnership with Best Buy. Best Buy attended Report Card Night to display new technology and had an informal training for parents and students on using the technology.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Programs not available at PK-2 school.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Rimes continues to focus on integrating technology in the classroom to provide student access to relevant web-based instructional technologies.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not applicable.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Areas of strength for Rimes include: small student population, literacy focus, STEM school designation and large number of long-term faculty and staff. Areas of need include: updated technology and updated media materials.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Due to the large number of young children on our campus, our Title I funds are utilized for personnel to provide instructional support and assistance in the classroom. It is challenging to keep our technology and media updated with a limited operating budget allocation. Rimes continues to seek community partnerships and grants to support our needs.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** K-2 students will improve proficiency in Reading.
- G2.** Teachers and students will enhance their proficiency in the use of classroom technology.
- G3.** Rimes Early Learning and Literacy Center will be a "Bully Free" school site and will maintain a safe environment.
- G4.** Parents will be more involved in their child's education.
- G5.** Students' average daily attendance will improve.
- G6.** K-2 students will improve proficiency in Mathematics.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. K-2 students will improve proficiency in Reading. 1a

G071514

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0

Resources Available to Support the Goal 2

- Curriculum Blueprints
- Literacy Coach
- After-school tutoring
- IStation during Literacy stations
- Remediation Challenge Block
- McGraw Hill Connect ED
- STAR/Accelerated Reader for Grades 1 and 2

Targeted Barriers to Achieving the Goal 3

- Access with technology

Plan to Monitor Progress Toward G1. 8

IStation Priority Reports

Person Responsible

Mary Dickinson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Students' IStation data graphs through the PLC process

Plan to Monitor Progress Toward G1. 8

Ongoing classroom walkthroughs

Person Responsible

Stacey Roberts

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walkthrough documentation

G2. Teachers and students will enhance their proficiency in the use of classroom technology. 1a

G071515

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	800.0

Resources Available to Support the Goal 2

- Rimes Early Learning Center is equipped with a computer lab. We have computers, projectors, and SmartBoards in each classroom. We employ two technology contact personnel. Rimes is equipped with two classroom sets of iPads. There is an Instructional Learning Support person assigned to the school for technology needs from the district.

Targeted Barriers to Achieving the Goal 3

- There is no budget for repairing technologies and purchasing new equipment.
- There is no computer instructor on enrichment schedule for computer lab
- Teachers need technology PD

Plan to Monitor Progress Toward G2. 8

The Leadership Team will review technology usage and key data elements for web-based programs at weekly meetings.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Leadership Team agendas, web-based program reports, computer lab schedule, classroom walkthrough data and lesson plans.

G3. Rimes Early Learning and Literacy Center will be a "Bully Free" school site and will maintain a safe environment. **1a**

G071516

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	48.0
District Parent Survey	80.0
Effective+ Administrators	100.0

Resources Available to Support the Goal **2**

- Personnel supervision
- Guidance Lessons
- Positive behavior supports
- Bully-Proofing Your School Lesson Plans
- Effective teachers and administrator.

Targeted Barriers to Achieving the Goal **3**

- Reluctance to report bullying incidents by parents, students, and faculty/staff due to perceived negative repercussions.
- Parents may not be aware of procedures to report incidents of bullying.
- Students may not understand the seriousness of bullying other students.
- School safety plans must be reviewed on a regular basis.

Plan to Monitor Progress Toward G3. **8**

All faculty and staff will participate in the "Bully Proofing Your School" program. Implement school wide positive behavior support program (b) continue to use school-wide discipline ladder (c) comprehensive supervision & monitoring of students and school activities throughout all areas on a daily basis. (d) classroom teachers will teach lessons on appropriate pro-social behavior from programs such as Too Good for Drugs And Project Wisdom; Guidance Lessons (e) Consultation will all students and parents in the school community regarding how to raise a concern and with whom.

Person Responsible

Sharon Williams

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Reduction on the number of incidents recorded by main office (b) number of disciplinary referrals received and processed by front office (c) number of incidents reported by students and parents and percentage of parents who feel the school is a safe learning environment.

G4. Parents will be more involved in their child's education. 1a

G071517

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	50.0

Resources Available to Support the Goal 2

- The Family School Liaison will serve as a link between school personnel and parents facilitating parent awareness and school involvement.
- Parents will be invited to school functions and made aware of volunteer opportunities.
- Parent Resource Room
- The Family School Liaison will establish and maintain business and organization partnerships.
- Student agendas and take home folders

Targeted Barriers to Achieving the Goal 3

- Parent buy in

Plan to Monitor Progress Toward G4. 8

Parent participation documentation

Person Responsible

Cecilia Brown

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Parent events spreadsheet and documentation

G5. Students' average daily attendance will improve. 1a

G071518

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0

Resources Available to Support the Goal 2

- The guidance counselor, the PBS committee and the Family-School Liaison will utilize intervention strategies to encourage families to overcome attendance issues.
- Attendance monitoring plan

Targeted Barriers to Achieving the Goal 3

- Parental awareness of importance of attending school

Plan to Monitor Progress Toward G5. 8

Student average daily attendance will be monitored to maximize students' learning opportunities.

Person Responsible

Sharon Williams

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Call logs, parent conferences and parent contact documentation

G6. K-2 students will improve proficiency in Mathematics. 1a

G071519

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	60.0

Resources Available to Support the Goal 2

- Curriculum Blueprints
- Literacy Coach
- After-school tutoring
- I-Ready
- Remediation Challenge block
- Pearson instructional resources

Targeted Barriers to Achieving the Goal 3

- Challenging new textbook series

Plan to Monitor Progress Toward G6. 8

I-Ready Reports will be analyzed

Person Responsible

Mary Dickinson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

I-Ready Assessment Results

Plan to Monitor Progress Toward G6. 8

Classroom walkthroughs

Person Responsible

Stacey Roberts

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walkthrough documentation

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. Teachers and students will enhance their proficiency in the use of classroom technology. **1**

 G071515

G2.B1 There is no budget for repairing technologies and purchasing new equipment. **2**

 B186395

G2.B1.S1 Seek donations from business partners for repairing, replacing or purchasing of technologies.

4

 S197772

Strategy Rationale

To open a funding source to repair, replace, or purchase technologies.

Action Step 1 **5**

Seek donation from United Way to upgrade technology to support literacy.

Person Responsible

Stacey Roberts

Schedule

On 6/3/2016

Evidence of Completion

Donation check, purchase orders, computer cart rotation schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review laptop cart rotation schedule.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 12/7/2015 to 6/3/2016

Evidence of Completion

Laptop cart rotation schedule, classroom usage data for web-based programs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor student progress for web-based programs.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 12/7/2015 to 6/3/2016

Evidence of Completion

Classroom reports, student data

G2.B3 Teachers need technology PD 2

 B186397

G2.B3.S1 Provide Smartboard Training for faculty 4

 S197774

Strategy Rationale

Teachers use the Smartboard on a daily basis.

Action Step 1 5

Smartboard Training

Person Responsible

Stacey Roberts

Schedule

On 1/29/2016

Evidence of Completion

Lesson Plans and Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitoring for effective use of smartboards during lessons.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 1/4/2016 to 6/3/2016

Evidence of Completion

CWT documentation

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Integration of smartboard for whole group and small group instruction.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 1/4/2016 to 6/3/2016


Evidence of Completion

CWT and TEAM observations

G3. Rimes Early Learning and Literacy Center will be a "Bully Free" school site and will maintain a safe environment. 1

 G071516

G3.B1 Reluctance to report bullying incidents by parents, students, and faculty/staff due to perceived negative repercussions. 2

 B186398

G3.B1.S1 Bullying incident reports will be completed in a timely manner in accordance with district's protocol. 4

 S197775

Strategy Rationale

The district requires the completion of specific information when reporting incidents of bullying. Safe learning environment for all students and staff provides a positive environment for maximizing student learning. Properly reporting all incidents assists in the prevention of future incidents.

Action Step 1 5

Follow district's protocol for bullying incidents

Person Responsible

Sharon Williams

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Documents filed in K drive

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Document uploads to K-Drive will be monitored.

Person Responsible

Sharon Williams

Schedule

Daily, from 8/24/2015 to 6/6/2016

Evidence of Completion

Documents filed in K-Drive; discipline incidents in Skyward

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Provide weekly updates to principal.

Person Responsible

Sharon Williams

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Status updates provided at weekly Leadership Team meetings.

G4. Parents will be more involved in their child's education. 1

G071517

G4.B1 Parent buy in 2

B186402

G4.B1.S1 The Family School Liaison and staff will work with parents to be involved at school. 4

S197779

Strategy Rationale

Parent involvement increases student academic success.

Action Step 1 5

The school will provide a documentation for parent involvement.

Person Responsible

Cecilia Brown

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Parent events documentation

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Parent communication, parent attendance at school functions, and accumulation of parent points.

Person Responsible

Cecilia Brown

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Newsletters, Parent sign in sheets, conference logs, agendas of school activities, and NCLB Title I folder

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Clearly communicate the parent involvement plan to parents.

Person Responsible

Cecilia Brown

Schedule

Annually, from 8/24/2015 to 6/3/2016


Evidence of Completion

Climate surveys

G6. K-2 students will improve proficiency in Mathematics. 1

 G071519

G6.B1 Challenging new textbook series 2

 B186404

G6.B1.S1 Scheduling students for Computer Lab 4

 S197781

Strategy Rationale

Progress with I-Ready lessons

Action Step 1 5

Review i-Ready Lesson Reports

Person Responsible

Mary Dickinson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

File reports in Student Data File on Share Drive

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Review Reports during Grade Level PLC's

Person Responsible

Mary Dickinson

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

I-Ready Usage Report

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Computer Lab Walkthroughs

Person Responsible

Mary Dickinson

Schedule

On 5/30/2016

Evidence of Completion

CWT Reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Seek donation from United Way to upgrade technology to support literacy.	Roberts, Stacey	8/24/2015	Donation check, purchase orders, computer cart rotation schedule	6/3/2016 one-time
G2.B3.S1.A1	Smartboard Training	Roberts, Stacey	11/2/2015	Lesson Plans and Classroom Walkthroughs	1/29/2016 one-time
G3.B1.S1.A1	Follow district's protocol for bullying incidents	Williams, Sharon	8/24/2015	Documents filed in K drive	6/3/2016 daily
G4.B1.S1.A1	The school will provide a documentation for parent involvement.	Brown, Cecilia	8/24/2015	Parent events documentation	6/3/2016 weekly
G6.B1.S1.A1	Review i-Ready Lesson Reports	Dickinson, Mary	8/24/2015	File reports in Student Data File on Share Drive	6/3/2016 weekly
G1.MA1	IStation Priority Reports	Dickinson, Mary	8/24/2015	Students' IStation data graphs through the PLC process	6/3/2016 weekly
G1.MA2	Ongoing classroom walkthroughs	Roberts, Stacey	8/24/2015	Classroom walkthrough documentation	6/3/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	The Leadership Team will review technology usage and key data elements for web-based programs at weekly meetings.	Roberts, Stacey	8/24/2015	Leadership Team agendas, web-based program reports, computer lab schedule, classroom walkthrough data and lesson plans.	6/3/2016 weekly
G2.B1.S1.MA1	Monitor student progress for web-based programs.	Roberts, Stacey	12/7/2015	Classroom reports, student data	6/3/2016 weekly
G2.B1.S1.MA1	Review laptop cart rotation schedule.	Roberts, Stacey	12/7/2015	Laptop cart rotation schedule, classroom usage data for web-based programs	6/3/2016 monthly
G2.B3.S1.MA1	Integration of smartboard for whole group and small group instruction.	Roberts, Stacey	1/4/2016	CWT and TEAM observations	6/3/2016 weekly
G2.B3.S1.MA1	Monitoring for effective use of smartboards during lessons.	Roberts, Stacey	1/4/2016	CWT documentation	6/3/2016 monthly
G3.MA1	All faculty and staff will participate in the "Bully Proofing Your School" program. Implement school wide positive behavior support program (b) continue to use school-wide discipline ladder (c) comprehensive supervision & monitoring of students and school activities throughout all areas on a daily basis. (d) classroom teachers will teach lessons on appropriate pro-social behavior from programs such as Too Good for Drugs And Project Wisdom; Guidance Lessons (e) Consultation will all students and parents in the school community regarding how to raise a concern and with whom.	Williams, Sharon	8/24/2015	Reduction on the number of incidents recorded by main office (b) number of disciplinary referrals received and processed by front office (c) number of incidents reported by students and parents and percentage of parents who feel the school is a safe learning environment.	6/3/2016 monthly
G3.B1.S1.MA1	Provide weekly updates to principal.	Williams, Sharon	8/24/2015	Status updates provided at weekly Leadership Team meetings.	6/6/2016 weekly
G3.B1.S1.MA1	Document uploads to K-Drive will be monitored.	Williams, Sharon	8/24/2015	Documents filed in K-Drive; discipline incidents in Skyward	6/6/2016 daily
G4.MA1	Parent participation documentation	Brown, Cecilia	8/24/2015	Parent events spreadsheet and documentation	6/3/2016 monthly
G4.B1.S1.MA1	Clearly communicate the parent involvement plan to parents.	Brown, Cecilia	8/24/2015	Climate surveys	6/3/2016 annually
G4.B1.S1.MA1	Parent communication, parent attendance at school functions, and accumulation of parent points.	Brown, Cecilia	8/24/2015	Newsletters, Parent sign in sheets, conference logs, agendas of school activities, and NCLB Title I folder	6/3/2016 monthly
G5.MA1	Student average daily attendance will be monitored to maximize students' learning opportunities.	Williams, Sharon	8/24/2015	Call logs, parent conferences and parent contact documentation	6/3/2016 weekly
G6.MA1	I-Ready Reports will be analyzed	Dickinson, Mary	8/24/2015	I-Ready Assessment Results	6/3/2016 weekly
G6.MA2	Classroom walkthroughs	Roberts, Stacey	8/24/2015	Classroom walkthrough documentation	6/3/2016 weekly
G6.B1.S1.MA1	Computer Lab Walkthroughs	Dickinson, Mary	8/24/2015	CWT Reports	5/30/2016 one-time
G6.B1.S1.MA1	Review Reports during Grade Level PLC's	Dickinson, Mary	8/24/2015	I-Ready Usage Report	5/30/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Teachers and students will enhance their proficiency in the use of classroom technology.

G2.B3 Teachers need technology PD

G2.B3.S1 Provide Smartboard Training for faculty

PD Opportunity 1

Smartboard Training

Facilitator

Winston Simon

Participants

Faculty

Schedule

On 1/29/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G2.B1.S1.A1	Seek donation from United Way to upgrade technology to support literacy.	\$0.00
2	G2.B3.S1.A1	Smartboard Training	\$0.00
3	G3.B1.S1.A1	Follow district's protocol for bullying incidents	\$0.00
4	G4.B1.S1.A1	The school will provide a documentation for parent involvement.	\$0.00
5	G6.B1.S1.A1	Review i-Ready Lesson Reports	\$0.00
			Total: \$0.00