

Lake County Schools

Rimes Early Learning & Literacy Center



2016-17 Schoolwide Improvement Plan

Rimes Early Learning & Literacy Center

3101 SCHOOLVIEW ST, Leesburg, FL 34748

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2011-12	2010-11
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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	42
Professional Development Opportunities	42
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	44

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Rimes Early Learning & Literacy Center

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

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

Rimes maintains a "Watch List" of student performance indicators for our struggling learners. The database includes report card/progress report grades, iStation and IReady data, attendance data and school based supports that are currently in place (i.e., MTSS, ELL, ESE, 504 Plan, After-school tutoring). The Watch List is reviewed bi-weekly at Leadership Team meetings to ensure ongoing support for our struggling learners.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	0	0	0	0	0	0	0	0	0	0	0	0	8
One or more suspensions	3	0	3	0	0	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/320393>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Roberts, Stacey	Principal
Dickinson, Mary	Instructional Coach
Williams, Sharon	School Counselor

b. Duties

1. 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, and Family School Liaison (FSL). The team meets weekly to review instructional and social/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 MTSS and after-school tutoring. Mary attends all PTO and SAC meetings.

Sharon Williams (School Counselor/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.

Lyris Garcia (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. Lyris attends all PTO and SAC meetings.

Members of the leadership team met in August 2016 and worked together to begin working on 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.

2. 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 MTSS 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/RtI 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 VPK and 5 PK ESE units. These units 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Stacey Roberts	Principal
Donna Anderson	Education Support Employee
Mary Dickinson	Teacher
Amber Calhoun	Business/Community
Lyris Garcia	Education Support Employee
Elodie Wacaster	Teacher
Matalee Doctor	Parent
Jessica Stahl	Parent
Shawn Garcia	Parent
Cynthia Davis	Parent
Alexa Hankerson	Parent
Julie Brooks	Parent
Maria Cabrera	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

At the last SAC meeting of the 2015-2016 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.

b. 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.

c. 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.

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

No SAC funds were expended during the 2015-16 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Roberts, Stacey	Principal
Dickinson, Mary	Instructional Coach
Briggs, Caroline	Teacher, K-12
Gilbert, Stephanie	Teacher, K-12
Radeff, Amber	Teacher, K-12
Alsobrook, Michael	Teacher, K-12
Yox, Cindy	Teacher, K-12
Wacaster, Elodie	Teacher, PreK
Gray, Linda	Teacher, ESE
Brasson, Bonnie	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year is support implementation of standards based instruction through Professional Learning Communities with a focus on close reading and complex text.

Teachers will learn simple steps for close reading by creating more time and space for the following instructional practices: metacognition, questioning the text, modeling how to dive into the text and how to fall in love with the meaning of the text while creating interest. Students will read grade-level texts around which instruction is centered.

Teachers will help all students access complex texts and improve reading skills with challenging texts. This will be accomplished by having students engage in rich and rigorous evidence-based conversations with complex texts and help students constantly build the vocabulary needed to access grade-level complex texts.

D. Public and Collaborative Teaching

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

1. 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 instruction.

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

1. Teachers will attend weekly 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The teachers will attend weekly 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 extended collaborative planning time to implement standards-based instructional practices aligned to the Blueprints while complying with Rimes instructional non-negotiables. SAI and Title I funds will be used for collaborative planning/learning time after contract hours.

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.

b. Instructional Strategies

1. 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 district assessments.

2. 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: After School Program

Minutes added to school year: 1,800

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 two days a week beginning in October, 2016.

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 2016 to encourage attendance.

b. College and Career Readiness

1. 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 2016 to encourage students to take STEM subjects so they can work for NASA in the future. Teachers worked on integrating science and math throughout the school year.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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, and large number of long-term faculty and staff. Areas of need include: updating technology, rigorous instructional materials and professional development for new teachers.

B. 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 instructional materials updated with a limited operating budget. Rimes continues to seek community partnerships and grants to support our needs.

C. Strategic Goals

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.** Rimes will provide a safe and orderly learning environment where high expectations for students are supported by administrators, teachers and peers.
- G2.** Through focused efforts for standards-based instruction, students will exceed district academic achievement goals.

Strategic Goals Detail

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

G1. Rimes will provide a safe and orderly learning environment where high expectations for students are supported by administrators, teachers and peers. 1a

G086788

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	95.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent communication with parents on the importance of school attendance on learning.
- Inconsistent application of the Positive Behavior Support System
- Inconsistent awareness of bullying prevention strategies
- Inconsistent awareness of school safety procedures

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance monitoring system
- Guidance Counselor
- Positive Behavior Support System
- PBS Committee
- Bullying Prevention Plan
- Early Warning System data
- School safety plan

Plan to Monitor Progress Toward G1. 8

Monthly attendance data will be collected and analyzed to determine the impact of our monitoring efforts to improve daily student attendance rates across all grade levels.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 10/31/2016 to 5/15/2017

Evidence of Completion

Skyward attendance data will show an increase in the daily attendance rates across all grade levels.

Plan to Monitor Progress Toward G1. 8

Monthly discipline data will be reviewed for all students, grades PK-2, to determine the impact of our efforts to improve student behavior and school climate.

Person Responsible

Stacey Roberts


Schedule

Monthly, from 9/26/2016 to 5/15/2017

Evidence of Completion

Skyward discipline data and PBS reward tracking data will show improvements in student behavior.

G2. Through focused efforts for standards-based instruction, students will exceed district academic achievement goals. 1a

 G086789

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0
Math Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent application of standards-based instruction in reading and math.
- Inconsistent targeted feedback to teachers regarding standards-based instruction.
- Inconsistent support for students scoring in the lowest 30% in reading and math.
- Inconsistent use of technology resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready
- Literacy Coach
- Academic Tutors
- Remediation/Challenge Time
- iStation
- SmartBoards
- After school tutoring
- Digital content and resources (textbook vendors)

Plan to Monitor Progress Toward G2. 8

Diagnostic assessment data for reading and math will be reviewed at the beginning, middle and end of year to determine impact of our efforts to improve student learning outcomes.

Person Responsible

Stacey Roberts

Schedule

Quarterly, from 9/30/2016 to 5/22/2017

Evidence of Completion

Student performance data on district assessments will show an increase in the number of students performing at/above grade level.

Plan to Monitor Progress Toward G2. 8

Teacher performance data will be reviewed on a quarterly basis to ensure appropriate support.

Person Responsible

Stacey Roberts

Schedule

Quarterly, from 12/5/2016 to 5/26/2017

Evidence of Completion

Teacher performance data will show improvement in instructional practices that impact student learning.

Plan to Monitor Progress Toward G2. 8

MTSS data will be tracked to ensure ongoing support for struggling students.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 11/7/2016 to 5/26/2017

Evidence of Completion

Students in MTSS process will show improvements in behavioral and academic areas.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Rimes will provide a safe and orderly learning environment where high expectations for students are supported by administrators, teachers and peers. 1

G086788

G1.B1 Inconsistent communication with parents on the importance of school attendance on learning. 2

B230709

G1.B1.S1 Utilize current system to implement and monitor daily attendance for all students. 4

S243398

Strategy Rationale

If we monitor monthly attendance data and parent communications at Leadership Team Meetings, then we will improve daily student attendance rates.

Action Step 1 5

Monthly attendance will be monitored through Skyward.

Person Responsible

Sharon Williams

Schedule

Monthly, from 9/6/2016 to 5/19/2017

Evidence of Completion

Skyward attendance data

Action Step 2 5

Letters will be mailed home for students with excessive absences.

Person Responsible

Sharon Williams

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Attendance tracking form, copies of parent letters

Action Step 3 5

Conduct Child Study Team meetings for students with continued excessive absences.

Person Responsible

Sharon Williams

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Conference form from Child Study Team meeting

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Updates will be provided at weekly Leadership Team meetings.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 9/12/2016 to 5/23/2017

Evidence of Completion

Leadership Team meeting agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Follow up with attendance cases referred to Social Worker

Person Responsible

Sharon Williams

Schedule

Monthly, from 10/3/2016 to 5/10/2017

Evidence of Completion

Attendance tracking form, Social Worker referrals

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Follow up with Guidance Counselor regarding Child Study Team meeting results

Person Responsible

Stacey Roberts

Schedule

Monthly, from 11/7/2016 to 5/26/2017

Evidence of Completion

Child Study Team meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Guidance Counselor will develop a tracking system to monitor attendance referrals to Child Study Team and Social Worker. A monthly update will be provided to the Leadership Team.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 10/31/2016 to 5/15/2017


Evidence of Completion

Attendance tracking form

G1.B2 Inconsistent application of the Positive Behavior Support System **2**

 B230710

G1.B2.S1 Utilize PBS throughout each building and classroom to support all students. **4**

 S243399

Strategy Rationale

If we fully implement PBS, then we will reduce our behavioral referrals and improve the school climate for all students.

Action Step 1 **5**

Monitor implementation of PBS throughout campus.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CWT, PBS data

Action Step 2 **5**

Develop additional rewards for positive reinforcement.

Person Responsible

Sharon Williams

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

PBS plan

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

PBS updates will be provided at weekly Leadership Team meetings.

Person Responsible

Sharon Williams

Schedule

Weekly, from 9/12/2016 to 5/10/2017

Evidence of Completion

Leadership Team agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor rewards earned by students and/or classes.

Person Responsible

Sharon Williams

Schedule

Monthly, from 10/17/2016 to 5/22/2017

Evidence of Completion

PBS rewards tracking

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Leadership Team will monthly discipline data to determine the impact of our efforts to improve student behavior and school climate.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 10/3/2016 to 5/10/2017

Evidence of Completion

Leadership Team agendas, Decision Ed discipline data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Principal will share PBS data with grade-level chairs at monthly meeting to discuss impact of current system and any possible adjustments that might need to be considered.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 10/17/2016 to 5/22/2017

Evidence of Completion

Grade-level chair meeting agendas, discipline data, rewards tracking data

G1.B3 Inconsistent awareness of bullying prevention strategies 2

 B230711

G1.B3.S1 Provide bullying prevention strategies and resources. 4

 S243400

Strategy Rationale

If we implement and monitor the use of bullying prevention strategies, then we will continue to provide a bully free campus for our students.

Action Step 1 5

Provide staff with bully-proofing resources

Person Responsible

Sharon Williams

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Lesson plans, CWT's and discipline data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will document use of anti-bullying lesson resources.

Person Responsible

Sharon Williams

Schedule

Quarterly, from 10/24/2016 to 5/26/2017

Evidence of Completion

Documents uploaded to KDrive

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Discipline data will be reviewed monthly with Leadership Team.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 10/31/2016 to 5/26/2017


Evidence of Completion

Discipline data

G1.B4 Inconsistent awareness of school safety procedures 2

 B230712

G1.B4.S1 Ensure all staff implement the school safety plan. 4

 S243401

Strategy Rationale

If we implement and monitor school safety, then we will provide a safer learning environment for all students.

Action Step 1 5

Complete all required drills, safety meetings and required reports.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

After action reports, safety meeting notes and agendas, emergency plan, tactical site survey

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Required safety documents will be filed in appropriate folder on K Drive.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 8/31/2016 to 6/30/2017

Evidence of Completion

After-action reports, safety meeting agendas and minutes, school emergency plan, tactical site survey

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

School safety compliance requirements will be reviewed with Leadership Team.

Person Responsible

Stacey Roberts


Schedule

Monthly, from 9/26/2016 to 5/22/2017

Evidence of Completion

Safe schools monitoring checklist, required documents in K Drive folder

G2. Through focused efforts for standards-based instruction, students will exceed district academic achievement goals. 1

 G086789

G2.B1 Inconsistent application of standards-based instruction in reading and math. 2

 B230713

G2.B1.S1 Utilize classroom walk throughs to monitor classroom instruction. 4

 S243402

Strategy Rationale

If we monitor classroom instruction, then we will strengthen our focus on standards-based instruction across all grade levels.

Action Step 1 5

Teachers will utilize Thinking Maps to provide rigorous learning opportunities for all students.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

CWT data collection sheets, Thinking Maps PD

Action Step 2 5

Teachers will engage in extended collaborative planning and learning sessions.

Person Responsible

Stacey Roberts

Schedule

Semiannually, from 9/19/2016 to 5/19/2017

Evidence of Completion

PLC meeting notes, unit/lesson plans, sign in sheets (extended contract planning)

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

Classroom walkthrough data will be reviewed during instructional support meetings with Literacy Coach.

Person Responsible

Stacey Roberts

Schedule

Biweekly, from 9/12/2016 to 5/22/2017

Evidence of Completion

CWT data, CWT tracking spreadsheet, notes from weekly instructional support meetings, TEAM observations

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

CWT data will be shared with principal's supervisor at LEADS meetings.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 9/30/2016 to 5/15/2017


Evidence of Completion

CWT data, CWT tracking spreadsheet, TEAM observations

G2.B2 Inconsistent targeted feedback to teachers regarding standards-based instruction. 2

 B230714

G2.B2.S1 Provide targeted feedback to a specific group of teachers each grading period. 4

 S243403

Strategy Rationale

If we provide specific feedback, customized to teacher needs that can impact student learning; the quality of instruction will be enhanced.

Action Step 1 5

Utilize the targeted feedback process with 2-3 teachers each marking period.

Person Responsible

Stacey Roberts

Schedule

Every 3 Weeks, from 9/19/2016 to 5/19/2017

Evidence of Completion

TEAM observations, meeting notes, Deliberate Practice Plans

Action Step 2 5

Meet with Literacy Coach to ensure alignment of our support for instructional practices across the school.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 9/27/2016 to 5/15/2017

Evidence of Completion

Monthly meeting notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Feedback provided to teachers will be tracked to ensure all staff are receiving support.

Person Responsible

Stacey Roberts

Schedule

Monthly, from 11/7/2016 to 5/26/2017

Evidence of Completion

Feedback tracking sheet, notes from feedback sessions

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Targeted feedback updates will be provided to principal supervisor at monthly LEADS sessions.

Person Responsible

Stacey Roberts


Schedule

Monthly, from 11/7/2016 to 5/26/2017


Evidence of Completion

Feedback tracking log, teacher performance data

G2.B3 Inconsistent support for students scoring in the lowest 30% in reading and math. 2

 B230715

G2.B3.S1 Provide targeted support for lowest 30% in reading and math. 4

 S243404

Strategy Rationale

If we provide timely and appropriate instructional supports to struggling students, we will improve student learning outcomes for our lowest 30% in reading and math.

Action Step 1 5

Implement centers and small-group instruction focused on targeted skill development for struggling students.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, CWT data

Action Step 2 5

Utilize the district MTSS process for students needing academic and behavioral supports.

Person Responsible

Mary Dickinson

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

MTSS monthly report, meeting notes, intervention documentation

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

Weekly lesson plans will be reviewed to ensure implementation of centers and small-group instruction.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Weekly lesson plans, CWT data

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

MTSS tracking will be used to ensure implementation of our system.

Person Responsible

Mary Dickinson

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

MTSS tracking report

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

Updates regarding our struggling students will be a standing agenda item for Leadership Team meetings.

Person Responsible

Stacey Roberts


Schedule

Weekly, from 10/3/2016 to 5/26/2017


Evidence of Completion

Leadership Team meeting agendas, MTSS report

G2.B4 Inconsistent use of technology resources 2

 B230716

G2.B4.S1 Integrate technology resources and tools to enhance classroom instruction. 4

 S243405

Strategy Rationale

If we provide resources, training and expectations for technology integration; we will enhance instructional practices that improve student learning outcomes.

Action Step 1 5

Schedule computer lab time for classes to access instructional programs.

Person Responsible

Mary Dickinson

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Computer lab schedules

Action Step 2 5

Incorporate SmartBoards in lessons to enhance instructional practices.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Weekly lesson plans, CWTs

Action Step 3 5

Create an additional computer lab using HP Streams

Person Responsible

Mary Dickinson

Schedule

Daily, from 10/3/2016 to 5/26/2017

Evidence of Completion

Computer lab schedule

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

CWT and lesson plan evidence will be shared at Leadership Team meetings.

Person Responsible

Stacey Roberts

Schedule

Weekly, from 9/26/2016 to 5/22/2017

Evidence of Completion

Lesson plans, CWT data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Usage data for iStation and iReady will be monitored.

Person Responsible

Mary Dickinson

Schedule





















Monthly, from 10/24/2016 to 5/22/2017

Evidence of Completion

iStation and iReady usage data



IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.MA2 M326191	Follow up with attendance cases referred to Social Worker	Williams, Sharon	10/3/2016	Attendance tracking form, Social Worker referrals	5/10/2017 monthly
G1.B2.S1.MA1 M326193	The Leadership Team will monthly discipline data to determine the impact of our efforts to improve...	Roberts, Stacey	10/3/2016	Leadership Team agendas, Decision Ed discipline data	5/10/2017 weekly
G1.B2.S1.MA1 M326195	PBS updates will be provided at weekly Leadership Team meetings.	Williams, Sharon	9/12/2016	Leadership Team agendas	5/10/2017 weekly
G1.MA1 M326201	Monthly attendance data will be collected and analyzed to determine the impact of our monitoring...	Roberts, Stacey	10/31/2016	Skyward attendance data will show an increase in the daily attendance rates across all grade levels.	5/15/2017 monthly
G1.MA2 M326202	Monthly discipline data will be reviewed for all students, grades PK-2, to determine the impact of...	Roberts, Stacey	9/26/2016	Skyward discipline data and PBS reward tracking data will show improvements in student behavior.	5/15/2017 monthly
G1.B1.S1.MA1 M326189	Guidance Counselor will develop a tracking system to monitor attendance referrals to Child Study...	Roberts, Stacey	10/31/2016	Attendance tracking form	5/15/2017 monthly
G2.B1.S1.MA1 M326203	CWT data will be shared with principal's supervisor at LEADS meetings.	Roberts, Stacey	9/30/2016	CWT data, CWT tracking spreadsheet, TEAM observations	5/15/2017 monthly
G2.B2.S1.A2 A314911	Meet with Literacy Coach to ensure alignment of our support for instructional practices across the...	Roberts, Stacey	9/27/2016	Monthly meeting notes	5/15/2017 monthly
G1.B1.S1.A1 A314901	Monthly attendance will be monitored through Skyward.	Williams, Sharon	9/6/2016	Skyward attendance data	5/19/2017 monthly
G2.B1.S1.A2 A314909	Teachers will engage in extended collaborative planning and learning sessions.	Roberts, Stacey	9/19/2016	PLC meeting notes, unit/lesson plans, sign in sheets (extended contract planning)	5/19/2017 semiannually
G2.B2.S1.A1 A314910	Utilize the targeted feedback process with 2-3 teachers each marking period.	Roberts, Stacey	9/19/2016	TEAM observations, meeting notes, Deliberate Practice Plans	5/19/2017 every-3-weeks
G2.MA1 M326212	Diagnostic assessment data for reading and math will be reviewed at the beginning, middle and end...	Roberts, Stacey	9/30/2016	Student performance data on district assessments will show an increase in the number of students performing at/ above grade level.	5/22/2017 quarterly
G1.B2.S1.MA3 M326194	Principal will share PBS data with grade-level chairs at monthly meeting to discuss impact of...	Roberts, Stacey	10/17/2016	Grade-level chair meeting agendas, discipline data, rewards tracking data	5/22/2017 monthly
G1.B2.S1.MA4 M326196	Monitor rewards earned by students and/or classes.	Williams, Sharon	10/17/2016	PBS rewards tracking	5/22/2017 monthly
G1.B4.S1.MA1 M326199	School safety compliance requirements will be reviewed with Leadership Team.	Roberts, Stacey	9/26/2016	Safe schools monitoring checklist, required documents in K Drive folder	5/22/2017 monthly
G2.B1.S1.MA1 M326204	Classroom walkthrough data will be reviewed during instructional support meetings with Literacy...	Roberts, Stacey	9/12/2016	CWT data, CWT tracking spreadsheet, notes from weekly instructional support meetings, TEAM observations	5/22/2017 biweekly
G2.B4.S1.MA1 M326210	Usage data for iStation and iReady will be monitored.	Dickinson, Mary	10/24/2016	iStation and iReady usage data	5/22/2017 monthly
G2.B4.S1.MA1 M326211	CWT and lesson plan evidence will be shared at Leadership Team meetings.	Roberts, Stacey	9/26/2016	Lesson plans, CWT data	5/22/2017 weekly
G1.B1.S1.MA1 M326190	Updates will be provided at weekly Leadership Team meetings.	Roberts, Stacey	9/12/2016	Leadership Team meeting agenda	5/23/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA2  M326213	Teacher performance data will be reviewed on a quarterly basis to ensure appropriate support.	Roberts, Stacey	12/5/2016	Teacher performance data will show improvement in instructional practices that impact student learning.	5/26/2017 quarterly
G2.MA3  M326214	MTSS data will be tracked to ensure ongoing support for struggling students.	Roberts, Stacey	11/7/2016	Students in MTSS process will show improvements in behavioral and academic areas.	5/26/2017 monthly
G1.B1.S1.MA5  M326192	Follow up with Guidance Counselor regarding Child Study Team meeting results	Roberts, Stacey	11/7/2016	Child Study Team meeting notes	5/26/2017 monthly
G1.B1.S1.A2  A314902	Letters will be mailed home for students with excessive absences.	Williams, Sharon	10/3/2016	Attendance tracking form, copies of parent letters	5/26/2017 monthly
G1.B1.S1.A3  A314903	Conduct Child Study Team meetings for students with continued excessive absences.	Williams, Sharon	10/3/2016	Conference form from Child Study Team meeting	5/26/2017 monthly
G1.B2.S1.A1  A314904	Monitor implementation of PBS throughout campus.	Roberts, Stacey	8/15/2016	CWT, PBS data	5/26/2017 weekly
G1.B2.S1.A2  A314905	Develop additional rewards for positive reinforcement.	Williams, Sharon	10/3/2016	PBS plan	5/26/2017 monthly
G1.B3.S1.MA1  M326197	Discipline data will be reviewed monthly with Leadership Team.	Roberts, Stacey	10/31/2016	Discipline data	5/26/2017 monthly
G1.B3.S1.MA1  M326198	Teachers will document use of anti-bullying lesson resources.	Williams, Sharon	10/24/2016	Documents uploaded to KDrive	5/26/2017 quarterly
G1.B3.S1.A1  A314906	Provide staff with bully-proofing resources	Williams, Sharon	10/3/2016	Lesson plans, CWT's and discipline data	5/26/2017 monthly
G1.B4.S1.A1  A314907	Complete all required drills, safety meetings and required reports.	Roberts, Stacey	9/12/2016	After action reports, safety meeting notes and agendas, emergency plan, tactical site survey	5/26/2017 monthly
G2.B1.S1.A1  A314908	Teachers will utilize Thinking Maps to provide rigorous learning opportunities for all students.	Roberts, Stacey	8/29/2016	CWT data collection sheets, Thinking Maps PD	5/26/2017 weekly
G2.B2.S1.MA1  M326205	Targeted feedback updates will be provided to principal supervisor at monthly LEADS sessions.	Roberts, Stacey	11/7/2016	Feedback tracking log, teacher performance data	5/26/2017 monthly
G2.B2.S1.MA1  M326206	Feedback provided to teachers will be tracked to ensure all staff are receiving support.	Roberts, Stacey	11/7/2016	Feedback tracking sheet, notes from feedback sessions	5/26/2017 monthly
G2.B3.S1.MA1  M326207	Updates regarding our struggling students will be a standing agenda item for Leadership Team...	Roberts, Stacey	10/3/2016	Leadership Team meeting agendas, MTSS report	5/26/2017 weekly
G2.B3.S1.MA1  M326208	Weekly lesson plans will be reviewed to ensure implementation of centers and small-group...	Roberts, Stacey	9/12/2016	Weekly lesson plans, CWT data	5/26/2017 weekly
G2.B3.S1.MA2  M326209	MTSS tracking will be used to ensure implementation of our system.	Dickinson, Mary	9/12/2016	MTSS tracking report	5/26/2017 monthly
G2.B3.S1.A1  A314912	Implement centers and small-group instruction focused on targeted skill development for struggling...	Roberts, Stacey	8/15/2016	Lesson plans, CWT data	5/26/2017 weekly
G2.B3.S1.A2  A314913	Utilize the district MTSS process for students needing academic and behavioral supports.	Dickinson, Mary	9/26/2016	MTSS monthly report, meeting notes, intervention documentation	5/26/2017 monthly
G2.B4.S1.A1  A314914	Schedule computer lab time for classes to access instructional programs.	Dickinson, Mary	9/6/2016	Computer lab schedules	5/26/2017 weekly
G2.B4.S1.A2  A314915	Incorporate SmartBoards in lessons to enhance instructional practices.	Roberts, Stacey	9/6/2016	Weekly lesson plans, CWTs	5/26/2017 weekly

Lake - 0421 - Rimes Early Learn & Literacy - 2016-17 SIP

Rimes Early Learning & Literacy Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A3  A314916	Create an additional computer lab using HP Streams	Dickinson, Mary	10/3/2016	Computer lab schedule	5/26/2017 daily
G1.B4.S1.MA1  M326200	Required safety documents will be filed in appropriate folder on K Drive.	Roberts, Stacey	8/31/2016	After-action reports, safety meeting agendas and minutes, school emergency plan, tactical site survey	6/30/2017 monthly

V. Professional Development Opportunities

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

G2. Through focused efforts for standards-based instruction, students will exceed district academic achievement goals.

G2.B1 Inconsistent application of standards-based instruction in reading and math.

G2.B1.S1 Utilize classroom walk throughs to monitor classroom instruction.

PD Opportunity 1

Teachers will utilize Thinking Maps to provide rigorous learning opportunities for all students.

Facilitator

Teaching and Learning (Thinking Maps); Curriculum Services (Thinking Maps Write from the Beginning and Beyond)

Participants

Staff

Schedule

Weekly, from 8/29/2016 to 5/26/2017

PD Opportunity 2

Teachers will engage in extended collaborative planning and learning sessions.

Facilitator

Grade-level chairs / Extended collaborative planning and learning time

Participants

Teachers, Grades K-2

Schedule

Semiannually, from 9/19/2016 to 5/19/2017

G2.B4 Inconsistent use of technology resources

G2.B4.S1 Integrate technology resources and tools to enhance classroom instruction.

PD Opportunity 1

Incorporate SmartBoards in lessons to enhance instructional practices.

Facilitator

IT Innovation Specialist (SmartBoard)

Participants

New Teachers

Schedule

Weekly, from 9/6/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Monthly attendance will be monitored through Skyward.				\$0.00
2	G1.B1.S1.A2	Letters will be mailed home for students with excessive absences.				\$0.00
3	G1.B1.S1.A3	Conduct Child Study Team meetings for students with continued excessive absences.				\$0.00
4	G1.B2.S1.A1	Monitor implementation of PBS throughout campus.				\$0.00
5	G1.B2.S1.A2	Develop additional rewards for positive reinforcement.				\$0.00
6	G1.B3.S1.A1	Provide staff with bully-proofing resources				\$0.00
7	G1.B4.S1.A1	Complete all required drills, safety meetings and required reports.				\$0.00
8	G2.B1.S1.A1	Teachers will utilize Thinking Maps to provide rigorous learning opportunities for all students.				\$4,241.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	510-Supplies	0421 - Rimes Early Learn & Literacy	Title I, Part A	15.0	\$3,260.00
			Notes: Teacher resources for Thinking Maps Write From the Beginning and Beyond.			
	1141	120-Classroom Teachers	0421 - Rimes Early Learn & Literacy	Title I, Part A	7.0	\$980.00
			Notes: Stipends for 7 teachers (K-2) to attend summer session for Thinking Maps Write from the Beginning and Beyond Training.			
	1141	140-Substitute Teachers	0421 - Rimes Early Learn & Literacy	Title I, Part A	6.0	\$1.00
			Notes: Substitutes for 6 new teachers (K-2) to attend 2 days of Thinking Maps professional development during school day. Sessions include: Thinking Maps Initial Training (1 day) and Thinking Maps Write From the Beginning and Beyond (1 day)			
9	G2.B1.S1.A2	Teachers will engage in extended collaborative planning and learning sessions.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1140	120-Classroom Teachers	0421 - Rimes Early Learn & Literacy	Other	10.0	\$1,000.00
			Notes: Extended collaborative planning/learning after school contract hours. To be funded through Collaborative Funds (pending approval).			
	1140	140-Substitute Teachers	0421 - Rimes Early Learn & Literacy	Title I, Part A	10.0	\$1,000.00
			Notes: Substitutes for 10, K-2 teachers to have one (1) full day of grade-level, collaborative planning/learning during the school day.			
10	G2.B2.S1.A1	Utilize the targeted feedback process with 2-3 teachers each marking period.				\$0.00

11	G2.B2.S1.A2	Meet with Literacy Coach to ensure alignment of our support for instructional practices across the school.	\$0.00
12	G2.B3.S1.A1	Implement centers and small-group instruction focused on targeted skill development for struggling students.	\$0.00
13	G2.B3.S1.A2	Utilize the district MTSS process for students needing academic and behavioral supports.	\$0.00
14	G2.B4.S1.A1	Schedule computer lab time for classes to access instructional programs.	\$0.00
15	G2.B4.S1.A2	Incorporate SmartBoards in lessons to enhance instructional practices.	\$0.00
16	G2.B4.S1.A3	Create an additional computer lab using HP Streams	\$0.00
Total:			\$6,241.00