Rimes Early Learning & Literacy Center

2020-21 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: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-2	Yes	%

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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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.

The mission at Rimes Early Learning and Literacy Center is to provide every student with individual opportunities to excel.

Provide the school's vision statement.

A dynamic, progressive and collaborative learning community embracing change and diversity where every student will graduate with the skills needed to succeed in post secondary education and the workplace.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Ward, Dominique	Principal	Dominique Ward (Principal) serves as the instructional leader for the school. She 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, Mental Health Liaison (MHL) and the PASS teacher. The leadership 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, technology support and formative assessment support. She also serves as our Title I contact, TEAM expert, coordinates MTSS, and is the testing coordinator. Mary attends all PTO and SAC meetings
Wade, Sally	Other	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.
Simmons, Paige	Other	Paige Simmons (Positive Alternative to School Suspension) PASS teacher provides students with social, emotional and behavioral strategies within a positive and proactive learning environment.She provides support through classroom demonstrations, side-by-side coaching, professional development, and small group instruction. She coordinates the academic activities of assigned students and provides 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 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

Name	Title	Job Duties and Responsibilities
		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.
Gilbert, Stephanie	Instructional Coach	Stephanie Gilbert (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 the tech con, coordinator for attendance incentives, ELL, PBS incentives after school tutoring and mentors new teachers. Stephanie serves as SAC chair and attends all PTO meetings.

Demographic Information

Principal start date
Wednesday 7/1/2020, Dominique Ward

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
30

Demographic Data

2020-21 Status (per MSID File)	Active
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	48	39	31	0	0	0	0	0	0	0	0	0	0	118
Attendance below 90 percent	11	11	2	0	0	0	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

Date this data was collected or last updated

Sunday 8/30/2020

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	
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	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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

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	
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	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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

Part II: Needs Assessment/Analysis

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 middle of the year math data showed that students performed lowest in Numbers & Operations and Algebra & Algebraic Thinking, especially in Grades 1 and 2. I-Ready middle of the year reading data showed that students performed lowest in Vocabulary and Phonics across all grade levels.

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

Overall K-2 i-Ready middle of the year math results showed a decline of 2%. Kindergarten showed the greatest decline in math with a decline of 21% and in reading and a decline of 9% in math. The contributing factors may have from scheduling, i.e. no math intervention/acceleration time 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?

According to i-Ready middle of the year reading results, the students performed well with the domain: Literature Comprehension. In 2019-2020, the teachers built diverse classroom libraries and conferring during independent reading was successful across all grade levels. Also, the median percent progress towards typical growth for reading was 76% and for math was 75%. The struggling students had a lot of support from push in staff during intervention time.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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. Math Learning Gains in Lowest Quartile
2. Reading Learning Gains in Lowest Quartile
3. Professional Learning Communities
4. Improve Communication Skills of Students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Rimes will ensure that its core instructional programs and tasks are aligned to the standards. Instructional teams will develop standards-aligned units of instruction.Collaboration between teachers, administration, resource personnel and families will ensure that all students will be successful. After reviewing i-ready test middle of the year test scores, the leadership team concluded that the teachers need additional support for standards alignment.
Measurable Outcome:	Rimes will develop a data-driven school culture, in which teachers routinely use student achievement data to plan instruction and support continuous improvement. Our goal is for I-Ready end of year results for math and reading will be greater than district's average for K-2.
Person responsible for monitoring outcome:	Dominique Ward (wardd2@lake.k12.fl.us)
Evidence-based Strategy:	Rimes will create ongoing opportunities for teachers to prioritize the most critical learning standards for the grade level among the full set of relevant standards as well as unpack the standards.
Rationale for Evidence-based Strategy:	If teachers are able to improve student performance, develop and deliver rigorous customized instruction then students will reach high standards.

Action Steps to Implement

During Professional Learning Community sessions, coaches and administration will facilitate the improvement of instruction by allowing instructional teams to work together to co-design standards-aligned units of instruction and collaboratively develop high quality instructional materials for each learning activity to support student attainment of learning objectives.

Person Responsible	Dominique Ward (wardd2@lake.k12.fl.us)

Teachers will assess each student frequently to determine progress toward standards-based objectives.

Person Responsible	Dominique Ward (wardd2@lake.k12.fl.us)

Instructional teams will participates in data analysis in discussion groups about student test data to determine appropriate instructional strategies for struggling students.

Person Responsible	[no one identified]

All K-2 teachers will be reading endorsed. Teachers that are not already endorsed with participate in Reading Endorsement competency classes provided at Rimes by our literacy coach.

Person Responsible	Mary Dickinson (dickinsonm@lake.k12.fl.us)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Positive school cultures provide a safe, supportive, encouraging, inviting, and challenging environment for students and staff, which in turn allows students' academic achievement to evolve. School culture is the way things are done in the school, the norms and values that shape patterns of behavior, attitudes and expectations, between faculty, staff, students, parents/caregivers and stakeholders in the school. When all components of a school environment are moving in a positive direction, all students will have learning gains. Rimes serves a student population with increasingly complex needs across academics, behavior, and social-emotional learning (SEL). Rimes will use early warning indicators to shape Interventions for these students and monitor their progress through MTSS.
Measurable Outcome:	As the school culture improves, students learning will improve. Use Performance Matters dashboard for behavioral EWS data. Establish baseline data for number of calls received by mental health liaison and/or PASS instructor.
Person responsible for monitoring outcome:	Dominique Ward (wardd2@lake.k12.fl.us)
Evidence-based Strategy:	Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community. Communication supports will provide students with limited communication skills with support needed to better communicate wants and needs, which will decrease mal-adaptive behavior.
Rationale for Evidence-based Strategy:	Restorative practices will be used to develop and maintain a positive school culture. Restorative practices have been found to reduce misbehaviors, increase instructional time, increase school safety, improve school climate and improve relationships.

Action Steps to Implement

Rimes will actively participate in Restorative Practices to foster a positive learning environment.

Person Responsible	Paige Simmons (simmonsp@lake.k12.fl.us)

Rimes will establish a early warning team that will work together to identify patterns, trends, and school effectiveness at keeping students on-track. The early warning team will work together with teachers to interpret the data and design and plan effective interventions to support students with social, emotional and behavioral strategies within a positive and proactive learning environment. The early warning system team will monitor their systems bi-weekly to observe each student's behavior and/or academic performance and when an intervention is not meeting a student's needs.

Person Responsible	Paige Simmons (simmonsp@lake.k12.fl.us)

Communication supports (low tech and high tech) will be utilized with students with special needs in Pre K-2nd grade.

Person Responsible	Dominique Ward (wardd2@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on i-Ready results and analysis of classroom observation data, differentiation of instruction is necessary to meet the needs of all learners.
Measurable Outcome:	At least 80% of classrooms are differentiating instruction for struggling students and proficient students as evidenced through lesson plans and learning walks.
Person responsible for monitoring outcome:	Dominique Ward (wardd2@lake.k12.fl.us)
Evidence-based Strategy:	Teachers will receive ongoing instructional support with differentiated instruction. collaborative planning, and student engagement. The Leadership Team will meet quarterly to analyze common assessment data, lowest 30% of student achievement data, and help teachers develop differentiated intervention and acceleration plans.
Rationale for Evidence-based Strategy:	If all teachers use data to drive instruction, and work collaboratively to plan and implement, highly engaging, differentiated instruction, then all stakeholders will increase individual ownership; therefore, students will leave their grade level demonstrating at least a year's worth of growth.

Action Steps to Implement

Teachers will assess student status before a unit of study begins (pre-assessment), throughout the unit of study (formative or ongoing assessment), and at key ending or wrap-up points in a unit of study (summative assessment). Teachers will use the district's instructional framework to identify strengths and weaknesses in their own teaching practice while thinking about their students' needs.

Person Responsible	Dominique Ward (wardd2@lake.k12.fl.us)

Teachers will collaboratively develop and implement differentiated lessons utilizing the standards and multiple data points to set goals. Teachers will group students based on data (FLKRS, i-Ready, SIPPS, and weekly assessments). Additional support will be available on the effective implementation of a differentiated instructional framework that uses research-based strategies and multiple data points to meet the individual learning needs of students

Person Responsible	Mary Dickinson (dickinsonm@lake.k12.fl.us)

During quarterly teacher data chats, student progress will be discussed and instructional implications for differentiated instruction will be addressed to meet the diverse learning needs of students. Teachers will modify instruction to meet student needs by using research based programs to provide students with intervention and extension.

Person Responsible	Dominique Ward (wardd2@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Some ways our school will improve communication skills of students are: 1. Reinforce active listening. 2. Ask open-ended questions 3. Model conversational skills 4. Use technology i.e. audio books or apps 5. Increase use of visual supports.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Rimes will strengthen school climate and promote positive school culture through shared visioning and community building inside and outside of school. Teachers like being part of Rimes; school pride is apparent. Rimes continues to remain a top choice for families seeking a safe, quality, educational experience. Many parents routinely support the school with their time and resources. The emphasis on building a Professional Learning Community demonstrates the staff's desire to foster and expand collaboratively and collegiality. Academics are valued by most staff and teachers have high expectations for student behavior and achievement. Good relations between administrators and teachers are present. Rimes will continue to collaborate and build relationships with community organizations, such as, local churches, business partners, food banks, restaurants and community clubs and groups to promote a positive relationship between school and community cultures. This collaboration can assist in providing for areas of need that can maintain an environment for learning and safety. It can also offer support and resources that builds a sense of community among students, faculty and families. The collaboration and resources that stakeholders provide can also provide a sense of equity, availability and unification.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$903.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5200	393000-APPLICATION SOFTWARE (LICENSES)	0421 - Rimes Early Learn & Literacy	School Improvement Funds		$903.00
			Notes: Symbol Stix- Seven licenses is $903.			
3	**III.A.**	**Areas of Focus: Instructional Practice: Differentiation**				**$0.00**
					Total:	**$903.00**