

Lake County Schools

Rimes Early Learning & Literacy Center



2017-18 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)	2016-17 Title I School	2016-17 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	62%

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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.

At Rimes Early Learning and Literacy Center parents, teachers, and staff members will work together to provide quality educational programs to our children in a safe and orderly environment.

b. Provide the school's vision statement.

Rimes Early Learning and Literacy Center's vision is to grow in enrollment, resources, and in our capacity to serve the community as we focus on our educational mission.

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.

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. The administration at Rimes Early Learning and Literacy Center has established safety protocols in an effort to maintain appropriate campus security and student safety. Quarterly 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, active supervision, school-wide character lessons, LEAPS lessons for MTSS Tier 2 and Tier 3 students for behavior, discussions, creative writing and artistic projects. The Extended Learning Center before and after school program at Rimes ELLC offers supervised, educational and enrichment activities in a safe and nurturing environment.

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. Regular PBS meetings are held to sustain the program and to update the entire staff on progress and allow for 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). 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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, IReady data for reading and math, 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	54	45	27	0	0	0	0	0	0	0	0	0	0	126
One or more suspensions	4	1	0	0	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	4	3	0	0	0	0	0	0	0	0	0	0	0	7
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	3	1	0	0	0	0	0	0	0	0	0	0	0	4

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 absenteeism 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/440672>.

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 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 in recognizing 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. To help make sure that Rimes' families are committed to their child's learning, families are invited to participate at whatever level they feel most comfortable such as attending PTO and SAC meetings, attending school family events, volunteering at field trips or "liking" Rimes' Facebook page.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Dudley, Gregg	Principal
Dickinson, Mary	Instructional Coach
Williams, Sharon	School Counselor
Miner, Alyssa	Other

b. Duties

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

Gregg Dudley (Principal) serves as the instructional leader for the school. He works to establish and maintain high expectations for effective instructional practices that support the learning needs of 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) 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 promoting the attainment of student educational goals. Sharon serves as coordinator for ELL and PBS.

Alyssa Miner (Family School Liaison) serves 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. Alyssa attends all PTO and SAC meetings.

Members of the leadership team met in August 2017 and began working on the School Improvement Plan. The SIP will be available to the parents at SAC meetings for their input and approval. The team will work together to oversee the implementation of the plan. The team was able to preserve a master schedule which allows 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 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 IX, 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.

Title II PD: Funds will be used to provide professional development activities that improve the knowledge and instructional practices of principals, teachers, and paraprofessionals.

Title III ELLs: Funds will be used towards purchase of curriculum and technology that will assist

students in gaining proficiency of the English language so that they are held to the same state standards in core subjects.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gregg Dudley	Principal
Mary Dickinson	Teacher
Elodie Wacaster	Teacher
Jessica Stahl	Parent
Shawn Garcia	Parent
Cynthia Davis	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the last SAC meeting of the 2016-2017 school year the principal and the SAC reviewed the year long progress of the school improvement plan. SAC members discussed areas that are showing improvement through student data and discussed new ideas on how to overcome barriers that are still impeding student achievement. 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.

Last year, SAC funds were used to augment parent communication initiatives for a total of \$644.23.

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
Dudley, Gregg	Principal
Dickinson, Mary	Instructional Coach
Radeff, Amber	Teacher, K-12
Alsobrook, Michael	Teacher, K-12
Yox, Cindy	Teacher, K-12
Cavanaugh, Claire	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 and include discussion for addressing the professional development needs of all teachers.
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 Literacy Coach.

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, quarterly data chats, 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 I-Ready Reading and 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, 2017.

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 I-ready Reading assessment results and class grades.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 2017 to encourage enrollment.

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.

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

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

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Intervention and Acceleration-Teachers and administrators will provide differentiated instruction that meet the needs of students in the lower quartile and challenges top performers.
- G2.** Culture and Climate-Teachers at Rimes will provide a safe and orderly learning environment where high expectations for students are supported by administrators, teachers and peers.
- G3.** Academics and Authentic Literacy-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. Intervention and Acceleration—Teachers and administrators will provide differentiated instruction that meet the needs of students in the lower quartile and challenges top performers. 1a

G097906

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 support for students scoring in the lowest 30% in reading and math.
- Efforts to challenge top performers are inconsistent.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Structured PLC planning time
- Instructional Coach
- iReady Reading and Math
-

Plan to Monitor Progress Toward G1. 8

Observation of small group and individual classroom activities that are matched to student needs.

Person Responsible

Gregg Dudley

Schedule

Triannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Mid Year and EOY IReady Results, classroom walkthrough data, informal and formal observations.

Plan to Monitor Progress Toward G1. 8

Observation of small group and individual classroom activities that are matched to student needs.

Person Responsible

Gregg Dudley

Schedule

Triannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Mid-year and end of year i-Ready results, CWT data, informal and formal observations, MTSS tiers

Plan to Monitor Progress Toward G1. 8

Observation of small group and individual classroom activities that are matched to student needs.

Person Responsible

Gregg Dudley

Schedule

Triannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Mid Year and EOY IReady Results, classroom walkthrough data, informal and formal observations.

G2. Culture and Climate-Teachers at Rimes will provide a safe and orderly learning environment where high expectations for students are supported by administrators, teachers and peers. 1a

G097907

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	95.0

Targeted Barriers to Achieving the Goal 3

- Parents do not have an appreciation for the relationship between attendance and academic performance.
- Inconsistent application of the Positive Behavior Support System

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 G2. 8

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

Person Responsible

Sharon Williams

Schedule

Monthly, from 9/19/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

Discipline data will be analyzed monthly to determine the impact of PBS efforts in maintaining positive student behavior on campus.

Person Responsible

Sharon Williams


Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Discipline data to include the number of referrals and suspensions that students have generated in a quarter.

G3. Academics and Authentic Literacy-Through focused efforts for standards-based instruction, students will exceed district academic achievement goals. 1a

 G097908

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.

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 G3. 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

Mary Dickinson

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

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 G3. 8

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

Person Responsible

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

G1. Intervention and Acceleration-Teachers and administrators will provide differentiated instruction that meet the needs of students in the lower quartile and challenges top performers. 1

 G097906

G1.B1 Inconsistent support for students scoring in the lowest 30% in reading and math. 2

 B263237

G1.B1.S1 Teachers and administrators will use data to support differentiated instruction. 4

 S278776

Strategy Rationale

Data-based decision making will insure appropriate matching of instructional resources to student needs.

Action Step 1 5

The administration will host quarterly data chats with a focus on student needs including intervention strategies for the lowest 30%.

Person Responsible

Gregg Dudley

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Instructional calendar showing dates and times of data chats, notes form data chat meetings

Action Step 2 5

Teachers will use available reports from iReady to structure small group and individual instruction based on student need.

Person Responsible

Mary Dickinson

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC meeting minutes, lesson plans and i-Ready reports

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

Teachers will build and deliver lessons which support instruction for the lowest 30%.

Person Responsible

Gregg Dudley

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs, informal and formal observations, lesson plans

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

Leadership will review performance information monthly and host quarterly data chats with teachers.

Person Responsible

Gregg Dudley

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

MTSS process, performance data from iReady, district assessments

G1.B2 Efforts to challenge top performers are inconsistent. **2**

 B263238

G1.B2.S1 Teachers and administrators will use data to support differentiated instruction. **4**

 S278777

Strategy Rationale

Data-based decision making will insure appropriate matching of instructional resources to student needs.

Action Step 1 **5**

The administration will host quarterly data chats to focus on individual needs including acceleration strategies for high achievers.

Person Responsible

Gregg Dudley

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Instructional calendar showing dates for data chats, notes from data chat meetings.

Action Step 2 **5**

Teachers will use available reports from IReady to structure small group and individual instruction based on student need.

Person Responsible

Gregg Dudley

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC meeting minutes, Lesson Plans, IReady reports

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

Teachers will build and deliver lessons which include acceleration opportunities for high performing students.

Person Responsible

Mary Dickinson

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs, informal and formal observations, lesson plans

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

Leadership will review performance information monthly and host quarterly data chats with teachers.

Person Responsible

Gregg Dudley

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Performance data from IReady and district assessments.

G2. Culture and Climate-Teachers at Rimes will provide a safe and orderly learning environment where high expectations for students are supported by administrators, teachers and peers. 1

G097907

G2.B1 Parents do not have an appreciation for the relationship between attendance and academic performance. 2

B263239

G2.B1.S1 Utilize current system to implement and monitor daily attendance for all students. 4

S278778

Strategy Rationale

By monitoring daily attendance data, teachers will have a basis for communicating attendance concerns to parents.

Action Step 1 5

Daily attendance will be monitored through Skyward.

Person Responsible

Sharon Williams

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Skyward attendance data

Action Step 2 5

The School Messenger call out system will inform parents when their child is absent from school.

Person Responsible

Sharon Williams

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Skyward Attendance Data

Action Step 3 5

Letters will be mailed home for students with absences that meet the district criteria for excessiveness.

Person Responsible

Sharon Williams

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance tracking form, copies of parent letters

Action Step 4 5

The guidance counsellor will conduct Child Study Team meetings for students with excessive absences.

Person Responsible

Sharon Williams

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Conference form from Child Study Team Meeting

Action Step 5 5

Rlmes will utilize available communication tools such as School Messenger, the school web page, notes home, phone calls home, facebook, Instagram, and twitter to promote campus activities and convey the importance of daily attendance.

Person Responsible

Alyssa Miner

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Record of communication through available social media platforms, phone logs, and copies of print material.

Action Step 6 5

Rimes will utilize opportunities at parent events to promote the importance of daily attendance.

Person Responsible

Mary Dickinson

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Copies of agendas, handouts, and materials from parent events.

Action Step 7 5

The school administration will work with the SAC and PTO to develop and implement a series of incentive activities for good attendance.

Person Responsible

Mary Dickinson

Schedule

Monthly, from 9/26/2017 to 5/31/2018

Evidence of Completion

SAC and PTO agendas and record of student activities that relate to earning incentives.

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

Follow up with Guidance Counselor regarding attendance monitoring process

Person Responsible

Gregg Dudley

Schedule

Monthly, from 9/19/2017 to 5/31/2018

Evidence of Completion

Attendance records, Child Study Team meeting notes

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

Meet with FSL to discuss parent communication strategies at leadership meetings

Person Responsible

Gregg Dudley

Schedule

Monthly, from 9/19/2017 to 5/31/2018

Evidence of Completion

Meeting notes, email communication regarding communication initiatives, completed documents, social media posts.

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

Plan for attendance incentives supported by SAC and PTO

Person Responsible

Mary Dickinson

Schedule

Monthly, from 9/19/2017 to 5/31/2018

Evidence of Completion

Quarterly attendance incentive activity

Plan to Monitor Effectiveness of Implementation of G2.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

Sharon Williams


Schedule

Annually, from 9/19/2017 to 5/31/2018


Evidence of Completion

Attendance tracking form

G2.B2 Inconsistent application of the Positive Behavior Support System **2**

 B263240

G2.B2.S1 Utilize PBS throughout each building and classroom to support all students. **4**

 S278779

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

Sharon Williams

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

CWT, PBS data

Action Step 2 **5**

Develop additional rewards for positive reinforcement.

Person Responsible

Sharon Williams

Schedule

Monthly, from 10/10/2017 to 5/31/2018

Evidence of Completion

PBS plan

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

PBS updates will be provided at weekly Leadership Team meetings.

Person Responsible

Sharon Williams

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Leadership Team agendas

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

Monitor rewards earned by students and/or classes.

Person Responsible

Sharon Williams

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PBS rewards tracking

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

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

Person Responsible

Gregg Dudley

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Leadership Team agendas, Decision Ed discipline data

Plan to Monitor Effectiveness of Implementation of G2.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

Gregg Dudley

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

G3. Academics and Authentic Literacy-Through focused efforts for standards-based instruction, students will exceed district academic achievement goals. 1

G097908

G3.B1 Inconsistent application of standards-based instruction in reading and math. 2

B263241

G3.B1.S1 Rimes teachers and administrators will focus their efforts on best practices for reading and math instruction. 4

S278780

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

Mary Dickinson

Schedule

Weekly, from 9/19/2017 to 5/31/2018

Evidence of Completion

CWT data collection sheets, Thinking Maps

Action Step 2 5

Teachers will engage in extended collaborative planning and learning sessions.

Person Responsible

Schedule

Semiannually, from 9/19/2017 to 5/31/2018

Evidence of Completion

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

Action Step 3 5

Teachers will receive training in "Close Read" strategies and will implement what they learn.

Person Responsible

Mary Dickinson

Schedule

Evidence of Completion

Lesson plans will reflect implementation of "Close Read" strategies in K-2 classrooms.

Action Step 4 5

Teachers will receive training in the integration of math manipulatives in their instructional practice.

Person Responsible

Mary Dickinson

Schedule

Evidence of Completion

Lesson plans and classroom walkthroughs will reflect the use of math manipulatives in practice.

Action Step 5 5

School leadership members will utilize the new district walkthrough program which focuses on authentic literacy components (Reading, Writing, Listening and Speaking).

Person Responsible

Gregg Dudley

Schedule

Biweekly, from 9/19/2017 to 5/31/2018

Evidence of Completion

Compilation of walkthrough data/reports

Action Step 6 5

Teachers in grades K-2 will have the opportunity to visit other schools to observe classrooms and participate in vertical alignment activities .

Person Responsible

Gregg Dudley

Schedule

On 10/31/2017

Evidence of Completion

Collaboration observations. reflection activity notes.

Action Step 7 5

Rimes will complete criteria for becoming a STEM school.

Person Responsible

Mary Dickinson

Schedule

On 5/31/2018

Evidence of Completion

STEM binder, STEM documentation

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

Fidelity to action Step Items will be monitored through classroom walkthroughs.

Person Responsible

Mary Dickinson

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

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

I-Ready assessments will be used to assess the impact of action items on student learning/growth.

Person Responsible

Mary Dickinson



















Schedule





















Triannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

CWT data, CWT tracking spreadsheet, TEAM observations


IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S1.A3  A375621	Teachers will receive training in "Close Read" strategies and will implement what they learn.	Dickinson, Mary	9/20/2017	Lesson plans will reflect implementation of "Close Read" strategies in K-2 classrooms.	No End Date one-time
G3.B1.S1.A4  A375622	Teachers will receive training in the integration of math manipulatives in their instructional...	Dickinson, Mary	10/11/2017	Lesson plans and classroom walkthroughs will reflect the use of math manipulatives in practice.	No End Date one-time
G3.B1.S1.A6  A375624	Teachers in grades K-2 will have the opportunity to visit other schools to observe classrooms and...	Dudley, Gregg	8/10/2017	Collaboration observations. reflection activity notes.	10/31/2017 one-time
G1.MA1  M405900	Observation of small group and individual classroom activities that are matched to student needs.	Dudley, Gregg	8/10/2017	Mid Year and EOY IReady Results, classroom walkthrough data, informal and formal observations.	5/31/2018 triannually
G1.MA1  M405901	Observation of small group and individual classroom activities that are matched to student needs.	Dudley, Gregg	8/10/2017	Mid-year and end of year i-Ready results, CWT data, informal and formal observations, MTSS tiers	5/31/2018 triannually
G1.MA1  M405902	Observation of small group and individual classroom activities that are matched to student needs.	Dudley, Gregg	8/10/2017	Mid Year and EOY IReady Results, classroom walkthrough data, informal and formal observations.	5/31/2018 triannually
G2.MA1  M405911	Monthly attendance data will be collected and analyzed to determine the impact of our efforts to...	Williams, Sharon	9/19/2017	Skyward attendance data will show an increase in the daily attendance rates across all grade levels.	5/31/2018 monthly
G2.MA2  M405912	Discipline data will be analyzed monthly to determine the impact of PBS efforts in maintaining...	Williams, Sharon	8/10/2017	Discipline data to include the number of referrals and suspensions that students have generated in a quarter.	5/31/2018 quarterly
G3.MA1  M405915	Diagnostic assessment data for reading and math will be reviewed at the beginning, middle and end...	Dickinson, Mary	8/10/2017	Student performance data on district assessments will show an increase in the number of students performing at/ above grade level.	5/31/2018 quarterly
G3.MA2  M405916	Teacher performance data will be reviewed on a quarterly basis to ensure appropriate support.		8/10/2017	Teacher performance data will show improvement in instructional practices that impact student learning.	5/31/2018 quarterly
G1.B1.S1.MA1  M405896	Leadership will review performance information monthly and host quarterly data chats with teachers.	Dudley, Gregg	8/10/2017	MTSS process, performance data from iReady, district assessments	5/31/2018 monthly
G1.B1.S1.MA1  M405897	Teachers will build and deliver lessons which support instruction for the lowest 30%.	Dudley, Gregg	8/10/2017	Classroom walkthroughs, informal and formal observations, lesson plans	5/31/2018 weekly
G1.B1.S1.A1  A375606	The administration will host quarterly data chats with a focus on student needs including...	Dudley, Gregg	8/10/2017	Instructional calendar showing dates and times of data chats, notes from data chat meetings	5/31/2018 quarterly
G1.B1.S1.A2  A375607	Teachers will use available reports from iReady to structure small group and individual instruction...	Dickinson, Mary	8/10/2017	PLC meeting minutes, lesson plans and i-Ready reports	5/31/2018 weekly
G1.B2.S1.MA1  M405898	Leadership will review performance information monthly and host quarterly data chats with teachers.	Dudley, Gregg	8/10/2017	Performance data from IReady and district assessments.	5/31/2018 monthly
G1.B2.S1.MA1  M405899	Teachers will build and deliver lessons which include acceleration opportunities for high...	Dickinson, Mary	8/10/2017	Classroom walkthroughs, informal and formal observations, lesson plans	5/31/2018 weekly
G1.B2.S1.A1  A375608	The administration will host quarterly data chats to focus on individual needs including...	Dudley, Gregg	8/10/2017	Instructional calendar showing dates for data chats, notes from data chat meetings.	5/31/2018 quarterly
G1.B2.S1.A2  A375609	Teachers will use available reports from IReady to structure small group and individual instruction...	Dudley, Gregg	8/10/2017	PLC meeting minutes, Lesson Plans, IReady reports	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1  M405903	Guidance Counselor will develop a tracking system to monitor attendance referrals to Child Study...	Williams, Sharon	9/19/2017	Attendance tracking form	5/31/2018 annually
G2.B1.S1.MA1  M405904	Follow up with Guidance Counselor regarding attendance monitoring process	Dudley, Gregg	9/19/2017	Attendance records, Child Study Team meeting notes	5/31/2018 monthly
G2.B1.S1.MA3  M405905	Meet with FSL to discuss parent communication strategies at leadership meetings	Dudley, Gregg	9/19/2017	Meeting notes, email communication regarding communication initiatives, completed documents, social media posts.	5/31/2018 monthly
G2.B1.S1.MA4  M405906	Plan for attendance incentives supported by SAC and PTO	Dickinson, Mary	9/19/2017	Quarterly attendance incentive activity	5/31/2018 monthly
G2.B1.S1.A1  A375610	Daily attendance will be monitored through Skyward.	Williams, Sharon	8/10/2017	Skyward attendance data	5/31/2018 daily
G2.B1.S1.A2  A375611	The School Messenger call out system will inform parents when their child is absent from school.	Williams, Sharon	8/10/2017	Skyward Attendance Data	5/31/2018 daily
G2.B1.S1.A3  A375612	Letters will be mailed home for students with absences that meet the district criteria for...	Williams, Sharon	8/10/2017	Attendance tracking form, copies of parent letters	5/31/2018 monthly
G2.B1.S1.A4  A375613	The guidance counsellor will conduct Child Study Team meetings for students with excessive absences.	Williams, Sharon	8/10/2017	Conference form from Child Study Team Meeting	5/31/2018 monthly
G2.B1.S1.A5  A375614	Rimes will utilize available communication tools such as School Messenger, the school web page,...	Miner, Alyssa	8/10/2017	Record of communication through available social media platforms, phone logs, and copies of print material.	5/31/2018 monthly
G2.B1.S1.A6  A375615	Rimes will utilize opportunities at parent events to promote the importance of daily attendance.	Dickinson, Mary	8/10/2017	Copies of agendas, handouts, and materials from parent events.	5/31/2018 quarterly
G2.B1.S1.A7  A375616	The school administration will work with the SAC and PTO to develop and implement a series of...	Dickinson, Mary	9/26/2017	SAC and PTO agendas and record of student activities that relate to earning incentives.	5/31/2018 monthly
G2.B2.S1.MA1  M405907	The Leadership Team will examine monthly discipline data to determine the impact of our efforts to...	Dudley, Gregg	8/10/2017	Leadership Team agendas, Decision Ed discipline data	5/31/2018 weekly
G2.B2.S1.MA3  M405908	Principal will share PBS data with grade-level chairs at monthly meeting to discuss impact of...	Dudley, Gregg	8/10/2017	Grade-level chair meeting agendas, discipline data, rewards tracking data	5/31/2018 monthly
G2.B2.S1.MA1  M405909	PBS updates will be provided at weekly Leadership Team meetings.	Williams, Sharon	8/10/2017	Leadership Team agendas	5/31/2018 weekly
G2.B2.S1.MA4  M405910	Monitor rewards earned by students and/or classes.	Williams, Sharon	8/10/2017	PBS rewards tracking	5/31/2018 monthly
G2.B2.S1.A1  A375617	Monitor implementation of PBS throughout campus.	Williams, Sharon	8/10/2017	CWT, PBS data	5/31/2018 weekly
G2.B2.S1.A2  A375618	Develop additional rewards for positive reinforcement.	Williams, Sharon	10/10/2017	PBS plan	5/31/2018 monthly
G3.B1.S1.MA1  M405913	I-Ready assessments will be used to assess the impact of action items on student learning/growth.	Dickinson, Mary	8/10/2017	CWT data, CWT tracking spreadsheet, TEAM observations	5/31/2018 triannually
G3.B1.S1.MA1  M405914	Fidelity to action Step Items will be monitored through classroom walkthroughs.	Dickinson, Mary	8/10/2017	CWT data, CWT tracking spreadsheet, notes from weekly instructional support meetings, TEAM observations	5/31/2018 monthly
G3.B1.S1.A1  A375619	Teachers will utilize Thinking Maps to provide rigorous learning opportunities for all students.	Dickinson, Mary	9/19/2017	CWT data collection sheets, Thinking Maps	5/31/2018 weekly

Lake - 0421 - Rimes Early Learn & Literacy - 2017-18 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
G3.B1.S1.A2  A375620	Teachers will engage in extended collaborative planning and learning sessions.		9/19/2017	PLC meeting notes, unit/lesson plans, sign in sheets (extended contract planning)	5/31/2018 semiannually
G3.B1.S1.A5  A375623	School leadership members will utilize the new district walkthrough program which focuses on...	Dudley, Gregg	9/19/2017	Compilation of walkthrough data/reports	5/31/2018 biweekly
G3.B1.S1.A7  A375625	Rimes will complete criteria for becoming a STEM school.	Dickinson, Mary	8/10/2017	STEM binder, STEM documentation	5/31/2018 one-time

V. Professional Development Opportunities

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

G1. Intervention and Acceleration-Teachers and administrators will provide differentiated instruction that meet the needs of students in the lower quartile and challenges top performers.

G1.B1 Inconsistent support for students scoring in the lowest 30% in reading and math.

G1.B1.S1 Teachers and administrators will use data to support differentiated instruction.

PD Opportunity 1

Teachers will use available reports from iReady to structure small group and individual instruction based on student need.

Facilitator

Stephanie McDonald IReady Consultant

Participants

K-2 Teachers

Schedule

Weekly, from 8/10/2017 to 5/31/2018

G1.B2 Efforts to challenge top performers are inconsistent.

G1.B2.S1 Teachers and administrators will use data to support differentiated instruction.

PD Opportunity 1

Teachers will use available reports from IReady to structure small group and individual instruction based on student need.

Facilitator

Stephanie McDonald

Participants

K-2 Teachers

Schedule

Weekly, from 8/10/2017 to 5/31/2018

G3. Academics and Authentic Literacy-Through focused efforts for standards-based instruction, students will exceed district academic achievement goals.

G3.B1 Inconsistent application of standards-based instruction in reading and math.

G3.B1.S1 Rimes teachers and administrators will focus their efforts on best practices for reading and math instruction.

PD Opportunity 1

Teachers will receive training in "Close Read" strategies and will implement what they learn.

Facilitator

Sherri Smith, Curriculum Department, Lake County Schools

Participants

K-2 Teachers

Schedule

PD Opportunity 2

Teachers will receive training in the integration of math manipulatives in their instructional practice.

Facilitator

Melissa Carly, Curriculum Department, Lake County Schools

Participants

K-2 Teachers

Schedule

PD Opportunity 3

Teachers in grades K-2 will have the opportunity to visit other schools to observe classrooms and participate in vertical alignment activities .

Facilitator

Gregg Dudley

Participants

K-2 Teachers

Schedule

On 10/31/2017

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	The administration will host quarterly data chats with a focus on student needs including intervention strategies for the lowest 30%.				\$0.00
2	G1.B1.S1.A2	Teachers will use available reports from iReady to structure small group and individual instruction based on student need.				\$0.00
3	G1.B2.S1.A1	The administration will host quarterly data chats to focus on individual needs including acceleration strategies for high achievers.				\$0.00
4	G1.B2.S1.A2	Teachers will use available reports from IReady to structure small group and individual instruction based on student need.				\$0.00
5	G2.B1.S1.A1	Daily attendance will be monitored through Skyward.				\$0.00
6	G2.B1.S1.A2	The School Messenger call out system will inform parents when their child is absent from school.				\$0.00
7	G2.B1.S1.A3	Letters will be mailed home for students with absences that meet the district criteria for excessiveness.				\$0.00
8	G2.B1.S1.A4	The guidance counsellor will conduct Child Study Team meetings for students with excessive absences.				\$0.00
9	G2.B1.S1.A5	Rimes will utilize available communication tools such as School Messenger, the school web page, notes home, phone calls home, facebook, Instagram, and twitter to promote campus activities and convey the importance of daily attendance.				\$0.00
10	G2.B1.S1.A6	Rimes will utilize opportunities at parent events to promote the importance of daily attendance.				\$0.00
11	G2.B1.S1.A7	The school administration will work with the SAC and PTO to develop and implement a series of incentive activities for good attendance.				\$0.00
12	G2.B2.S1.A1	Monitor implementation of PBS throughout campus.				\$0.00
13	G2.B2.S1.A2	Develop additional rewards for positive reinforcement.				\$0.00
14	G3.B1.S1.A1	Teachers will utilize Thinking Maps to provide rigorous learning opportunities for all students.				\$0.00
15	G3.B1.S1.A2	Teachers will engage in extended collaborative planning and learning sessions.				\$870.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1140	140-Substitute Teachers	0421 - Rimes Early Learn & Literacy	Title I, Part A	10.0	\$870.00
			Notes: Substitutes for 10, K-2 teachers to have one (1) full day of grade-level, collaborative planning/learning during the school day.			
16	G3.B1.S1.A3	Teachers will receive training in "Close Read" strategies and will implement what they learn.				\$0.00

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17	G3.B1.S1.A4	Teachers will receive training in the integration of math manipulatives in their instructional practice.	\$0.00
18	G3.B1.S1.A5	School leadership members will utilize the new district walkthrough program which focuses on authentic literacy components (Reading, Writing, Listening and Speaking).	\$0.00
19	G3.B1.S1.A6	Teachers in grades K-2 will have the opportunity to visit other schools to observe classrooms and participate in vertical alignment activities .	\$0.00
20	G3.B1.S1.A7	Rimes will complete criteria for becoming a STEM school.	\$0.00
Total:			\$870.00