

Lake County Schools

# Rimes Early Learning & Literacy Center



2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-2
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Rimes Early Learning & Literacy Center

3101 SCHOOLVIEW ST, Leesburg, FL 34748

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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		

### School Board Approval

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### SIP Authority

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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.

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

#### Provide the school's vision statement.

A dynamic, progressive and collaborative learning community embracing change and diversity where every student is 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	Position Title	Job Duties and Responsibilities
Ward, Dominique	Principal	Dominique Ward serves as the instructional leader for the school. She works to establish effective instructional practices that support the learning needs of all students. The leadership team, grade-level learning communities, school-wide learning communities, and community agencies to ensure support for the school and the needs of all students. The leadership team includes the Literacy Coach, Curriculum Resource Teacher, ESE School Specialist, Mental Health teacher. The leadership team meets weekly to review instructional and social/emotional data. Shared-decision making and collaborative leadership are utilized at every level to ensure student support.
Dickinson, Mary	Instructional Coach	Mary R. Dickinson (Literacy Coach) provided instructional support for the school. She provides modeling, side-by-side coaching, professional development, intervention support, technology assessment support. She also serves as our Title I contact, TEAM expert, MTSS facilitator. Mary attends PLC's and all SAC meetings.
Gilbert, Stephanie	Curriculum Resource Teacher	Stephanie Gilbert (Curriculum Resource Teacher) provided instructional and technological support. She provides math support through classroom demonstrations, side-by-side coaching, professional development, formative assessment support. She also serves as our tech coordinator, coordinator for attendance, school tutoring and mentors new teachers. Stephanie serves as the SAC Chair.
Vachon, Melanie	Other	Melanie Vachon (ESE School Specialist) coordinates educational placement and appropriate accommodations for students with disabilities through compliance and professional development activities. She works closely with classroom education teachers to ensure academic and social success for our students with disabilities.
Judd, Cathy		

### 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.** *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: Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

22

**Total number of students enrolled at the school**

270

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

8

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

4

**Demographic Data****Early Warning Systems****2021-22**

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

Indicator	Grade Level						
	K	1	2	3	4	5	6
Number of students enrolled	57	55	35	0	0	0	0
Attendance below 90 percent	12	11	7	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0
Course failure in ELA	5	3	1	0	0	0	0
Course failure in Math	2	5	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0

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

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	6	4	0	0	0	0	0	0	

**The number of students identified as retainees:**

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Retained Students: Current Year	1	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Thursday 8/12/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

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

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

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

**The number of students identified as retainees:**

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Retained Students: Current Year	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**



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

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

Indicator	Grade Level							
	K	1	2	3	4	5	6	7
Students with two or more indicators	0	0	0	0	0	0	0	0

#### The number of students identified as retainees:

Indicator	Grade Level							
	K	1	2	3	4	5	6	7
Retained Students: Current Year	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2021			2019		
	School	District	State	School	District	State
ELA Achievement					58%	57%
ELA Learning Gains					57%	58%
ELA Lowest 25th Percentile					49%	53%
Math Achievement					60%	63%
Math Learning Gains					56%	62%
Math Lowest 25th Percentile					39%	51%
Science Achievement					54%	53%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Reading and Math Data

Grade 1			
English Language Arts	Number/% Proficiency	Fall	Winter
	All Students	6%	20%
	Economically Disadvantaged	6%	20%
	Students With Disabilities	0%	0%
	English Language Learners	0%	0%
	Number/% Proficiency	Fall	Winter
Mathematics	All Students	6%	20%
	Economically Disadvantaged	6%	20%
	Students With Disabilities	6%	25%
	English Language Learners	25%	20%
Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter
	All Students	18%	43%
	Economically Disadvantaged	18%	43%
	Students With Disabilities	0%	0%
	English Language Learners	0%	0%
	Number/% Proficiency	Fall	Winter
Mathematics	All Students	9%	37%
	Economically Disadvantaged	9%	37%
	Students With Disabilities	0%	0%
	English Language Learners	0%	0%

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

I-Ready end of year reading data showed that students performed lowest in phonics in grades K and 1 and vocabulary in grade 2. I-Ready end of year math data showed that students performed lowest in Numbers & Operations in grade 1 and Algebra in grade 2.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the need for improvement?

Overall, first graders' reading and math results showed a steep decline from previous years.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address the need for improvement?

The contributing factors may have been from Covid-19 and lack of intensive interventions.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to i-ready end of year reading data, the students performed well with the domain: Phonological Awareness. I-Ready end of year math data showed good performance in Geometry.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

This was the first year our school began the SIPPS program which provides a structured literacy approach to explicit instructional routines focused on phonological awareness. Additionally, the teachers have been building on this for the past couple of years.

**What strategies will need to be implemented in order to accelerate learning?**

The K-2 students will need a lot of support from push in staff during classroom instruction as well as during intervention time. An additional VE teacher specifically for Kindergarten students. Also, the enrichment teachers will be scheduled throughout the week. Our literacy coach will provide Leveled Literacy Instruction during intervention time as well.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development that will be provided at the school to support teachers and leaders.**

Wit & Wisdom PD, Foundations PD and Geodes PD.  
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) PD  
Number Talks PD  
Thinking Maps PD  
i-Ready PD

**Provide a description of the additional services that will be implemented to ensure sustainability of this improvement beyond.**

School-wide PBIS training and implementation to support social-emotional learning for all students (PK-2nd grade)  
"Learning by Doing" - PLC Process

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:** Collaboration with administration, staff and faculty to build trust and implement a unified vision. The s defined process for shared leadership among all staff for monitoring student achievement and aligning strategies and activities to meet student needs.

**Measurable Outcome:** At least 4 parents will participate in our SAC for 21-22 school year to develop trust and a unified vision.

**Monitoring:** SAC meeting attendance will be monitored and parents will be actively invited to join our SAC.

**Person responsible for monitoring outcome:** Dominique Ward (wardd2@lake.k12.fl.us)

**Evidence-based Strategy:** Leadership development will be used by including more stakeholders in decision making process, w unified vision.

**Rationale for Evidence-based Strategy:** The relationship between ethical leaders and the stakeholders in their work is that the ethical leader important and takes their needs into account. (<https://www.enotes.com/homework-help/what-relationship-between-ethical-leaders-and-stakeholders-436049#:~:text=The%20relationship%20between%20ethical%20business,of%20stakeholders>)

**Action Steps to Implement**

Social media, Class Tag, and School Messenger callouts will be utilized to recruit families to join Rimes' SAC.

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

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	Data from common assessments will be used in common planning discussions to determine ma intervention. Increase awareness of instructional impact by implementing common and formative after a lesson will increase student performance on specific skills an standards.
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<b>Measurable Outcome:</b>	60% of K-2 students will perform at or above grade level in reading, according to iReady Reading
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<b>Monitoring:</b>	Weekly collaborative planning meeting discussions
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<b>Person responsible for monitoring outcome:</b>	Dominique Ward (wardd2@lake.k12.fl.us)
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<b>Evidence-based Strategy:</b>	We are using common and formative assessments as well as instructional strategies learned to instruction to increase our students academic progress.
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<b>Rationale for Evidence-based Strategy:</b>	We believe using common and formative assessments as well as instructional strategies will eq necessary to provide effective and appropriate instruction to ensure our student's mastery of sta
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**Action Steps to Implement**

1. Common Planning Assessments will be created by grade level teams during common planning times.
2. During common planning times, grade level teams will analyze data to determine need for intervention or acceleration.
3. Classroom teachers will provide intervention/acceleration to all students using guided instruction and collaborative

<b>Person Responsible</b>	Dominique Ward (wardd2@lake.k12.fl.us)
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**#3. Culture & Environment specifically relating to Early Warning Systems**

<b>Area of Focus Description and Rationale:</b>	Classroom disruptions reduce student achievement due to time being tal manage student behavior.
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<b>Measurable Outcome:</b>	All Students will demonstrate at least 75% of school-wide behavior expe
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<b>Monitoring:</b>	Student behavior will be monitored using Skyward discipline entries.
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<b>Person responsible for monitoring outcome:</b>	Dominique Ward (wardd2@lake.k12.fl.us)
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<b>Evidence-based Strategy:</b>	PBIS, which includes restorative practices, will be implemented school-w
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<b>Rationale for Evidence-based Strategy:</b>	
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**Action Steps to Implement**

Provide PBIS Professional Development to all staff.

<b>Person Responsible</b>	Cathy Judd (juddc@lake.k12.fl.us)
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Implement PBIS school-wide.

<b>Person Responsible</b>	Dominique Ward (wardd2@lake.k12.fl.us)
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Meet monthly with PBIS PLC to analyze data.

<b>Person Responsible</b>	Dominique Ward (wardd2@lake.k12.fl.us)
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Provide PBIS PD as needed throughout school year.

<b>Person Responsible</b>	Cathy Judd (juddc@lake.k12.fl.us)
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**#4. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** Our SWD students will use math tools, such as Rekeneks and TouchPoint Math curriculum to provide concrete ways for students to bring meaning to abstract mathematical ideas. They help students relate new concepts to what they have already learned. They assist students with solving problems.

**Measurable Outcome:** 50% K-2 SWD students will be at or above grade level, according to iReady in Spring 2022.

**Monitoring:** Learning walks will be completed during math intervention time.

**Person responsible for monitoring outcome:** Mary Dickinson (dickinsonm@lake.k12.fl.us)

**Evidence-based Strategy:** Hands-on and visual mathematics will be used in small group math instruction/intervention with students.

**Rationale for Evidence-based Strategy:** Hands-on and visual mathematics increases a student's ability to conceptualize number sense. Small group instruction is an effective way to differentiate instruction and meet the needs of our students. Planning and responding to informal and formal data collected from various sources, which help teachers build a profile on students' interests, abilities and challenges.

**Action Steps to Implement**

VE teachers (Gray and Simmons) will join their grade levels common planning meetings to determine need for intervention.

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

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and identify areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment are reflected through the lens of behavior or discipline data.

**Our data was not reported for year of 2019-2020, which is what the SafeSchoolsforAlex site shows. According to PBIS data, Rimes had 26.2 ODR/100 students, while the state median was 14.9/100 students. We are addressing disruption offenses this year by establishing a school-wide PBIS to improve student behavior and reduce ODRs.**

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning for all students, people who are sure of their roles and relationships in student learning, and a culture of high expectations. Consulting with various stakeholder groups to employ school improvement strategies. School culture and environment are critical. Stakeholder groups more proximal to the school include families of students, volunteers, and school board members. Broad stakeholder groups include community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholders 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.**

At Rimes, building and sustaining a positive culture and environment is a top priority to build on the success of our students and emotionally. Rimes continuously strives to strengthen school climate and promote a positive school culture and environment. All stakeholders are involved. This will be achieved through the implementation of its Positive Behavioral Intervention and Supports (PBIS) system.

An important piece of sustaining a positive culture is celebrating the success of our students, staff, and families along the way. The environment at Rimes is fostered by implementing a PBIS system. This is one way we can celebrate our student's academic and behavioral successes. Students are rewarded in various ways for following school wide expectations. This assists in addressing appropriate behavior while enhancing student's social and emotional skills. Teachers use a variety of strategies and practices to build strong classroom communities and relationships with and among their students. These relationships are built through the rigorous work that students take part in at Rimes throughout the school year. Additionally, the emphasis on building a positive culture demonstrates the staff's desire to foster and expand collaboratively and collegiality.

One way to acknowledge the success of our students is to hand out Penguin STAR tickets for following the schoolwide expectations. When students are "caught" being a STAR Penguin and receive a ticket, they can redeem their tickets at the Penguin STAR redemption center. Items are available for students to choose from that act as a reinforcement reminder and positive recognition for following schoolwide expectations at Rimes.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All faculty will be trained and expected to implement PBIS in classrooms and throughout school campus. Families will be informed of school expectations and rewards, as well as be given the opportunity to complete surveys used to solicit parent input.

The School Advisory Council (SAC) at Rimes will continue to collaborate and build relationships between all stakeholders in the planning, reviewing, and making suggestions to assist with instruction improvement. All parents, staff, and community members are invited to Rime's SAC. Parent surveys are also used to solicit parent input. Comments from parents and all other stakeholders are included in the monthly meeting minutes.

Rimes will continue to collaborate and build relationships with community organizations, such as, local churches, businesses, restaurants and community clubs and groups to promote a positive relationship between school and community culture. This provides for areas of need that can (facilitate) maintain an environment for learning and safety. It can also offer support and resources of community among students, faculty and families. The collaboration and resources that stakeholders make available promote equity, availability and unification.

## Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Leadership Development		
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction		
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems		
	Function	Object	Budget Focus	Funding Source
	5100	590-Other Materials and Supplies	0421 - Rimes Early Learn & Literacy	School Improvement Funds
			Notes: edible and tangible reinforcers to support PBIS	
4	III.A.	Areas of Focus: Instructional Practice: Differentiation		