Rimes Early Learning & Literacy Center

2014-15 School Improvement Plan

Rimes Early Learning & Literacy Center

3101 SCHOOLVIEW ST, Leesburg, FL 34748

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

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Rimes Early Learning and Literacy Center will provide an environment that enables all students, including high achieving, ESE, ELL, Literacy, and Instructional Support, to grow academically, emotionally, socially, and culturally. Our school will provide an education that aligns with the Florida Standards, enhanced by educational technologies.

Provide the school's vision statement

Rimes Early Learning and Literacy Center's vision is to grow, enrich, and lead as we focus on our mission. Our school wants to grow in enrollment, in financial resources and in our capacity to serve in the community. We want to lead among other schools by modeling best practices and efficiency. We want to prepare and inspire our students and to create a positive learning environment where academic excellence is prized.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Rimes Early Learning and Literacy Center will assess the school's culture in several ways using a variety of assessment measures such as observations, discussions, and interactions in the classroom and on the playground. All staff members will work collaboratively to ensure every student is learning, achieving and interacting safely. Teachers will connect students' cultures to instruction and stimulate the intellectual development of all students. Teachers will get to know their students on different levels, not only academically, but personally and socially.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The administration at Rimes Early Learning and Literacy Center has established safety protocols in an effort to maintain appropriate campus security and student safety. Monthly safety meetings will help staff stay informed about what is going on at school and help students feel safe and supported. Safety strategies include a school wide anti-bullying policy, increased supervision, guidance lessons, discussions, creative writing and artistic works. The Extended Learning Center before and after school program at Rimes ELLC offers supervised, educational and enrichment activities in a safe and nurturing environment. Rimes Early Learning and Literacy Center will be a safe and caring environment in which all students feel welcomed and valued and have a sense of ownership of their school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Rimes Early Learning and Literacy Center has implemented a school-wide Positive Behavior Support (PBS) program. PBS provides a positive focus to encourage desirable student behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. Monthly PBS meetings are held to sustain the program and to update the entire staff on

progress and to get feedback. At Rimes ELLC we seek to reduce problem behavior through teaching skills, altering environments, and focusing on positive behaviors. This school year Rimes ELLC will focus on rewarding positive behaviors through coupon rewards and "Penguin Bucks" to use at the school store.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance counselor and staff provide a safe, comfortable, and confidential environment in which students can discuss many topics regarding their personal and social problems as well as their academic difficulties. Throughout the year, classroom lessons are provided that are geared specifically to the needs of the students and the school. Information is provided through Too Good for Drugs and Too Good for Violence(both lecture and workbook series). On a daily morning announcement series, Project Wisdom Character Development is utilized. The guidance counselor collaborates with administration and faculty to facilitate specific social or emotional interventions for students in need of support. The guidance counselor works closely with administration, staff, and parents to monitor the progress of students. Rimes ELLC provides a list of support services to meet the social-emotional needs of the student population. The guidance counselor communicates and makes contact with local counseling offerings : Life Stream Children's Clinical on-Site Services(CCOS), Children's Advocacy Center, and Hospice.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	K	1	2	
Attendance below 90 percent	9	2	3	14
One or more suspensions	5	0	1	6
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Rimes Early Learning and Literacy Center monitors daily attendance, behavior, and grades to keep students on track for academic success. Parents are informed that it is critical for students to master key academic skills that provide the foundation for future learning. Parents are notified when average daily attendance becomes habitual and impacts the student's learning opportunity. Parents are also notified when their child has a decline in one grade average in English Language Arts or

Mathematics. Teachers and administrators will develop personalized learning plans for students showing warning signs.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/199866.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The vision of Rimes Early Learning center is to grow our students, staff, parents, and community. Business partnerships play a vital role in our vision. Rimes ELLC has a School, Family, Community, and Business handbook that is available on the web as part of an orientation. The PTO, leadership team, parents, and staff seek the assistance of business partnerships to support the school with student achievement. The participating businesses are required to fill out a business agreement. The leadership team monitors the status of the agreements. The school provides recognition and appreciation to the businesses through certificates and a business partnership breakfast. The Principal is actively involved with the Chamber of Commerce.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Sherman, Robert	Principal
Dickinson, Mary	Instructional Coach
Clements, Rita	Guidance Counselor
Hernandez, Lauren	Instructional Media
	Administrative Support

Duties

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

Robert Sherman (Administrator), Mary R. Dickinson (Literacy Coach), Rita Clements (Guidance/ESE School Specialist), and Lauren Hernandez (Media Specialist). Members of the team met in September of 2014 and worked together to develop the School Improvement Plan. The SIP will be available to the parents at the SAC meetings for their input and approval. 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 teachers to follow the Curriculum Blueprints and for assisting the teachers in the MTSS process as a grade level with common objectives and benchmarks.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will meet with the School Advisory Council and Principal to help develop the SIP. The Leadership team will meet once a week or as needed. The role of the MTSS/RTI problem solving team is to identify students who need 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/RTI Team in using interventions, and any other recommendations made by the teachers or the MTSSTeam. MTSS/RTI meetings are scheduled on the first Tuesday of each month during grade level planning times.

Rimes takes advantage of multiple funding sources such as FTE, PTO, IDEA, Title I and grant sources.These funding sources will be used to meet the needs of all students not mastering Florida Standards Expectations. SAI funding will provide tutorial services for students not making academic progress. Title I provided funding for before/after school tutoring; personnel; supplemental materials and resources; parent involvement activities and supplies. ESE funding will provide materials necessary for students with special academic deficits and physical disabilities. PTO provides funding for teacher requests such as curriculum materials, field trips, rewards for students, teacher requested items, enrichment materials, teacher appreciation, and Field Day. In addition, the above mentioned programs provide the following services:
• ESE students receive inclusive services with peers to maximize achievement.
• ESOL students receive inclusive services with peers to maximize achievement.
• Supplemental Academic Instructional (SAI) funding is utilized for at-risk students.
• Access to ELL support resources provided by the district (Teaching and Learning)
• Access to homeless resources provided by the district (Student Services)
• District provides a migrant advocate and in-home tutoring for migrant students (Title I)
Rimes has 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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Robert Sherman	Principal
Stephanie Gilbert	Teacher
Elodie Wacaster	Teacher
Lauren Hernandez	Teacher
Rita Clements	Teacher
Donna Anderson	Education Support Employee
Tiffany Spencer	Teacher
Diana Douangdet	Parent
Brandi Hicks	Parent
Allie Peaden	Parent
Genna Pearson	Parent
Porschia Williams	Parent
Shanita Brown	Parent
Cynthia Davis	Parent
Soreatta Brown	Parent
Amy Shoemaker	Parent
Mohammad Azad	Parent
Olga Hernandez	Parent
Maria Cabrera	Parent
Mary Dickinson	Teacher
Adriana Reyes	Education Support Employee
Dave Harris	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the last SAC meeting of the 2013-2014 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. The SAC will continue to progress monitor the SIP throughout the year.

Development of this school improvement plan

All members of the SAC will have a vested interest in the development of the school improvement process at Rimes ELLC. The SIP plan is presented to the SAC for input. The SAC will make a motion to accept the SIP.

Preparation of the school's annual budget and plan

The SAC activities for the upcoming school year will consist of meetings associated with improving the school's performance. Annual budget information is presented to the SAC throughout the school year. Title I monies cannot be moved without the acceptance of the SAC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Sherman, Robert	Principal
Dickinson, Mary	Instructional Coach
Clements, Rita	Guidance Counselor
Hernandez, Lauren	Instructional Media
Briggs, Caroline	Teacher, K-12
Gilbert, Stephanie	Teacher, K-12
Spencer, Tiffany	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year is implementation of Higher Order Thinking Skills, Reading in the Content Area, Thinking Maps and Text Complexity.
Complex real-life problems often demand complex solutions, which are obtained through higher level thinking processes.Teaching higher order thinking skills provides students with relevant life skills and offers them an added benefit of helping them improve their content knowledge. Students engage in active, self-directed learning, and higher-level thinking around selected topics.
Reading comprehension strategies will be implemented across all content areas. Providing students with these strategies will improve student achievement in all subject areas.
Complex texts promote deep thinking by students. With the adoption of the Florida Standards, students are expected to independently read, comprehend, and answer extended response questions.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Rimes Early Learning and Literacy Center will create more time for teachers to collaborate, and establish systems and processes that focus on effectively embedding the new Florida Standards into daily classroom work.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Teachers will attend Weekly Professional Learning Communities.
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).

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The teachers will attend weekly Professional Learning Communities to develop lessons that follow the district's Curriculum Blueprints. The Leadership team will provide support and assistance to teachers. Teachers will be provided with an extended collaborative planning time to unwrap the benchmarks, using scales and rubrics to align to the new Florida Standards.
The Leadership Team will monitor the effectiveness of the PLC's through classroom walkthroughs, attending meetings, and reviewing weekly lesson plans. Teachers will provide administration with a record of each PLC meeting.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers will utilize FAIR-FS data and pre-assessments to develop differentiated small groups during the reading block. This data will also be used to develop grade level groups for our Remediation Reading Challenge classes and Remediation Math Challenge classes. This special scheduled 45 minute block provides students with the skills that are deficient. The goal is for all students to meet and/or exceed expectations on the state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

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. Students will be selected for tutorial services in reading and math two days a week beginning in October, 2014.

Strategy Rationale

The rationale is to provide at-risk students with the skills necessary for academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Dickinson, Mary, dickinsonm@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Rimes Early Learning and Literacy Center is a Pre-K through 2nd grade educational facility, which serves the needs of a diverse student population and caters to the individual needs of each learner. At Rimes ELLC, students in ESE Pre-K classes have articulation meetings at the end of the 2014-2015 school year to ensure appropriate services are in place at the beginning of the subsequent year at the receiving school. Teachers follow the Curriculum Blueprints provided by the district for successful transition to the next grade level.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

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

G2. Rimes Early Learning and Literacy Center will be a "Bully Free" school site.

G3. Rimes Early Learning and Literacy Center will maintain a safe environment.

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. Parents will be more involved in their child's education.

G6. Students' average daily attendance for K-2 will increase from 93.1% to 94.1%.

G7. 90% of our VPK students will meet or exceed expectations on the oral language and vocabulary section of Assessment 3 of the Bright Beginnings assessment.

G8. K-2 students will score 80% or more on the PLS on Assessment 3 of FAIR-FS.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers and students will enhance their proficiency in the use of classroom technology. `1a`

`G036673`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Rimes Early Learning Center is equipped with a computer lab. We have computers, projectors, and SmartBoards in each classroom. We employ two technology contact personnel. Rimes is equipped with two classroom sets of iPads and utilizes Insight 360 program. There is an Instructional Learning Support person assigned to the school for technology needs from the district.

Targeted Barriers to Achieving the Goal `3`

- There is no budget for repairing technologies and purchasing new equipment.

- There is no computer instructor on enrichment schedule for computer lab

Plan to Monitor Progress Toward G1. `8`

The principal and the media specialist will progress monitor at the workshops. The principal and the leadership team will ensure that the teachers are incorporating technology in the classroom.

Person Responsible

Lauren Hernandez

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Staff will complete a survey about technology after each workshop. 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. Rimes Early Learning and Literacy Center will be a "Bully Free" school site. `1a`

Targets Supported `1b`

🔍 G036674

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Personnel supervision

- Guidance Lessons

- Outside agencies provide presentations

- Bully-Proofing Your School Lesson Plans

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G2. `8`

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 Responsible
Rita Clements

Schedule
Monthly, from 9/22/2014 to 6/4/2015

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. Rimes Early Learning and Literacy Center will maintain a safe environment. 1a

🔍 G036675

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- 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 3

- A lack of preparedness by the faculty and staff can be a major barrier in the event of an emergency or crisis situation.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Robert Sherman

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Monthly drills, input boxes, monthy 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. 1a

🔍 G036676

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- The faculty will implement the rigor and relevance framework to promote higher order thinking skills for all learners.

Targeted Barriers to Achieving the Goal 3

- Teacher buy in.

Plan to Monitor Progress Toward G4. 8

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

Person Responsible
Robert Sherman

Schedule
Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion
Student performance tasks on measurable assessments will be the evidence of the implementation of HOTS.

G5. Parents will be more involved in their child's education. `1a`

🔍 G036677

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- The Family School Liaison will serve as a link between school personnel and parents facilitating parent awareness and school involvement.

- Parents will be invited to school functions and made aware of volunteer opportunities.

- Parent Resource Room

Targeted Barriers to Achieving the Goal `3`

- Parent buy in

Plan to Monitor Progress Toward G5. `8`

Review the parent participation points report

Person Responsible
Ronald Cooper

Schedule
Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion
Parent participation points report

G6. Students' average daily attendance for K-2 will increase from 93.1% to 94.1%. 1a

G036678

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- 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 3

Plan to Monitor Progress Toward G6. 8

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

Person Responsible
Rita Clements

Schedule
Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Average daily attendance and the number of classes rewarded for attendance.

G7. 90% of our VPK students will meet or exceed expectations on the oral language and vocabulary section of Assessment 3 of the Bright Beginnings assessment. 1a

G036679

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Teachers will provide VPK students with the following resources to improve oral langauge and vocabulary: myON Reader, More.Starfall.com, Higher Order Thinking Questions, Thinking Maps, and Academic Vocabulary.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G7. 8

VPK Students will improve to oral language and vocabulary skills as measured by Assessment 3 on the FLDOE Bright Beginnings.

Person Responsible
Mary Dickinson

Schedule
Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion
Bright Beginnings Assessment reports at the end of the school year will show evidence.

G8. K-2 students will score 80% or more on the PLS on Assessment 3 of FAIR-FS. `1a`

🔍 G036680

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Curriculum Blueprints
- Literacy Coach
- Acceleration Resource Teacher
- After-school tutoring
- Software programs: MyON, More.starfall.com, Renaissance Learning, and IStation
- Remediation Challenge block

Targeted Barriers to Achieving the Goal `3`

-

Plan to Monitor Progress Toward G8. `8`

FAIR-FS reports will be analyzed.

Person Responsible
Mary Dickinson

Schedule
Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion
FAIR-FS Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

 1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Teachers and students will enhance their proficiency in the use of classroom technology. 1

🔑 G036673

G1.B1 There is no budget for repairing technologies and purchasing new equipment. 2

🔑 B087818

G1.B1.S1 Seek donations from business partners for repairing, replacing or purchasing of technologies. 4

🔑 S098551

Strategy Rationale

To open a funding source to repair, replace, or purchase technologies.

Action Step 1 5

Seek professional development to more effectively use technology in the classroom.

Person Responsible

Lauren Hernandez

Schedule

Annually, from 9/29/2014 to 5/29/2015

Evidence of Completion

Number of participants registered on True North Logic and surveys

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

Provide Business partnership with agreements specifically for donations to technology funds.

Person Responsible

Robert Sherman

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

The success will be determined by the number of business partnership agreements and amount of funds collected.

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

We will monitor the effectiveness of the professional development by the surveys completed by the participants.

Person Responsible

Robert Sherman

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

The number of participants registered on TNL, classroom walkthroughs, lesson plans, and completed surveys.

G1.B2 There is no computer instructor on enrichment schedule for computer lab 2

B109995

G1.B2.S1 To provide other opportunities within enrichment during media time and to provide time during the day for teachers to utilize the computer lab. 4

S121544

Strategy Rationale

More opportunities for the students to enhance their proficiency in the use of technology.

Action Step 1 5

Technology lessons during media time

Person Responsible

Lauren Hernandez

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

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

Will monitor the fidelity of the technology lesson plans by the media specialist.

Person Responsible

Robert Sherman

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

The number of technology lessons in the lesson plans submitted and classroom walkthroughs.

G3. Rimes Early Learning and Literacy Center will maintain a safe environment. 1

G036675

G3.B1 A lack of preparedness by the faculty and staff can be a major barrier in the event of an emergency or crisis situation. 2

B087820

G3.B1.S1 Safety rules, policies, and procedures are developed for the faculty and staff. 4

S121855

Strategy Rationale

Rimes will be a safe learning environment.

Action Step 1 5

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

Person Responsible

Robert Sherman

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Each faculty and staff member has access to the safety rules and procedures.

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

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

Person Responsible

Robert Sherman

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The minutes of the Safety Committee

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

The Leadership Council will monitor the Safety Committee.

Person Responsible

Robert Sherman

Schedule

Monthly, from 8/18/2014 to 6/4/2015

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. `1`

🔍 G036676

G4.B1 Teacher buy in. `2`

🔍 B087821

G4.B1.S1 The Leadership Team will provide support and training for teachers to Integrate higher order thinking strategies into all lessons. `4`

🔍 S098552

Strategy Rationale

The implementation of HOTS will improve student performance.

Action Step 1 `5`

Higher Order Thinking Question Stems will be integrated in all content areas.

Person Responsible

Mary Dickinson

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Classroom observations, lesson plans, and student tasks

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Monitoring will consist of classroom walkthroughs, PLC's, and Lesson Plans.

Person Responsible

Robert Sherman

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Informal observations, CWT data, Lesson Plans, PLC minutes, and results from authentic student samples.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Providing opportunities for teachers to share HOTS lesson strategies to faculty.

Person Responsible

Robert Sherman

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Faculty meetings sign in sheets

G5. Parents will be more involved in their child's education. [1]

G036677

G5.B1 Parent buy in [2]

B087822

G5.B1.S1 The Family School Liaison and staff will work with parents to be involved at school. [4]

S121874

Strategy Rationale

Parent involvement increases student academic success.

Action Step 1 [5]

The school will provide a point system for parent involvement.

Person Responsible

Ronald Cooper

Schedule

Weekly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Parent involvement points.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 [6]

Parent communication, parent attendance at school functions, and accumulation of parent points.

Person Responsible

Ronald Cooper

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Newsletters, Parent sign in sheets, conference logs, agendas of school activities, and parent points report.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Clearly communicate the parent involvement plan to parents.

Person Responsible

Robert Sherman

Schedule

Annually, from 9/15/2014 to 5/29/2015

Evidence of Completion

Climate surveys

G8. K-2 students will score 80% or more on the PLS on Assessment 3 of FAIR-FS. `1`

G036680

G8.B1 `2`

B087825

G8.B1.S1 Scheduling students for AP1 of the FAIR-FS assessment `4`

S098553

Strategy Rationale

Have baseline data in order to provide accurate information of students' needs.

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Seek professional development to more effectively use technology in the classroom.	Hernandez, Lauren	9/29/2014	Number of participants registered on True North Logic and surveys	5/29/2015 annually
G4.B1.S1.A1	Higher Order Thinking Question Stems will be integrated in all content areas.	Dickinson, Mary	9/15/2014	Classroom observations, lesson plans, and student tasks	6/4/2015 daily
G1.B2.S1.A1	Technology lessons during media time	Hernandez, Lauren	9/29/2014		5/29/2015 weekly
G3.B1.S1.A1	The administration has established safety protocols in an effort to maintain appropriate campus security and student safety.	Sherman, Robert	8/18/2014	Each faculty and staff member has access to the safety rules and procedures.	6/4/2015 annually
G5.B1.S1.A1	The school will provide a point system for parent involvement.	Cooper, Ronald	9/22/2014	Parent involvement points.	6/4/2015 weekly
G8.B1.S1.A1	[no content entered]			one-time	
G1.MA1	The principal and the media specialist will progress monitor at the workshops. The principal and the leadership team will ensure that the teachers are incorporating technology in the classroom.	Hernandez, Lauren	9/26/2014	Staff will complete a survey about technology after each workshop. 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.	5/29/2015 weekly
G1.B1.S1.MA1	We will monitor the effectiveness of the professional development by the surveys completed by the participants.	Sherman, Robert	9/29/2014	The number of participants registered on TNL, classroom walkthroughs, lesson plans, and completed surveys.	5/29/2015 weekly
G1.B1.S1.MA1	Provide Business partnership with agreements specifically for donations to technology funds.	Sherman, Robert	9/29/2014	The success will be determined by the number of business partnership agreements and amount of funds collected.	5/29/2015 monthly
G1.B2.S1.MA1	Will monitor the fidelity of the technology lesson plans by the media specialist.	Sherman, Robert	8/18/2014	The number of technology lessons in the lesson plans submitted and classroom walkthroughs.	5/29/2015 weekly
G2.MA1	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	Clements, Rita	9/22/2014	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.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	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.				
G3.MA1	The administration has established safety protocols in an effort to maintain appropriate campus security and student safety.	Sherman, Robert	8/18/2014	Monthly drills, input boxes, monthy meetings, and climate surveys will be used as evidence.	6/4/2015 daily
G3.B1.S1.MA1	The Leadership Council will monitor the Safety Committee.	Sherman, Robert	8/18/2014	Monthly drills, input boxes, monthly meetings, and climate surveys will be used as evidence.	6/4/2015 monthly
G3.B1.S1.MA1	The Safety Committee will develop, evaluate, and communicate rules, policies, and procedures for the safety and well-being of the learning environment.	Sherman, Robert	8/18/2014	The minutes of the Safety Committee	6/4/2015 monthly
G4.MA1	The implementation of HOTS will improve student academic performance across all content areas.	Sherman, Robert	9/15/2014	Student performance tasks on measurable assessments will be the evidence of the implementation of HOTS.	5/29/2015 quarterly
G4.B1.S1.MA1	Providing opportunities for teachers to share HOTS lesson strategies to faculty.	Sherman, Robert	9/15/2014	Faculty meetings sign in sheets	5/29/2015 monthly
G4.B1.S1.MA1	Monitoring will consist of classroom walkthroughs, PLC's, and Lesson Plans.	Sherman, Robert	9/15/2014	Informal observations, CWT data, Lesson Plans, PLC minutes, and results from authentic student samples.	6/4/2015 weekly
G5.MA1	Review the parent participation points report	Cooper, Ronald	9/22/2014	Parent participation points report	5/29/2015 monthly
G5.B1.S1.MA1	Clearly communicate the parent involvement plan to parents.	Sherman, Robert	9/15/2014	Climate surveys	5/29/2015 annually
G5.B1.S1.MA1	Parent communication, parent attendance at school functions, and accumulation of parent points.	Cooper, Ronald	9/22/2014	Newsletters, Parent sign in sheets, conference logs, agendas of school activities, and parent points report.	5/29/2015 monthly
G6.MA1	Student average daily attendance will be monitored to maximize students' learning opportunities.	Clements, Rita	8/18/2014	Average daily attendance and the number of classes rewarded for attendance.	6/4/2015 biweekly
G7.MA1	VPK Students will improve to oral language and vocabulary skills as measured by Assessment 3 on the FLDOE Bright Beginnings.	Dickinson, Mary	9/1/2014	Bright Beginnings Assessment reports at the end of the school year will show evidence.	5/29/2015 quarterly
G8.MA1	FAIR-FS reports will be analyzed.	Dickinson, Mary	9/22/2014	FAIR-FS Assessments	5/29/2015 weekly
G8.B1.S1.MA1	[no content entered]			one-time	
G8.B1.S1.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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 classroom technology.

G1.B1 There is no budget for repairing technologies and purchasing new equipment.

G1.B1.S1 Seek donations from business partners for repairing, replacing or purchasing of technologies.

PD Opportunity 1

Seek professional development to more effectively use technology in the classroom.

Facilitator

Media Specialist

Participants

Staff

Schedule

Annually, from 9/29/2014 to 5/29/2015

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 Teacher buy in.

G4.B1.S1 The Leadership Team will provide support and training for teachers to Integrate higher order thinking strategies into all lessons.

PD Opportunity 1

Higher Order Thinking Question Stems will be integrated in all content areas.

Facilitator

Mary Dickinson

Participants

Faculty

Schedule

Daily, from 9/15/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**