



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Rimes Early Learning & Literacy Center

3101 SCHOOLVIEW ST

Leesburg, FL 34748

352-787-5757

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Rimes Early Learn & Literacy

Principal

Jeffrey Williams

School Advisory Council chair

Mary Dickinson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. McRoy	CRT/Behavior Specialist
Rita Clements	Guidance
Barbara Breckenridge	ESE Specialist
Mary Dickinson	Literacy Coach

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC membership consists of the following individuals: parents, teachers, community and business partners.

Involvement of the SAC in the development of the SIP

At the last SAC meeting of the 2012-2013 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. This year's development of the school improvement plan will reflect the level of involvement of the SAC similar to the 2012-2013 school year. All stakeholders will have a vested interest in the development of the school improvement process at Rimes ELLC.

Activities of the SAC for the upcoming school year

The SAC activities for the upcoming school year will consist of meetings associated with improving the school's performance.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used to improve student performance at Rimes ELLC. The SAC will be the guiding force behind how funds are allocated.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jeffrey Williams

Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

B.S. Sociology;
M.S. Educational Leadership;
School Principal

Performance Record

2013-2014 Administrator of Rimes Early Learning & Literacy Center
 2012-2013 Administrator of Rimes Early Learning & Literacy Center
 2011-2012 served as Administrator of Rimes Early Learning & Literacy Center
 2010-2011 served as Principal of Beverly Shores Elementary.
 2010-2011 Beverly Shores Elementary School Grade F, Reading Mastery 51% , Rdg. Learning Gains 54%, Math Learning Gains 40%, Lowest 25% Gains in Rdg. 44 %; Lowest 25% Gains in Math 57%, Did not make AYP.
 2009-2010 served as Assistant Principal of Leesburg High School, in the Spring of 2009-2010 became principal of Beverly Shores Elementary School. 2009-2010 Beverly Shores Elementary School Grade C, Reading Mastery 50%, Learning Gains 20%, Lowest 25% Gains 33%; Did not make AYP
 2008-2009 Beverly Shores Elementary Grade A Reading Mastery 62%; Learning Gains 70%; Lowest 25% Gains 62%; AYP met
 2007-2008 Beverly Shores Elementary Reading Mastery 47%; Learning Gains 50%; Lowest 25% Gains 58%; AYP was not met in the subgroups: Black, Economically Disadvantaged, and Students with Disabilities
 2007-2008 School Grade C; 2006-2005 School Grade A;
 2005-2006 School Grade C; 2004-2005 School Grade C.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mary R. Dickinson		
Part-time / District-based	Years as Coach: 0	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	BA - Mathematics AA - Math/Science Reading Endorsement State of Florida Elementary Education / Grades (K-6) State of Florida Mathematics/Grades (5-9) English to Speakers of Other Languages (ESOL) Endorsement	
Performance Record	Literacy Coach, Rimes Early Learning and Literacy Center 2013-2014 First Grade Teacher, Rimes Early Learning and Literacy Center 2011-2013, Grade Chair First Grade Teacher, Beverly Shores Elementary School 2008-2011 Substitute Teacher: Summer Voluntary Pre-Kindergarten 2007-2010 Kindergarten Teacher, Beverly Shores Elementary School 2004-2008	

Dr. Kenneth McRoy		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	<p>Data, RtI/MTSS, Other</p>	
Credentials	<p>Candidate Doctor of Education (ABD), Major: Counseling Psychology (Regionally Accredited) at Argosy University, Sarasota, Florida Earned Doctor of Psychology Degree in Behavior Psychology (Nationally Accredited), Southern California University), 2004 Meets the Educational Requirements for Licensure as Clinical Psychologist in the State of California Earned Educational Specialist Degree in Exceptional Student Education (Regionally Accredited) at Nova Southeastern University. Meets the Educational Requirements for Certification in ESE K-12 in the State of Florida. Earned Master of Science Degree in Educational Leadership (Regionally Accredited at Nova Southeastern University). Meets the Educational Requirements for Certification in School Administration K-12 in the State of Florida. Earned Master of Art Degree in Clinical Psychology (Nationally Accredited), Southern California Southern University), 2002 Earned Bachelor of Science Degree in Political Science (Regionally Accredited) at Florida Agricultural and Mechanical University, 1987</p>	
Performance Record	<p>Behavioral Specialist, 2011-2012 Rimes Early Learning and Literacy Center, Leesburg, Florida Administer School-Wide Discipline Design/Develop Reinforcement and Reduction Programs for Students Anger Management Training for Students Individual and Small Group Counseling of Students ISS Teacher, 2010-2011 Grades K-5, Beverly Shores Elementary, Leesburg, Florida 2010-2012 Rimes Early Learning and Literacy Center did not receive a grade, Reading Mastery 66% Learning Gains -1%, Lovers 25%, 61%; Behavioral Specialist, 2007-2010 Grades K-5, Beverly Shores Elementary School, Leesburg, Florida Administer School-Wide Discipline Monitor and Track specific Student Disciplinary Data for Title I and the Safe and Drug Free Scholls Grant Design Behavior Modification Programs for Students Design/Develop Reinforcement and Reduction Programs for Studnets Anger Management Training for Students Individual adn Small Group Counseling of Students Monitor Teachers and Guidance Counselors in Developing, Monitoring and Reviewing Student Individual Education Plans Provide Classroom Management Training for Teachers, Monitor</p>	

Project Achieve Program
 2007-2010 Cypress Ridge Elementary School, Reading
 Remediation/Intervention Teachers K-5
 2005-2007 Groveland Elementary School, 3rd Teacher, Team
 Leader
 2003-2005 Four Corners Elementary School, 3rd Grade Teacher

Classroom Teachers

of classroom teachers

19

receiving effective rating or higher

19, 100%

Highly Qualified Teachers

100%

certified in-field

19, 100%

ESOL endorsed

15, 79%

reading endorsed

5, 26%

with advanced degrees

8, 42%

National Board Certified

1, 5%

first-year teachers

1, 5%

with 1-5 years of experience

3, 16%

with 6-14 years of experience

9, 47%

with 15 or more years of experience

6, 32%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

6, 67%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Weekly meetings will be held with teachers (administration)
2. All new teachers will be assigned to an Instructional Coach to provide support.
3. Common planning will be held weekly (administration).
4. All new teachers will participate in the district's "New Beginnings" program.
5. All new teachers will be assigned a school based mentor (TQR-Mrs. Dickinson).

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS 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 problem solving team is to identify students who need RtI 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 Leadership Team in using interventions, and any other recommendations made by the teachers or the MTSS Leadership Team. MTSS meetings are scheduled on the second Tuesday of each month during grade level planning times.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Jeffrey Williams (Administrator), Dr. Kenneth McRoy (CRT/Behavior Specialist), Mary R. Dickinson (Literacy/Academic Coach), Rita Clements (Guidance), Barbara Breckenridge (ESE School Specialist), and Kendall Green (School Psychologist). Members of the team met the summer of 2013 and worked together to develop the School Improvement Plan. Their input was essential to the compilation of the plan and during the school year, 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

the FAIR testing and for assisting the teachers in the MTSS process as a grade level with common objectives and benchmarks.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team meets with each grade level to discuss MTSS progress. The administration provides beginning, middle and end of the year SIP progress to the faculty, staff and stakeholders.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

MTSS meetings will have forms that will be used to record information dealing with any child who is in the MTSS process. The teacher will have a copy and the original copy will be housed in a file in the Literacy/ Academic Coach's office. The MTSS plan will comply with Lake County's requirement. Data used will be FAIR- PMRN, County Benchmark Assessments and progress monitoring by teachers, McGraw Hill Reading Wonders weekly tests, and any teacher made data that is grade level appropriate, or designed in common planning by grade level teachers. Behavior will be assessed according to the PBS plan implemented by the school.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administration is present at weekly grade level meetings to discuss student progress relative to MTSS. Parents are invited to attend initial MTSS meetings and are a part of the problem solving process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 3,000

As a Title 1 school Rimes Early Learning and Literacy Center will provide after-school tutoring for at-risk students in grades K-2. Students will be selected for tutorial services in reading and math two days a week beginning Tuesday, October 22, 2013.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Student progress will be monitored using F.A.I.R., benchmark assessment results and class grades.

Who is responsible for monitoring implementation of this strategy?

Administration and the literacy coach will monitor implementation of the after-school tutoring program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jeffrey Williams	Administrator
Mary R. Dickinson	Literacy Coach
Lauren Hernandez	Media Specialist
Cindy Yox	Kindergarten Teacher
Misty Greene	1st Grade Teacher
Michael Alsobrook	2nd Grade Teacher
Dr. Kenneth McRoy	CRT

How the school-based LLT functions

The Literacy Leadership Team will meet monthly to identify areas of concern for students and to brainstorm possible solutions to literacy deficiencies. The Literacy Coach will facilitate & schedule these meetings with the team and will set forth an agenda. The team will be looking at reading and writing data trends. The Literacy Coach will provide support and assistance to teachers to ensure students are reading on grade level by the end of the year.

Major initiatives of the LLT

The major initiatives of the LLT this year is implementation of Higher Order Thinking Skills, cross-curricular non-fiction texts, S.T.E.M. and text complexity.

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

Employing non-fictional reading strategies across contents will increase interest and comprehension of nonfiction reading. As a result, students will improve non-fiction reading skills and strategies for organizing information.

Science, Technology, Engineering and Mathematics skills are vital to be successful in the 21st century and critical to our collective future. Mastering STEM subjects will give students the basic technological, scientific and mathematical literacy they will need to succeed in middle school, high school, and college. During the 2013-2014 school year Rimes' students will have an increased awareness of STEM and its applications.

Complex texts promote deep thinking by students. With the adoption of the Common Core State Standards, students are expected to read and comprehend increasingly complex texts. Close reading of a complex text will gradually promote students' ability to read and comprehend complex texts independently.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every Pre-K through Grade 2 teacher contributes to reading improvement by collaborative team planning and reading instruction in all content areas and all grades.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 2013-2014 school year to ensure appropriate services are in place at the beginning of the subsequent year at the receiving school. Currently, Rimes ELLC has 2 Pre-K VPK that are ½ Title I funded and ½ VPK funded. In addition, Rimes ELLC has a blended Pre-K class that is 1/2 VPK funded and 1/2 ESE funded. Teacher assistants in these classrooms are similarly funded. The learning experience acquired is pivotal to long range scholastic success. Our goal is to assist students in developing primary academic skills that will provide a solid foundation for future learning. Therefore, at Rimes ELLC, academic achievement is our foremost priority that we hold ourselves, parents, and students together with the community mutually responsible.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	40	15%	37%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	13	4%	2%
Students retained, pursuant to s. 1008.25, F.S.	2	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	7	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	4%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Rimes Early Learning and Literacy Center expects parents to volunteer a minimum of five hours of service to the school. See Parent Involvement Plan for 2013-2014.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Volunteers at School Activities including Parent Resource Center, Field Trips, and Field Day.	100	37%	47%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Teachers and students will enhance their proficiency in the use of technology.
- G2.** Create a school ethics which encourages students to disclose and discuss incidents of bullying behavior (b) take practical actions to prevent incidents of bullying behavior on campus (c) develop procedure for reporting and recording incidents of bullying.
- G3.** In order to ensure the safety of Rimes ELLC we have developed and implemented a safety plan.
- G4.** Higher Order Thinking Skills will be used to expand the students' existent knowledge base and increase vocabulary terminology to facilitate a level of understanding of cognitive complex tasks in all subject areas.
- G5.** Students will understand the expectations of writing performance associated with their grade level.
- G6.** Students' average daily attendance will improve to a level that match or surpass other elementary schools rates and district percentages.
- G7.** Students will increase their language acquisition skills to improve academic performance.
- G8.** Rimes Early Learning and Literacy Center will be a Thinking Maps School. Thinking Maps will be utilized in every grade level for students to frame their ability to meet the demands of complex tasks.

Goals Detail

G1. Teachers and students will enhance their proficiency in the use of technology.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- Existing computers will be used to create a computer lab. Technology training will be provided to all staff in the computer lab. Technology enrichment for students will include computer instruction, IPAD training, and access to digital curriculum. Teachers will utilize technology for instruction through the use of document cameras, Smartboards and IPADs.

Targeted Barriers to Achieving the Goal

- Staff will be expected to attend computer classes to incorporate digital learning to students. Students will need to increase academic engagement through the use of technology.

Plan to Monitor Progress Toward the Goal

Employees will be encouraged to attend computer training to help them develop a working knowledge of basic technology and how to utilize it in the classroom. In addition, teachers will learn to integrate technology into the classroom.

Person or Persons Responsible

The Media Specialist will progress monitor at the workshops. The principal and the Leadership Council will ensure that teachers are incorporating technology in the classroom.

Target Dates or Schedule:

The computer lab will be open throughout the day for teacher and student use. Weekly grade level meetings will discuss technology integration and CWT's will be ongoing throughout the school year.

Evidence of Completion:

Employees will complete a climate survey about technology at the end of the school year. Lesson plans will be checked by the principal on the use of technology. Evidence of technology integration will be recorded using Walk-through data and student performance tasks.

G2. Create a school ethics which encourages students to disclose and discuss incidents of bullying behavior (b) take practical actions to prevent incidents of bullying behavior on campus (c) develop procedure for reporting and recording incidents of bullying.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- STEM
- STEM - All Levels
- STEM - High School
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Rimes will implement a school wide anti-bullying policy, a survey of bullying problems at school, increased supervision, school wide assemblies, and teacher in-service training to raise the awareness of bullying. Other bullying strategies will be curriculum lessons, guidance lessons, presentations, discussions, and creative writing.

Targeted Barriers to Achieving the Goal

- Reluctance to report by parents, students, and faculty/staff due to perceived negative repercussions.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Teachers will incorporate anti-bullying themes throughout the year at weekly grade level meetings. The PBS committee will meet monthly to evaluate bullying prevention efforts and revise the plan if necessary.

Target Dates or Schedule:

Ongoing progress monitoring by positive behavior support committee to evaluate the effectiveness of school wide interventions.

Evidence of Completion:

Reduction on the number of incidents recorded by main office (b) number of disciplinary referrals received and processed by front office (c) number of incidents reported by students and parents.

G3. In order to ensure the safety of Rimes ELLC we have developed and implemented a safety plan.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- All teachers have access to the safety plan. The plan is devised to provide a step by step instructions on proper procedures and methods during an emergency or crisis situation.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

The administration has established safety protocols in an effort to maintain appropriate campus security and student safety.

Person or Persons Responsible

The Safety Committee will develop, evaluate, and communicate rules, policies, and procedures for the safety and well-being of the learning environment.

Target Dates or Schedule:

The Leadership Council will monitor the Safety Committee, while taking appropriate measures to ensure the safety and well being of the school.

Evidence of Completion:

Monthly drills, input boxes, monthly meetings, and climate surveys will be used as evidence.

G4. Higher Order Thinking Skills will be used to expand the students' existent knowledge base and increase vocabulary terminology to facilitate a level of understanding of cognitive complex tasks in all subject areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- The faculty will participate in an ongoing action research (book study: "Thinking Through Quality Instruction") using the jigsaw method to incorporate higher order thinking strategies.

Targeted Barriers to Achieving the Goal

- It will be necessary for all teachers to participate in the research in order to ensure the fidelity of the implementation. The implementation of HOTS will improve student performance. If the implementation is not supported by all teachers, students have a risk of not being equipped with the skills necessary for college and career readiness.

Plan to Monitor Progress Toward the Goal

The implementation of HOTS will improve student academic performance across all content areas.

Person or Persons Responsible

Rimes administration will be responsible for arranging the HOTS training. The teachers will be responsible for ensuring the implementation of HOTS during instruction. HOTS will promote critical thinking skills and improve academic vocabulary.

Target Dates or Schedule:

The implementation of HOTS will be ongoing throughout the year. A PLC will support the implementation of HOTS.

Evidence of Completion:

Student performance tasks on measurable assessments (Edusoft and FAIR) will be the evidence of the implementation of HOTS.

G5. Students will understand the expectations of writing performance associated with their grade level.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers will be equipped with the K-5 Writing Plan and student exemplar writing samples consistent with their grade level. Teachers will use these resources to model the appropriate skills, craft instruction, and design an explicit plan to improve writing performance.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Capacity builders will attend writing workshops that will provide support and direction to the teachers. Teachers will, in turn, understand the K-5 Writing plan and develop writing strategies with rubrics appropriate to their grade level. Explicit writing instruction will be scheduled daily in each grade.

Person or Persons Responsible

The Leadership Council will conduct classroom walk throughs to monitor writing instruction in the classrooms.

Target Dates or Schedule:

Discussions at grade level meetings will focus on student writings and rubric samples. Writing will be shared and celebrated on campus throughout the school year.

Evidence of Completion:

Evidence will be shown by weekly writing assignments, lesson plan checks, posted student writing samples and informal observations.

G6. Students' average daily attendance will improve to a level that match or surpass other elementary schools rates and district percentages.

Targets Supported

- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- The guidance counselor, the PBS committee and the Family-School Liaison will utilize intervention strategies to encourage families to overcome attendance issues. Classes will be rewarded for perfect classroom attendance.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

The Guidance Counselor and the Family School Liason will monitor student average daily attendance patterns to determine the significance of student performance and absenteeism.

Target Dates or Schedule:

Average daily attendance will be monitored weekly. Parents will be notified for a mandatory meeting when average daily attendance becomes habitual and impacts the student's learning opportunity.

Evidence of Completion:

Student academic performance will be the evidence by an increase or decrease in average daily attendance.

G7. Students will increase their language acquisition skills to improve academic performance.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will provide students with the following resources to improve language acquisition: Rosetta Stone, More.Starfall.com, Brainpopjr.com, and district approved ELL IPAD applications.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

ELL Students will improve to language acquisition skills as measured by the Comprehensive English Language Learning Assessment (CELLA) report.

Person or Persons Responsible

The teachers and the Curriculum Resource Teacher will be responsible for progress monitoring the ELL students.

Target Dates or Schedule:

Formal and informal classroom observations, assessments and yealy review will be used throughout the year.

Evidence of Completion:

Cella Reports at the end of the school year will show evidence of language acquisition proficiency.

G8. Rimes Early Learning and Literacy Center will be a Thinking Maps School. Thinking Maps will be utilized in every grade level for students to frame their ability to meet the demands of complex tasks.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- The faculty will receive district supported Thinking Maps professional development workshop. An ongoing PLC will follow to support this endeavor.

Targeted Barriers to Achieving the Goal

- It is necessary for all teachers to support the implementation of Thinking Maps. Teachers will be required to bring weekly samples of thinking maps to grade level meetings to ensure fidelity.

Plan to Monitor Progress Toward the Goal

Teachers will implement the use of Thinking Maps during the 2013-2014 school year. The faculty will receive training using Thinking Maps. Teachers will incorporate Thinking Maps in classroom instruction across all content areas.

Person or Persons Responsible

Administration, grade level chairs, and the thinking maps facilitator will be responsible for monitoring the use of thinking maps in the classrooms.

Target Dates or Schedule:

Throughout the school year, teachers will be supported continuously by the refining and implementation of thinking maps at grade level meetings and at PLC's..

Evidence of Completion:

Classroom Walk throughs, lesson plan checks, informal observations, student writing samples with rubrics will be used as evidence on the use of thinking maps.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers and students will enhance their proficiency in the use of technology.

G1.B1 Staff will be expected to attend computer classes to incorporate digital learning to students. Students will need to increase academic engagement through the use of technology.

G1.B1.S1 A technology lab will be utilized by the teachers and students to advance technology skills.

Action Step 1

A technology lab will be set up at Rimes Early Learning and Literacy Center.

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

October 23, 2013 from 2:30-3:30pm March 19, 2013 from 2:30-3:30pm April 23, 2013 from 2:30-3:30pm Technology lab will be open during regular school hours.

Evidence of Completion

Sign in sheets

Facilitator:

Media Specialist

Participants:

Adult learners and students

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

Technology performance tasks

Person or Persons Responsible

Media Specialist and teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Assessments in the forms of quizzes, tests, and completed modules addressing technological skills.

Plan to Monitor Effectiveness of G1.B1.S1

Normative data in the form of quantitative results derived from previously identified assessment measures.

Person or Persons Responsible

Teachers and Media Specialist

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Cumulative data

G4. Higher Order Thinking Skills will be used to expand the students' existent knowledge base and increase vocabulary terminology to facilitate a level of understanding of cognitive complex tasks in all subject areas.

G4.B1 It will be necessary for all teachers to participate in the research in order to ensure the fidelity of the implementation. The implementation of HOTS will improve student performance. If the implementation is not supported by all teachers, students have a risk of not being equipped with the skills necessary for college and career readiness.

G4.B1.S1 The faculty will participate in a book study using the book "Thinking Through Quality Questioning" .

Action Step 1

Strategies linked to "Thinking Through Quality Questioning" Book Study and Higher Order Thinking Skills will be implemented in classrooms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Classroom observations, lesson plans, and book study presentations

Facilitator:

Selective faculty

Participants:

Faculty

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

Monitoring will consist of classroom walkthroughs, grade level meetings, and other assessment measures.

Person or Persons Responsible

Teachers, Literacy coach and grade level chairs

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Observations, feedback from meetings, and results from authentic student samples.

Plan to Monitor Effectiveness of G4.B1.S1

Student performance assessment data

Person or Persons Responsible

The Literacy Coach and teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Evidence will be the permanent product of student efforts on performance tasks and other assessments.

G8. Rimes Early Learning and Literacy Center will be a Thinking Maps School. Thinking Maps will be utilized in every grade level for students to frame their ability to meet the demands of complex tasks.

G8.B1 It is necessary for all teachers to support the implementation of Thinking Maps. Teachers will be required to bring weekly samples of thinking maps to grade level meetings to ensure fidelity.

G8.B1.S1 A Thinking Maps PLC will be established to transfer theory into practice.

Action Step 1

Thinking Maps PLC implementation

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Weekly samples of thinking maps

Facilitator:

Teaching and Learning Department

Participants:

Lake County School district employees

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Weekly grade level meetings to discuss the impact of the implementation

Person or Persons Responsible

Literacy Leadership Team Leadership Council Grade Level Chairs

Target Dates or Schedule

Throughtout the school year

Evidence of Completion

Product of students work samples

Plan to Monitor Effectiveness of G8.B1.S1

Performance assessments

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Data wall, data binders, and writing samples

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 Common Core Expectations. SAI funding will provide tutorial services for students not making academic progress. 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.

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers and students will enhance their proficiency in the use of technology.

G1.B1 Staff will be expected to attend computer classes to incorporate digital learning to students. Students will need to increase academic engagement through the use of technology.

G1.B1.S1 A technology lab will be utilized by the teachers and students to advance technology skills.

PD Opportunity 1

A technology lab will be set up at Rimes Early Learning and Literacy Center.

Facilitator

Media Specialist

Participants

Adult learners and students

Target Dates or Schedule

October 23, 2013 from 2:30-3:30pm March 19, 2013 from 2:30-3:30pm April 23, 2013 from 2:30-3:30pm Technology lab will be open during regular school hours.

Evidence of Completion

Sign in sheets

G4. Higher Order Thinking Skills will be used to expand the students' existent knowledge base and increase vocabulary terminology to facilitate a level of understanding of cognitive complex tasks in all subject areas.

G4.B1 It will be necessary for all teachers to participate in the research in order to ensure the fidelity of the implementation. The implementation of HOTS will improve student performance. If the implementation is not supported by all teachers, students have a risk of not being equipped with the skills necessary for college and career readiness.

G4.B1.S1 The faculty will participate in a book study using the book "Thinking Through Quality Questioning" .

PD Opportunity 1

Strategies linked to "Thinking Through Quality Questioning" Book Study and Higher Order Thinking Skills will be implemented in classrooms.

Facilitator

Selective faculty

Participants

Faculty

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Classroom observations, lesson plans, and book study presentations

G8. Rimes Early Learning and Literacy Center will be a Thinking Maps School. Thinking Maps will be utilized in every grade level for students to frame their ability to meet the demands of complex tasks.

G8.B1 It is necessary for all teachers to support the implementation of Thinking Maps. Teachers will be required to bring weekly samples of thinking maps to grade level meetings to ensure fidelity.

G8.B1.S1 A Thinking Maps PLC will be established to transfer theory into practice.

PD Opportunity 1

Thinking Maps PLC implementation

Facilitator

Teaching and Learning Department

Participants

Lake County School district employees

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Weekly samples of thinking maps

Appendix 2: Budget to Support School Improvement Goals