

Little River Elementary



2014-15 School Improvement Plan

Little River Elementary

100 CASWELL DR, Orlando, FL 32825

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

100%

Alternative/ESE Center

No

Charter School

No

Minority

85%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	B	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	41

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

To lead our students to success with the support and involvement of family and community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Principal Bindas values the research behind teachers knowing and understanding students' Interests and backgrounds. Beginning with our "Meet Your Teacher Event" teachers are expected to welcome and invite students and families to share their special interests and backgrounds with them. The goal is to create an environment of acceptance and community. Teachers work hard to personalize learning activities and encourage student connections to the content they are teaching – this works to keep students engaged. By using student interest surveys or conversations Little River teachers gather information about their students. They also make an effort to learn about current events their students are particularly interested in or excited about. Additionally, teachers greet students as they come through the door and participate in the school's breakfast in the classroom program. They make special efforts to show up for all school events and volunteer to support art, science and music clubs as well as a school talent show. Teachers receive feedback from the Principal on how they behave in an objective and controlled manner in order to make students feel more secure. Their professional demeanor is observed and helps drive a trusting relationship with students. It is expected that they are fair and consistent when reinforcing positive and negative behavior. All of our teachers develop warm, encouraging student relationships while maintaining an appropriate distance.

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

Adult supervision is provided in all areas of the campus for students who arrive at school 30 minutes before the start of school bell. Extended Media hours are established for before school book checkout, silent reading time and help with homework. The code of student conduct is reviewed with all students every quarter in order to ensure students know they have a plan of action for reporting any unsafe feeling or events to a school staff member. All students are educated on the school's NO BULLYING policy. Quick action is taken and an investigation is conducted for any report of bullying or harassment from a student. 5th grade students serve as safety patrol students and are recognized for their excellent service record. The Principal is highly visible around campus and the students know they can talk to her and share any type of information with her. There is an expectation for having a positive attitude and negative talk is addressed in order for it to cease. There is an adult who greets the students during arrival and dismissal in the bus loop. Students who are car riders arrive in the front of the school and are greeted by a patrol or adult who opens the car door for them.

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

CHAMPS, a research based Positive Behavior Support (PBS) has been successfully implemented as our school wide behavioral system. It is a collaborative, assessment-based approach to developing effective interventions for problem behavior. It emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. The goal of our CHAMPS program is to build effective environments in which positive behavior is more effective than problem behavior.

As a result of our PBS strategies implementation school-wide, students with and without disabilities benefit by having an environment that is conducive to learning. All individuals (students, staff, teachers, parents) learn more about their own behavior, learn to work together, and support each other as a community of learners.

On-going training for use of CHAMPS in the classrooms, common areas, and on the school bus, are available. During discipline team meetings, extra support and guidance are discussed for at risk students and a problem based proactive planning session is held in order to see that all members of the Little River learning community feel safe in an orderly school campus environment..

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 Principal at Little River Elementary has fostered a caring school community that promotes the core values of respect and integrity. She established a comprehensive approach for providing an effective character education and guidance program. The teacher is considered as the primary caretaker, role model, and ethical educator. Students are treated with respect, encouraged for expected behavior, and corrected for wrongful actions. In all classrooms a caring community is created. Teachers provide a democratic classroom environment where class meetings are held aimed at engaging students in shared decision making and in taking responsibility for making the classroom the best it can. This is monitored and on going observations are conducted by the Principal. Teaching character values through the curriculum are encouraged.

Daily use of cooperative learning strategies helps to foster students' ability to work with and appreciate others.

Students develop the cognitive side of character through reading, research, writing, and discussion. If necessary, the behavior support teacher and guidance counselor teach students how to solve conflicts.

Wrap around guidance and social support groups are contacted in order to help struggling parents. The community partners join the school in a cooperative effort to meet the needs of homeless students or families with high needs for food, clothing and shelter. .

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

We understand that attendance, suspensions, and course failures are significant indicators of drop-outs, therefore we test our students frequently, provide tutoring and in school interventions for low performing students. We work with our families, school social worker and outside agencies to provide for student academic and behavioral needs that impede classroom success. We intervene early with a team approach in all areas to increase the likelihood of success. Interventions include home visits, frequent parent contact, linking families with appropriate services and helping them hold student accountable for rigorous learning.

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	3	4	5	
Attendance below 90 percent	10	5	6	7	9	4	41
One or more suspensions	0	1	1	0	4	0	6
Course failure in ELA or Math	0	0	10	16	6	9	41
Level 1 on statewide assessment	0	0	0	23	15	14	52

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	11	7	6	25

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

The principal oversees the process of creating heterogeneous, balanced classrooms of students. Teachers work in teams and collaborate using the Florida continuous improvement model of strategic planning to address the needs of all learners. Those students who require more intervention for success will be placed in homogeneous intervention groups, tutoring and invited to extended media hours for additional help. These decisions are based on student achievement data and classroom visits to ensure sufficient growth for all students.

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/181200>.

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

There are two staff members who serve as a Partner in Education representative for the school. They visit local organizations or businesses in an effort to seek their partnership in our school events or for donations for students and teachers. It is important for the school to be able to recognize students for academic achievement. Many times business partners have coupons for a discount or free treat for the kids who make the honor roll.

We strive to have a local community business partner as a member of our PTA or SAC. Due to the high

numbers of low income families, we have sought the assistance of partners to help families meet basic needs.

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
Bindas, Karen	Principal
Chiclana, Danita	Other
Rosa, Brad	Instructional Coach
Jeannides, Jorie	Instructional Coach
Chiclana, Sigfredo	Instructional Coach
Scofield, Jessica	Teacher, ESE

Duties

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

The Principal directs the MTSS team, ensures that MTSS is being implemented school wide, provides support for teachers, collaborates with teams to match the appropriate intervention to meet the student's needs, communicates with parents, and ensures programs are being implemented with fidelity.

The MTSS Coach (Keyser) ensures that tiered interventions are being implemented school wide, provide support for teachers, collaborate with teams to match the appropriate intervention to the student's needs, communicate with parents, and ensure programs are being implemented with fidelity. Along with the Principal, coaches oversee student data collection from teachers, discuss ongoing data analysis,(biweekly) document interventions used, and provide support and resources for Tier I - III students.

The Reading and Math coaches will monitor the use of scientifically based programs for interventions, meet with all teachers to provide support and model lessons, assist with data collection and data analysis.

The Curriculum Resource Teacher will monitor the implementation of scientifically based programs for interventions, meet with all teachers to provide support and model lessons, assist with data collection and data analysis.

Our School Psychologist will attend MTSS meetings, assist with data collection, interpret data, assist with math intervention to student need, provide support for intervention fidelity and documentation, and provide compliance assistance in respect to testing.

Behavior Resource specializes in Tier I, II, III support for implementation of the school wide behavior plan, (CHAMPS) and meets with teachers to follow through on implementation of CHAMPS and tier two behavior point charts)

General Education teachers provide core instruction, collaborate as teams to provide Tier I, II, III instruction and positive behavior support for students.

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 Little River MTSS/ Rtl staff use a multi-tiered service delivery model. This model is guided by the problem solving process that facilitates the school team in using data to define student problems, analyze why problems are occurring, design intervention and measure success through progress monitoring.

It is aligned to the Florida three tier model of instruction/intervention.

The school MTSS team meets regularly to:

Review and analyze the alignment, instruction and assessment

Use data to evaluate the effectiveness of core, tier II and tier III instruction

Analyze grade level, subject area and classroom data using the decision making rubric

Use the problem solving process to guide, meet, and identify problems

The school leaders have developed a progress monitoring system for academic and behavior structures for tiers I, II, III.

All students are placed in their intervention group (flexible) as a result of beginning of the year formative and program placement tests.

Student support system results are shared by the Principal in her Principal's report during SAC meetings.

Title I: Little River has over 91% of its students who are eligible for Free/Reduced Meals. As such, additional funds are distributed to Little River that are used to supplement instruction and resources. Purchased Resource Teacher for Parenting and a portion of the Reading Coach and CRT. Funded extended Media Program and Tutoring.

Title II: Little River will use its Title II allocation to support the goals of the SIP that focus on professional development as it relates to the Marzano framework for teaching and learning.

Title III: Funds from Multilingual Services are used to supplement the learning of students with limited English proficiency.

Title X: District support provides clothing and other resources to support homeless students and families.

SAI: Funds are allocated to support reading achievement in the school.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Danita Chiclana	Teacher
Karen Bindas	Principal
Brad Rosa	Teacher
Karyn Oconnell	Education Support Employee
Danita Chiclana	Teacher
Karen Bindas	Principal
Sigfredo Chiclana	Teacher
Valeria Martinez	Parent
Tee'Rena Mason	Parent
Ivan Freire	Parent
Erangelis Santiago	Parent
Ayesha Fuentes	Parent
Lauren Caplan	Teacher
Stacey Markham	Parent
Ashley Jessop	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

Based on SAC surveys of staff, students and parents, Little River will increase our evening activities to include a weekend health and wellness fair. We will also add more curriculum nights that include hands on family projects that they can take home to continue the learning.

Development of this school improvement plan

The SAC chair and the Principal attended the summer 6 Step training for developing a school improvement plan. The teacher SAC reps spent time in dialog sessions in August and September with the Math Coach, Principal and SAC Chair on how to increase student achievement in writing and math. SAC Parent members will continue to discuss with teacher reps how to increase parent awareness of the school improvement goals and assist in monitoring the activity results at regular intervals throughout the school year.

Preparation of the school's annual budget and plan

The principal and leadership team review successful programs and determine what will best meet student needs, based on our current student body.

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

No additional funds were allocated for SAC last year, however we used the remaining balance in the account to purchase Geomats for our physical education department. This purchase allowed the continuation of math literacy during physical education.

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

We are currently voting in our 2014-2015 SAC. This process will be complete by mid September.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Bindas, Karen	Principal
Chiclana, Danita	Other
Rosa, Brad	Instructional Coach
Jeannides, Jorie	Instructional Coach
Chiclana, Sigfredo	Instructional Coach
Scofield, Jessica	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT meets with the School Advisory Council (SAC) to develop the School Improvement Plan. The LLT provides school-wide assessment data on Tier 1, Tier 2, and Tier 3 students. It makes recommendations for professional development and allocations of resources based on the analysis of that data.

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

The teacher teams (PLC) engage in collective inquiry into both best practices in teaching and best practices in learning. They collectively attempt to arrive at consensus on vital questions by building shared knowledge about the state standards, instructional strategies and common assessments. PLC team leaders receive training and coaching in order to maximize their efforts and drive school improvement as a coalition. They lead collective inquiry that enables their team members to analyze student data that in turn determine their instruction. Gradually, the work of the teacher teams causes shifts in attitudes, beliefs, and habits which, over time, transform the culture of the school. As teachers train and work together to build shared knowledge on the best way to achieve goals and meet the needs of their students they learn to make the shifts necessary for the 21st century learning. Grade level team of teachers work as a PLC, Professional Learning Community on a daily basis.

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

Attracting high quantity, highly qualified teachers to high needs schools is one of the 10 components that are required by NCLB for Title 1 School wide programs. Little River Elementary School is a Title 1 school. Principal believes in the importance of school and district staff working together to recruit, interview and secure highly qualified teachers.

- Bindas,(Principal) interviewed and hired three district recruited new teachers who were recommended by district staff and college internship supervisors specifically for LRE.
- Bindas (Principal) interviewed and hired experienced teachers who were seeking a strong supportive

Principal who would provide feedback, coaching and professional development. (Bindas' intentional deliberate practice)

-Bindas (Principal) implemented a strong Teacher leadership team who is mentored, led by example and who attend regular monthly dialogue sessions.

-Bindas (Principal) has hired a math coach who is a member of the district aspiring leadership program

-Bindas (Principal and grade level team leaders) lead dedicated grade level teams of teachers who work as PLC's.

-A strong emphasis is placed on open communication to include... (Principal weekly bulletin), shared calendar (School Secretary), community phone messages (Principal)

-Ongoing teacher classroom management, curriculum, assessments and behavior support. (CRT, Math and Reading Coaches, and Behavior /Parenting Support staff)

-Recognition and celebrations are important to Bindas (Principal) positive notes, tokens of appreciation monthly staff faculty meeting celebrations and treats are provided. Comp time coins are given to teachers for their birthday, and going above and beyond.

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

School based strategies include the reading coach will partner new teachers with veteran teachers. The CRT and Instructional Support staff will meet throughout the year with new and existing teachers to provide ongoing professional development and mentoring. The principal will continue her Leaders for Learning team meetings and professional dialogue sessions to include invites to aspiring teacher leaders, Principal Bindas will support and intervene with changes in team leaders roles after two years of experience, allowing for additional leadership growth and development.

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

School action plans are developed and reviewed at the district level.

Little River Elementary has been chosen as a district demonstration school for rigor. The Principal has been provided with a direct coach from Learning Science International. The teachers and school coaches receive training throughout the year from the organization LSI and classroom observation data is collected and reviewed by a team of experts.

The expectations is that the Florida standards are taught and students are engaging in lessons embedded with rigor everyday. Learning targets, scales and common assessments are visible to the observer, in all classrooms and the students are expected to know the learning targets and academic vocabulary when asked. All assessments contain depth of knowledge questions and teacher autonomy is observable.

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

The MTSS system of determining at risk students performing at tier levels 1-2-3 is in place at Little River. The MTSS coach provides training for teachers on how to use the proper progress monitoring tools, forms and resources for all students. Differentiation of instruction, flexible grouping and on going progress monitoring are implemented at all grade levels by all teachers and coaches. Data is

collected by teachers and discussed with the leadership team and Principal on a biweekly basis. Istation, STAR and AR reports are reviewed each month. All students are STAR tested, receive fluency timings and adjust their AR goals at the mid point and end of each marking period. A data wall is build and used as an interactive tool in order to provide a visual exhibit for collaborative decision making for all instructional staff. The wall reflects our current status for the proficiency target percentage goals for annual student achievement targets.

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: 32,400

Little River has a signed agreement for the Champions to run an after school program for K to 5th grade students who enroll.

Program components include :

- a time set aside for homework with assistance
- Arts and crafts aligned to a thematic or skill learning objective (character education)
- Supervised outdoor activity time for fostering the health and well being
- Learning games for student interaction and skill building

Strategy Rationale

Champions will monitor nightly reading logs, fitness, and social skills. They will also help to build character and confidence with our students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Chiclana, Danita, danita.chiclana@ocps.net

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

- Attendance (reported to Principal quarterly)
- discipline (check in by the school's behavior support staff member)
- completion of homework (classroom teacher)

Strategy: Extended School Day

Minutes added to school year: 2,400

After school reading and writing tutoring

Strategy Rationale

Low student scores on state assessments

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jeannides, Jorie, jorie.jeannides@ocps.net

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

mini assessments, student work samples, benchmark assessments

Strategy: Before School Program

Minutes added to school year: 5,100

Open Media

Strategy Rationale

Provide silent reading and AR testing opportunity for students to reach AR goals

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Chiclana, Danita, danita.chiclana@ocps.net

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

Student percentages for reaching goals and increased STAR scores

Strategy: Weekend Program

Minutes added to school year: 900

Saturday Science Camp

Strategy Rationale

extra time and practice with hands on lab and small group instruction for 4th and 5th grade students

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Chiclana, Sigfredo, sigfredo.chiclana@ocps.net

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

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

Little River Elementary School hosts an all day VPK (Voluntary Pre-Kindergarten) program. The class is capped at 20 students. The students are chosen on a first come basis. Fortunately 50-65% of these students remain at the school and enroll in the LRE Kindergarten program because they live within the zoned area. The students who attend our kindergarten are usually well adjusted and top performing students.

Several best practices are in place as new kindergarten students are registered at Little River in order to begin the process of families having a positive interaction with the school staff.

-A set of pre-kindergarten / kindergarten fiction and non fiction story books are given to the first 50 children who register during the Spring and Summer registration period. . This sends a message to children and families that reading is a priority. (reading priority)

-VPK teacher makes home visits to students enrolled in the program in July to make connections and to jump start a positive working and learning relationship.

- Free backpacks and school supplies are given to children who request the assistance. (family assistance)

-Much emphasis is placed on students learning rules and procedures, making friends and experiencing dismissal. (safe and orderly campus environment)

-Positive Behavior Support and CHAMPS is implemented school wide. (Positive relationships and character education)

-Kindergarten teachers administer beginning of the year one to one assessments using FLKRS and a CCSS checklist in reading and math and STAR early literacy assessment (assessments / readiness)

-Small group instruction (center rotations) is in place by the third week of school. (MTSS)

-Parents are held back from walking students to the rooms on the second day of school in order to send a message of security and a focus on starting the learning day right on time. (School Safety)

-Teachers have communication folders that are sent home each day with homework practice calendars and positive comments on their child's daily performance. (home to school communication)

-Parent receives a grade level monthly newsletter that keeps parents informed of the content standards taught and ways to stay involved in their child's learning and achievement. (On going-Communication)

-Non English speaking students are placed in the class with a Bilingual teacher, (ELL support)

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

Little River Staff and the Students Burnett Honors College at UCF, have established a partnership in concert with the AVID program. Considering the sequential nature of the OCPS-AVID-Program, success is far greater when an "entire school" is involved. Therefore, 100 percent of the grades 1-5 classrooms participate.

Participating students and teachers understand all aspects of the OCPS-BHC program. It enhances their curriculum. This ensures the successful integration of the curriculum into the new Florida Standards.

Our AVID teachers work hand in hand with the OCPS district AVID coach assigned to our school.

In order to promote college and career, staff "Dress for Success" 3 days a week in professional attire and on Wednesday they dress in College gear.

We hold a Teach In, AVID Parent night presentation and Promote college and career with many displays around the school campus.

Little River has a variety of college volunteers who work directly with the students who explain and model the rigor necessary to be successful in college.

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

A STEM Academy for 4th and 5th grade students is conducted for 3 hours a week.

Our staff include a Math and Science Coach who provide resources, write grants and provide professional development for teachers.

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

As a brand new school we are provided with state of the art technology, which our Instructional coaches and teachers use to infuse in their daily lessons.

There is a Multi-media news studio club where students can learn how to direct, produce, edit programs bot live and taped.

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

N/A

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.** Increase the science proficiency of fifth grade students

- G2.** ELL student achievement in ELA will increase.

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. Increase the science proficiency of fifth grade students 1a

G038913

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal 2

- Non fiction science content reading resources
- Science / STEM coach
- new science curriculum resources provided for a new school building
- Science Boot Camp curriculum
- Safari Montague video clips

Targeted Barriers to Achieving the Goal 3

- Students lack of exposure to Science /STEM activities in grades K-5
- Lack of exposure to non-fiction science related reading resources
- Students with limited English language proficiency lack understanding of science vocabulary .
- Teachers lack proficiency in monitoring and providing student feedback following labs and assessments.

Plan to Monitor Progress Toward G1. 8

Monitor the progress of students toward the goal of proficiency on all assessments

Person Responsible

Sigfredo Chiclana

Schedule

On 5/29/2015

Evidence of Completion

Performance on all science school base and district common assessments

G2. ELL student achievement in ELA will increase. 1a

G038914

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	61.0

Resources Available to Support the Goal 2

- Empowering writing series
- safari montage and smart boards
- Core Connection Training

Targeted Barriers to Achieving the Goal 3

- Teacher's lack expertise for ensuring differentiated instruction practices for grammar, speaking, listening and writing for ELL students
- Teachers lack the resources for teaching writing responding to a text
- Monitoring and measuring the implementation of ELL strategies

Plan to Monitor Progress Toward G2. 8

Benchmark exams and student performance during testing conditions

Person Responsible

Jorie Jeannides

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student scores and student observations

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. Increase the science proficiency of fifth grade students **1**

 G038913

G1.B1 Students lack of exposure to Science /STEM activities in grades K-5 **2**

 B093596

G1.B1.S1 Science Coach will conference with teachers regarding lesson planning, conduct assessment data analysis, assist teachers in grouping students for instruction, observe intervention strategies and assist in creating lab activities. **4**

 S104642

Strategy Rationale

Teachers will increase their expertise from coaching.

Action Step 1 **5**

The science / STEM block has been extended to provide additional time and practice in science vocabulary, interactive notebooks and hands on lab experiments

Person Responsible

Sigfredo Chiclana

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

classroom observations, assessment data analysis and review of academic notebooks

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

Teachers will plan for and increase use of multimedia in the area of science to monitor and measure students.

Person Responsible

Sigfredo Chiclana

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Students will reflect on their learning utilizing exit slips and entries into interactive notebooks. Also, science benchmark data.

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

Student achievement data from classroom common assessments and district benchmark tests.

Person Responsible

Sigfredo Chiclana

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Data collection

G1.B2 Lack of exposure to non-fiction science related reading resources **2**

 B093597

G1.B2.S1 Monitor and assist in teacher team planning to ensure science related reading materials are of a complex level. **4**

 S104643

Strategy Rationale

Low science data

Action Step 1 **5**

CRT will work with the fifth grade team to strengthen PLC collaboration and instructional practices using science related reading resources.

Person Responsible

Jorie Jeannides

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

PLC minutes and email follow up

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

Monthly PLC meetings content

Person Responsible

Sigfredo Chiclana

Schedule

On 5/29/2015

Evidence of Completion

Collaborative planning and PLC minutes, review of lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

PLC planning and instruction

Person Responsible

Sigfredo Chiclana

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student learning

G1.B3 Students with limited English language proficiency lack understanding of science vocabulary . 2

 B093598

G1.B3.S1 Identify Critical Input Experiences and Use Previewing Strategies. 4

 S104644

Strategy Rationale

Skills necessary for students to interact with new knowledge

Action Step 1 5

Teachers will provide daily exposure and frequent common assessments for science vocabulary proficiency

Person Responsible

Sigfredo Chiclana

Schedule

On 5/29/2015

Evidence of Completion

Common assessment data and academic notebooks

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teacher data in IObservation for DQ 2, DQ3 & DQ4.

Person Responsible

Karen Bindas

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

iobservation data and student work

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Review of data from pre and post common assessments for science vocabulary

Person Responsible

Sigfredo Chiclana

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

pre and post common assessments

G1.B4 Teachers lack proficiency in monitoring and providing student feedback following labs and assessments. **2**

 B093599

G1.B4.S1 Helping students represent and reflect on their learning **4**

 S104645

Strategy Rationale

Increase teacher expertise

Action Step 1 **5**

Students will utilize interactive notebooks to represent and record their knowledge.

Person Responsible

Sigfredo Chiclana

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Analysis of the consistency between the scores of the consultant and the fourth grade teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Principal and science coach will review interactive notebooks to be used as an assessment of student understanding.

Person Responsible

Karen Bindas

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student interactive notebooks

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student feedback surveys

Person Responsible

Sigfredo Chiclana

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student survey monkey results and feedback for teachers to reflect on

G2. ELL student achievement in ELA will increase. 1

 G038914

G2.B1 Teacher's lack expertise for ensuring differentiated instruction practices for grammar, speaking, listening and writing for ELL students 2

 B093600

G2.B1.S1 Provide support for teachers using the MTSS problem based analysis and progress monitoring system 4

 S104646

Strategy Rationale

Develop expertise and provide district support and coaching for our MTSS coach

Action Step 1 5

Provide PD for teachers that simulate testing conditions and providing appropriate scaffolding, support and recognition to students for perseverance, problem solving and independent decision making during testing.

Person Responsible

Jorie Jeannides

Schedule

On 8/29/2014

Evidence of Completion

Student behavior during testing, PLC minutes, and student test scores

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Student responses on post tests and mini assessments data

Person Responsible

Jorie Jeannides

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Progress monitoring of student scores

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Changes in performance between Fall and Winter Benchmark Exams

Person Responsible

Jorie Jeannides

Schedule

On 5/29/2015

Evidence of Completion

Progress monitoring data from Performance Matters

G2.B2 Teachers lack the resources for teaching writing responding to a text **2**

 B096479

G2.B2.S1 Teachers will utilize district Core Connection training strategies, scaffolding and instructional methodology. **4**

 S107664

Strategy Rationale

Data analysis from previous years writing assessments, and majority of teachers are new to teaching fourth and fifth grade writing

Action Step 1 **5**

CRT and teachers will attend and share with remainder of the team information and strategies to teach text based writing from Core Connections district training.

Person Responsible

Jorie Jeannides

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Orange County Writes, Student Samples

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

student samples of text based writing

Person Responsible

Jorie Jeannides

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Core Connections consultants will provide feedback for teachers and school coaches.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student data on Orange Writes

Person Responsible

Jorie Jeannides

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Performance Matters

G2.B3 Monitoring and measuring the implementation of ELL strategies 2

 B096484

G2.B3.S1 Teachers will utilize the district lesson plan template noting key strategies for ELL students, and teacher's lesson plans will be monitored. 4

 S107675

Strategy Rationale

The gap for ELL learners needs to be closed

Action Step 1 5

Teachers will utilize ELL strategies and routinely monitor and measure for classroom engagement, comprehension, and performance aligned to daily learning targets.

Person Responsible

Karen Bindas

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Formative Assessments, Summative Assessments, District Benchmark tests, Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teacher data and classroom IObservation

Person Responsible

Karen Bindas

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

teacher data in IObservation

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom observations for implementation of instructional strategies that scaffold to reach rigorous standards.

Person Responsible

Karen Bindas

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Feedback in IObservation from informal and formal observations

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	The science / STEM block has been extended to provide additional time and practice in science vocabulary, interactive notebooks and hands on lab experiments	Chiclana, Sigfredo	8/25/2014	classroom observations, assessment data analysis and review of academic notebooks	5/29/2015 weekly
G1.B2.S1.A1	CRT will work with the fifth grade team to strengthen PLC collaboration and instructional practices using science related reading resources.	Jeannides, Jorie	8/25/2014	PLC minutes and email follow up	5/29/2015 weekly
G1.B3.S1.A1	Teachers will provide daily exposure and frequent common assessments for science vocabulary proficiency	Chiclana, Sigfredo	8/25/2014	Common assessment data and academic notebooks	5/29/2015 one-time
G1.B4.S1.A1	Students will utilize interactive notebooks to represent and record their knowledge.	Chiclana, Sigfredo	8/25/2014	Analysis of the consistency between the scores of the consultant and the fourth grade teachers	5/29/2015 weekly

Orange - 1141 - Little River Elementary - 2014-15 SIP
Little River Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Provide PD for teachers that simulate testing conditions and providing appropriate scaffolding, support and recognition to students for perseverance, problem solving and independent decision making during testing.	Jeannides, Jorie	8/25/2014	Student behavior during testing, PLC minutes, and student test scores	8/29/2014 one-time
G2.B2.S1.A1	CRT and teachers will attend and share with remainder of the team information and strategies to teach text based writing from Core Connections district training.	Jeannides, Jorie	8/25/2014	Orange County Writes, Student Samples	5/29/2015 weekly
G2.B3.S1.A1	Teachers will utilize ELL strategies and routinely monitor and measure for classroom engagement, comprehension, and performance aligned to daily learning targets.	Bindas, Karen	8/25/2014	Formative Assessments, Summative Assessments, District Benchmark tests, Lesson plans	5/29/2015 weekly
G1.MA1	Monitor the progress of students toward the goal of proficiency on all assessments	Chiclana, Sigfredo	8/25/2014	Performance on all science school base and district common assessments	5/29/2015 one-time
G1.B1.S1.MA1	Student achievement data from classroom common assessments and district benchmark tests.	Chiclana, Sigfredo	8/25/2014	Data collection	5/29/2015 biweekly
G1.B1.S1.MA1	Teachers will plan for and increase use of multimedia in the area of science to monitor and measure students.	Chiclana, Sigfredo	8/25/2014	Students will reflect on their learning utilizing exit slips and entries into interactive notebooks. Also, science benchmark data.	5/29/2015 weekly
G1.B2.S1.MA1	PLC planning and instruction	Chiclana, Sigfredo	8/25/2014	Student learning	5/29/2015 weekly
G1.B2.S1.MA1	Monthly PLC meetings content	Chiclana, Sigfredo	8/25/2014	Collaborative planning and PLC minutes, review of lesson plans	5/29/2015 one-time
G1.B3.S1.MA1	Review of data from pre and post common assessments for science vocabulary	Chiclana, Sigfredo	8/25/2014	pre and post common assessments	5/29/2015 weekly
G1.B3.S1.MA1	Teacher data in IObservation for DQ 2, DQ3 & DQ4.	Bindas, Karen	8/25/2014	iobservation data and student work	5/29/2015 biweekly
G1.B4.S1.MA1	Student feedback surveys	Chiclana, Sigfredo	8/25/2014	Student survey monkey results and feedback for teachers to reflect on	5/29/2015 monthly
G1.B4.S1.MA1	Principal and science coach will review interactive notebooks to be used as an assessment of student understanding.	Bindas, Karen	8/25/2014	Student interactive notebooks	5/29/2015 biweekly
G2.MA1	Benchmark exams and student performance during testing conditions	Jeannides, Jorie	8/25/2014	Student scores and student observations	5/29/2015 monthly
G2.B1.S1.MA1	Changes in performance between Fall and Winter Benchmark Exams	Jeannides, Jorie	8/25/2014	Progress monitoring data from Performance Matters	5/29/2015 one-time
G2.B1.S1.MA1	Student responses on post tests and mini assessments data	Jeannides, Jorie	8/25/2014	Progress monitoring of student scores	5/29/2015 biweekly
G2.B2.S1.MA1	Student data on Orange Writes	Jeannides, Jorie	8/25/2014	Performance Matters	5/29/2015 monthly
G2.B2.S1.MA1	student samples of text based writing	Jeannides, Jorie	8/25/2014	Core Connections consultants will provide feedback for teachers and school coaches.	5/29/2015 monthly
G2.B3.S1.MA1	Classroom observations for implementation of instructional strategies that scaffold to reach rigorous standards.	Bindas, Karen	8/25/2014	Feedback in IObservation from informal and formal observations	5/29/2015 weekly
G2.B3.S1.MA1	Teacher data and classroom IObservation	Bindas, Karen	8/25/2014	teacher data in IObservation	5/29/2015 weekly

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 Opportunities

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

G1. Increase the science proficiency of fifth grade students

G1.B1 Students lack of exposure to Science /STEM activities in grades K-5

G1.B1.S1 Science Coach will conference with teachers regarding lesson planning, conduct assessment data analysis, assist teachers in grouping students for instruction, observe intervention strategies and assist in creating lab activities.

PD Opportunity 1

The science / STEM block has been extended to provide additional time and practice in science vocabulary, interactive notebooks and hands on lab experiments

Facilitator

Principal and Science Coach

Participants

Fourth and Fifth grade teachers and students

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G1.B2 Lack of exposure to non-fiction science related reading resources

G1.B2.S1 Monitor and assist in teacher team planning to ensure science related reading materials are of a complex level.

PD Opportunity 1

CRT will work with the fifth grade team to strengthen PLC collaboration and instructional practices using science related reading resources.

Facilitator

CRT, Science Coach , Teachers

Participants

Fifth grade teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G1.B3 Students with limited English language proficiency lack understanding of science vocabulary .

G1.B3.S1 Identify Critical Input Experiences and Use Previewing Strategies.

PD Opportunity 1

Teachers will provide daily exposure and frequent common assessments for science vocabulary proficiency

Facilitator

Principal, CRT, Science Coach

Participants

Fourth and Fifth grade teachers

Schedule

On 5/29/2015

G1.B4 Teachers lack proficiency in monitoring and providing student feedback following labs and assessments.

G1.B4.S1 Helping students represent and reflect on their learning

PD Opportunity 1

Students will utilize interactive notebooks to represent and record their knowledge.

Facilitator

Principal, with Consultant

Participants

Fourth and Fifth grade teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G2. ELL student achievement in ELA will increase.

G2.B1 Teacher's lack expertise for ensuring differentiated instruction practices for grammar, speaking, listening and writing for ELL students

G2.B1.S1 Provide support for teachers using the MTSS problem based analysis and progress monitoring system

PD Opportunity 1

Provide PD for teachers that simulate testing conditions and providing appropriate scaffolding, support and recognition to students for perseverance, problem solving and independent decision making during testing.

Facilitator

Reading Coach, CRT, Principal

Participants

Classroom teachers

Schedule

On 8/29/2014

G2.B2 Teachers lack the resources for teaching writing responding to a text

G2.B2.S1 Teachers will utilize district Core Connection training strategies, scaffolding and instructional methodology.

PD Opportunity 1

CRT and teachers will attend and share with remainder of the team information and strategies to teach text based writing from Core Connections district training.

Facilitator

CRT, Core connection trained teachers

Participants

Classroom teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G2.B3 Monitoring and measuring the implementation of ELL strategies

G2.B3.S1 Teachers will utilize the district lesson plan template noting key strategies for ELL students, and teacher's lesson plans will be monitored.

PD Opportunity 1

Teachers will utilize ELL strategies and routinely monitor and measure for classroom engagement, comprehension, and performance aligned to daily learning targets.

Facilitator

LSI Consultants, school based coaches, Principal

Participants

Classroom teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

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