Lake County Schools

Rimes Early Learning & Literacy Center

2019-20 Schoolwide Improvement Plan

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Rimes Early Learning & Literacy Center

3101 SCHOOLVIEW ST, Leesburg, FL 34748

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

Demographics

Principal: Dominique Ward

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-2	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year	**2011-12**	**2010-11**
Grade		

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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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

The school's vision statement is to be a "Destination School" within a "Destination School District". As a magnet school we want to be a place where teachers want to work, students want to attend, and parents want to send their children. We want our Pre-K programs to lead the district in promoting kindergarten readiness. We want our K-2 programs to lead the district in reading and math performance. We want our enrichment programs to support student growth and development.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Dudley, Gregg	Principal	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, Curriculum Resource Teacher, ESE School Specialist, and Mental Health Liaison (MHL) and PASS. 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
Dickinson, Mary	Instructional Coach	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, coordinates MTSS, and the testing coordinator. Mary attends all PTO and SAC meetings
Wade, Sally	Administrative Support	Sally Wade (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. Sally attends all PTO and SAC meetings.
Elliott, Dawn	Instructional Coach	Dawn Elliott (Curriculum Resource Teacher) provides instructional support for the school. She provides math support through classroom demonstrations, side-by-side coaching, professional development, and formative assessment support. She also serves as coordinator for attendance incentives, ELL, PBS incentives, and after-school tutoring. Dawn attends all PTO and SAC meetings.
Simmons, Paige	Instructional Coach	Paige Simmons provides instructional support for the school. She provides ELA support through classroom demonstrations, side-by-side coaching, professional development, and small group remediation. She will also coordinate and provide behavior support through PBS compliance and restorative practices.
Sigmon, Rachel	Other	Rachel Sigmon (Mental Health Liaison) collaborates with the district Mental Health Specialist, provides direct services with students, such as individual

Name	Title	Job Duties and Responsibilities
		and group counseling. She participates in problem solving meetings for students at-risk for mental health challenges and provides school level professional development regarding mental wellness and interventions. The mental health liaison will also coordinate school-based mental health services across all tiers of the MTSS framework, work with community agencies and other stakeholders to provide wraparound services to students with higher levels of need, build bridges with families and community agencies to build relationships and connect resources. The mental health liaison will also be developing, implementing and monitoring school procedures, in coordination with school-based leadership, assist with district mental health plan compliance, coordinate crisis intervention/ prevention for the school and provide outreach to parents and community members regarding mental wellness and protective factors.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	84	57	41	0	0	0	0	0	0	0	0	0	0	182
Attendance below 90 percent	17	18	11	0	0	0	0	0	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
10

Date this data was collected or last updated
Wednesday 8/21/2019

Prior Year - As Reported

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	14	7	6	0	0	0	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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	14	7	6	0	0	0	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	58%	57%	0%	57%	55%
ELA Learning Gains	0%	57%	58%	0%	56%	57%
ELA Lowest 25th Percentile	0%	49%	53%	0%	50%	52%
Math Achievement	0%	60%	63%	0%	61%	61%
Math Learning Gains	0%	56%	62%	0%	57%	61%
Math Lowest 25th Percentile	0%	39%	51%	0%	45%	51%
Science Achievement	0%	54%	53%	0%	49%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	K	**1**	**2**	
Number of students enrolled	84 (0)	57 (0)	41 (0)	182 (0)
Attendance below 90 percent	17 (14)	18 (7)	11 (6)	46 (27)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18** **C & C Accel 2017-18**
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17** **C & C Accel 2016-17**
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16** **C & C Accel 2015-16**

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

I-Ready end of year math results showed that students performed lowest in Algebra & Algebraic Thinking and Measurement & Data domains. There is a trend in Grades 1 and 2. I-Ready end of year reading results showed that students performed lowest in vocabulary. There is a trend across all grade levels.

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

In Math, i-ready end of year results declined by 8 points in both Algebra & Algebraic Thinking and Measurement & Data. In Reading, end of year results declined by 10 points in Vocabulary and Comprehension as compared to 2018-2019. The contributing factors may have been from schedule changes, i.e. no intervention/acceleration block during the day.

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

n/a

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

I-Ready EOY Results showed students showing great individual growth, but in both Reading (83%) and Math (78%) i-ready results, our school did not show much improvement in overall grade-level placement by domains.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is one area of concern for our school.

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

1. District Instructional Framework utilizing RWTT Strategies
2. High Expectations for all students
3. Small group instruction during Remediation/Acceleration block
4. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Focus #1: Focus on making student learning interesting and relevant.
Rationale	Deliberately and explicitly work on establishing a purpose for learning.
State the measurable outcome the school plans to achieve	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. School leadership members will utilize the Learning Walk data to review the focus on establishing purpose.
Person responsible for monitoring outcome	Mary Dickinson (dickinsonm@lake.k12.fl.us)
Evidence-based Strategy	Students will be able to state what they are learning, why they are learning it and how they will know that they have learned it. Similarly, teachers will be able to answer these questions and will have a plan for what to do when students do not reach the desired outcome.
Rationale for Evidence-based Strategy	A key priority for LCS and Rimes ELLC as we become a Destination District is to establish and support a common vision through grade appropriate assignments, strong instruction, deep engagement and high expectations. Each day students have multiple opportunities to read, write, think, and talk through authentic literacy. The district has established an instructional framework based on the work from Fisher and Frey. The first part of the framework addresses purpose which is the focus of our work.

Action Step

Description	1. Professional Development will be offered in Gradual Release of Responsibility's Instructional Framework. 2. Professional Development will be offered in RWTT 3. Professional Development will be offered in Reading with Conferring.
Person Responsible	Gregg Dudley (dudleyg@lake.k12.fl.us)

#2	
Title	Focus #2: Provide targeted support for lowest 25% in reading and math
Rationale	After reviewing i-ready test scores, the leadership team concluded that the teachers need additional support for students that scored in the bottom quartile.

State the measurable outcome the school plans to achieve	If we provide timely and appropriate instructional supports to struggling students, we will improve student learning outcomes for our lowest 25% in i-Ready reading and math.
Person responsible for monitoring outcome	Gregg Dudley (dudleyg@lake.k12.fl.us)
Evidence-based Strategy	During PLC's, teachers will utilize current assessment data to monitor the status of lower 25% students; Leadership members and enrichment teachers will provide push in support during the intervention block to provide support for targeted students. Quarterly data chats and professional development will focus on aligning targeted interventions for students who need specific skills.
Rationale for Evidence-based Strategy	These strategies will provide assistance for those students who need remediation. Decisions will be based on student performance data from i-ready and teacher assessments.

Action Step	
Description	1. Student grades and assessment results will be monitored by the leadership team. 2. Leadership team will conduct quarterly data chats. 3. Targeting skill specific interventions will be offered to students during the intervention block. 4. Leadership and enrichment teachers will push in during the intervention block.
Person Responsible	Gregg Dudley (dudleyg@lake.k12.fl.us)

#3	
Title	Focus #3: A school culture which promotes high expectations for all learners
Rationale	Teachers will foster the growth of their students' ability and belief that they can grow smarter to ensure that learning gains are made in all sub-groups in reading and math.

State the measurable outcome the school plans to achieve	I-ready scores for math and reading will reflect a 3% increase from 18-19 across the board for all sub-groups for K-2.
Person responsible for monitoring outcome	Gregg Dudley (dudleyg@lake.k12.fl.us)
Evidence-based Strategy	Research indicates that the single based factor in determining student growth is the teachers' belief in students' ability to learn. At Rimes we will focus on building a common culture that supports high expectations for all students.
Rationale for Evidence-based Strategy	Hattie's effect size teacher efficacy (1.57)
Action Step	
Description	1. PD on Restorative Circles 2. Building relationships 3. The checkbox for high expectations for all learners will be a focus on classroom walk throughs.
Person Responsible	Gregg Dudley (dudleyg@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Other school-wide improvement priorities at Rimes include a culture of attendance, a Literacy initiative and Restorative Practices.
1. Attendance: Parent letters, social media, and phone calls will be used to communicate when school starts, what attendance policies are in place and how important attendance is for student achievement. Rimes will provide regular rewards to students who have good and improved attendance.
2. Rimes will develop a school-wide Literacy action plan which includes designing the Media Center as a center for literacy efforts, making adjustments to our school-wide reading program, strengthening Literacy development across the content areas and conducting school wide Literacy-based professional development.
3. Teachers will use Restorative Practices to build a sense of community in their classrooms.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Rimes will build a positive rapport with families and community stakeholders by forming partnerships for school decision-making, being easily accessible and addressing concerns in a timely fashion, inviting parents to attend and participate in school functions, sending home parent letters, communicating via phone and social media, making schools welcoming and inviting for families, and giving parents/families opportunities to volunteer. The PTO, leadership team, parents and staff seek the assistance of business partnerships to support the school in recognizing student achievement. Rimes will keep the parents and community updated on school successes and events and utilizing valuable resources offered by businesses, organizations and senior citizens. Attention is paid to our ELL parents and efforts are made to communicate with them in their primary language.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

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. The Mental Health Liaison supports students by implementing social emotional learning and assisting students with mental health challenges. Students may receive support on an individual or group basis depending on need. Students exhibiting repeat needs for services are served through our MTSS process. This may include services being addressed through an IEP and/or BIP. The needs of VPK students are addressed through the "Feeling Buddies" curriculum and "Conscience Discipline".

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

Beginning with Kindergarten Roundup, new students to Rimes are welcomed and made to feel part of our Rimes community. Our Kindergarten teachers focus on establishing a sense of culture which is reinforced by teachers and staff members throughout campus. Our school motto, Be Smart, Be Kind, Be Courageous is used to instill high expectations for all students K-2. Teachers follow the VPK Frameworks and K-2 Curriculum Blueprints provided by the district for successful transition to the next grade level. As we prepare to send our 2nd grade students to other neighboring elementary schools we hold articulation meetings to maintain support for students with disabilities. Curriculum activities at the end of second grade will focus on social and academic skills necessary to maintain success in a new environment.

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 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 tiers. Teachers will receive the support of the MTSS Team in using interventions, and any other recommendations made by the teachers or the MTSS Team. MTSS data chat meetings are scheduled for each Wednesday during grade level planning times. MTSS

meetings are scheduled every 4-6 weeks.

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. .

ESE funding will provide software and materials necessary for students with disabilities. ESE students receive inclusive services with peers to maximize achievements and are provided additional support in the classroom according to their individual IEP. 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.

Additional assistance is provided through the following federal programs and services: Title I Part C, Part D, Title IX, Homeless, Title II PD and Title III ELLs.

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

Rimes ELLC strives to build strong ties with community members and organizations. The leadership team communicates closely with these community members through email, phone calls and meetings. It is through these community partnerships that students are able to have incentive programs, enhanced literacy initiatives, and other academic resources. Throughout the year, multiple classroom experiences are offered to students which focus on career exploration and opportunities. Our business partners frequently provide guest speakers for this purpose.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Focus #1: Focus on making student learning interesting and relevant.	$0.00
2	III.A.	Areas of Focus: Focus #2: Provide targeted support for lowest 25% in reading and math	$0.00
3	III.A.	Areas of Focus: Focus #3: A school culture which promotes high expectations for all learners	$0.00
		Total:	**$0.00**