

Orange County Public Schools

Little River Elementary



2019-20 School Improvement Plan

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Little River Elementary

100 CASWELL DR, Orlando, FL 32825

<https://littleriveres.ocps.net/>

Demographics

Principal: Wilma Baez

Start Date for this Principal: 2/14/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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 Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Baez, Wilma	Principal	<ul style="list-style-type: none"> -Provides a common vision for the use of data based decision-making, collaborative lesson planning and effective instructional practices and intervention -Manages school resources, including but not limited to: facilities, budget, personnel, materials and supplies that are designed to support the areas of focus for school improvement -Oversees high quality, ongoing professional development to ensure teacher growth and student achievement to include the 3rd year of implementation of District Professional Learning Communities -Maintains communication with all stakeholder groups -Assists in data analysis to identify trends and challenges and to adjust instruction based on findings -Monitor the fidelity of Fundamental Basic Skills; ie. differentiated interventions -Implements the processes for academic instruction and monitoring for ESE and ELL student groups as part of the ESSA and the identification as a school of Targeted Support and Improvement
Jeannides, Jorie	Instructional Coach	<p>The instructional coach will provide guidance, support, mentoring, and modeling of rigorous K-5 instruction aligned to the depth of knowledge of the Florida Standards in ELA and social studies.. The coach will partner with teachers to create lesson plans and common assessments as well as facilitate the collection and analysis of data of student learning. Furthermore, the instructional coach will provide professional development on deconstructing standards, the instructional framework, and DPLC initiatives. The coach will also work with new teachers to the county and to the profession to provide individualized coaching and mentoring.</p>
Schofield, Jessica	Teacher, ESE	<ul style="list-style-type: none"> -Facilitates and supports data collection activities -Monitor Students With Disabilities Data as part of the ESSA and the identification as a school of Targeted Support and Improvement -Monitor English Language Learner Students Data as part of the ESSA and the identification as a school of Targeted Support and Improvement -Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP -Documents interventions and provides follow-up to ensure student success -Collaborates with staff to ensure student needs are met based on areas of focus identified in the SIP -Ensure practices are in place for the best practices in inclusive education

Name	Title	Job Duties and Responsibilities
Vetter, Rob	Assistant Principal	<ul style="list-style-type: none"> -Provides professional development to teachers and staff regarding data management and use to drive instruction -Ensures that the school based team is implementing MTSS and addressing areas of focus in the SIP -Ensures implementation of intervention support and documentation -Ensures adequate professional development to support MTSS implementation -Communicates with parents regarding school based MTSS plans and activities -Discipline -Assists in data analysis to identify trends and challenges and to adjust instruction based on findings -Monitor the fidelity of Fundamental Basic Skills; ie. differentiated interventions
Roscoe, Alison	Other	<ul style="list-style-type: none"> -Supports ELL students with assessments and strategies for ELL assistance and compliance -Facilitates and supports data collection activities -Assists in data analysis and monitors students in the MTSS process -Supports the implementation of Tier I, Tier II and Tier III intervention plans that address areas of focus identified in the SIP -Provides interventions for students needing Tier II and Tier III support -Test Coordinator for all State and District Assessments
Woods, Sharon	Instructional Coach	<p>The instructional coach will provide guidance, support, mentoring, and modeling of rigorous K-5 instruction aligned to the depth of knowledge of the Florida Standards in math and science. The coach will partner with teachers to create lesson plans and common assessments as well as facilitate the collection and analysis of data of student learning. Furthermore, the instructional coach will provide professional development on deconstructing standards, the instructional framework, and DPLC initiatives.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	73	86	53	80	81	0	0	0	0	0	0	0	445
Attendance below 90 percent	12	18	9	8	6	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	1	0	1	4	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	16	11	22	1	19	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	21	34	44	0	0	0	0	0	0	0	99

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	2	17	3	21	0	0	0	0	0	0	0	49

The number of students identified as retainees:

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

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

34

Date this data was collected or last updated

Monday 7/15/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	13	12	13	10	6	0	0	0	0	0	0	0	54
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	11	6	25	2	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	0	25	23	0	0	0	0	0	0	0	48

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	5	20	4	0	0	0	0	0	0	0	33

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	13	12	13	10	6	0	0	0	0	0	0	0	54
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	11	6	25	2	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	0	25	23	0	0	0	0	0	0	0	48

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	3	5	20	4	0	0	0	0	0	0	0	33

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	57%	57%	57%	56%	56%
ELA Learning Gains	45%	58%	58%	50%	55%	55%
ELA Lowest 25th Percentile	45%	52%	53%	31%	48%	48%
Math Achievement	48%	63%	63%	62%	63%	62%
Math Learning Gains	35%	61%	62%	51%	57%	59%
Math Lowest 25th Percentile	34%	48%	51%	38%	46%	47%
Science Achievement	45%	56%	53%	52%	55%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	72 (0)	73 (0)	86 (0)	53 (0)	80 (0)	81 (0)	445 (0)
Attendance below 90 percent	12 (0)	18 (13)	9 (12)	8 (13)	6 (10)	8 (6)	61 (54)
One or more suspensions	0 (0)	0 (0)	1 (1)	0 (0)	1 (0)	4 (0)	6 (1)
Course failure in ELA or Math	0 (0)	16 (1)	11 (11)	22 (6)	1 (25)	19 (2)	69 (45)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	21 (0)	34 (25)	44 (23)	99 (48)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	55%	-12%	58%	-15%
	2018	45%	55%	-10%	57%	-12%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	42%	57%	-15%	58%	-16%
	2018	54%	54%	0%	56%	-2%
Same Grade Comparison		-12%				
Cohort Comparison		-3%				
05	2019	35%	54%	-19%	56%	-21%
	2018	51%	55%	-4%	55%	-4%
Same Grade Comparison		-16%				
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	62%	-11%	62%	-11%
	2018	49%	61%	-12%	62%	-13%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	52%	63%	-11%	64%	-12%
	2018	61%	62%	-1%	62%	-1%
Same Grade Comparison		-9%				
Cohort Comparison		3%				
05	2019	27%	57%	-30%	60%	-33%
	2018	49%	59%	-10%	61%	-12%
Same Grade Comparison		-22%				
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	38%	54%	-16%	53%	-15%
	2018	47%	53%	-6%	55%	-8%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD		23			23	30					
ELL	24	31	35	39	48	50	13				
BLK	46	53		52	35		46				
HSP	43	44	46	47	38	43	39				
FRL	38	41	50	41	32	38	40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	33		21	33						
ELL	32	38	25	34	23	13					
BLK	55	33		60	67						
HSP	56	49	30	62	48	27	50				
WHT	69	80		62	40						
FRL	53	48	32	57	48	36	50				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	37
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

The data component that performed the lowest on our FSA was 5th grade math learning gains at 20%. In the last three years, math proficiency has dropped. Math learning gains dropped from 40% last year to 20% this year. Teacher turn over and a lack of a math instructional coach contributed to the low performance.

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

The data component that showed the greatest decline was FSA 5th grade math proficiency. Last year's proficiency was 62% and this year proficiency dropped 29%. In the last three years, math proficiency has dropped. Teacher turn over and a lack of a math instructional coach contributed to the decline.

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

Overall (3-5 grade) math learning gains has the greatest gap of 23% points (state average is 59% and Little River average is 36%). Lack of teacher experience in 4th and 5th grade (departmentalized) and lack of a math instructional coach contributed to the gap.

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

The component that showed the most improvement was overall ELA lowest 25% learning gains with an improvement of 14% from last year. In 2018 our ELA Lowest 25% showed gains at 31% and in 2019 the gains were 45%. In addition to after school tutoring, a focus on targeted intervention groups was created which provided smaller teacher-led groups.

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

There are two areas of concern based on the EWS data, Course Failure in ELA or Math and Level 1 on statewide assessment. Based on the data for 3rd grade the majority of the students that had course failure also scored a level 1 on FSA for the corresponding subject.

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

1. Overall Math proficiency, includes ESSA student groups (ESE and ELL)
2. Overall ELA proficiency, includes ESSA student groups (ESE and ELL)
3. Overall 5th grade Science proficiency
4. Lowest 25% in Math and Reading
5. Targeted bubble students in ELA (MAO Initiative)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Overall Literacy Proficiency (Accelerate Student Performance)
Rationale	To increase overall proficiency and learning gains in literacy across all content areas in order to help narrow the reading achievement gap.
State the measureable outcome the school plans to achieve	Increase overall proficiency results for ELA from 41% to 50%. Increase overall ESSA (ESE and ELL) data to 41%.
Person responsible for monitoring outcome	Jorie Jeannides (jorie.jeannides@ocps.net)
Evidence-based Strategy	All instructional staff members will continue to select appropriate, content specific, complex texts and assign standards-aligned tasks, implement close reading strategies and tools so that students are actively processing new content and participating in rigorous discussions and responding to text-dependent questions to deepen their understanding. Instructional staff will also be able to reflect and use data to modify instructional practice based on student evidence and professional learning.
Rationale for Evidence-based Strategy	In order for effective student construction of meaning to occur, learners must be actively engaged in the processing and deepening of their understanding in all areas of reading (content) through a teaching and learning process that involves an interaction among the teacher, the students, and the content.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional development using DPLC instruction and ongoing instructional school created PD. 2. Ensuring teachers are implementing strategies in lesson plans (PLC) 3. Monitor strategies through classroom observation and walk-through (admin and instructional coaches) 4. Provide teacher ongoing feedback and coaching (observation/walk-through - admin and instructional coaches) 5. Create small group targeted interventions for ESSA student groups (ESE and ELL) 6. Review data using iReady, common assessments, intervention and after school tutoring
Person Responsible	Jorie Jeannides (jorie.jeannides@ocps.net)

#2	
Title	Increase Overall Math Proficiency (Narrow Achievement Gaps)
Rationale	To increase overall Math proficiency and learning gains, in order to help narrow the achievement gap.
State the measureable outcome the school plans to achieve	Increase overall proficiency results for ELA from 44% to 50%. Increase overall ESSA (ESE and ELL) data to 41%.
Person responsible for monitoring outcome	Sharon Woods (sharon.woods@ocps.net)
Evidence-based Strategy	The teachers will plan rigorous math standards-based instruction and systematically engage students in processing math content to generate conclusions through collaborative interactions with other students to deepen their understanding of the content.
Rationale for Evidence-based Strategy	In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content.
Action Step	
Description	<ol style="list-style-type: none"> 1. Differentiated (K-2 and 3-5) professional development using DPLC and ongoing school created PD 2. Ensuring teachers are implementing standards-based instruction in lesson plans (PLC) 3. Monitor through classroom observation and walk-through (admin and instructional coaches) 4. Provide teacher ongoing feedback and coaching (observation/walk-through - admin and instructional coaches) 5. Create small group targeted interventions for ESSA student groups (ESE and ELL) 6. Review data using iReady, common assessments, intervention and after school tutoring 7. Added a Math/Science Coach to the Staff
Person Responsible	Sharon Woods (sharon.woods@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

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

In order to build culturally competent and culturally responsive environment, teachers, staff and administrators, must be actively engaged in the learning, processing and implementing strategies that will promote and improve students’ attitudes and beliefs about themselves, their relationship with others and their education. The District provided several opportunities for teachers to attend SEL training. Beginning with Pre-planning this training was delivered to the entire staff to prepare them for the upcoming school year. Ongoing

Trauma Sensitive PD will be provided to teachers throughout the year as part of the Title IV grant and delivered by District level Mental Health personnel. Second Step curriculum and Child Safety Matters will be used in classrooms for Social Emotional Lessons.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Little River will host monthly events to encourage family engagement. The Parent Engagement Liaison will assist with Partner's in Education and volunteers in planning for these events with the school. After school and evening events include curriculum nights, student performances, SAC, MPLC and PTA meetings, parent/teacher conferences, and other community building activities. PTA and SAC meetings have been scheduled at convenient times for the parents who participate. We will also organize various activities in conjunction with our PTA and Family breakfast events in the morning to build relationships and bridge the gaps between school and home. Childcare will be provided by staff members for children in attendance when necessary. Parents are encouraged to meet with school personnel at any time throughout the school year and to make appointments with their child's teacher. Twice a year, teachers will schedule and conduct individual parent conferences at the convenience of the parents to encourage participation in their student's learning. Parents receive a weekly classroom newsletter that keep parents informed of the content standards taught and ways to stay involved in their child's learning and achievement.

Multiple means of communication are utilized in English and Spanish. The Principal has an open-door policy that encourages transparency and fosters positive relationships. Collaborating with the UCF athletic department, athletes from men's and women's sports teams participate in Reading with students and sharing their athletic experiences as well as their career goals (education and job opportunities). Students in 3rd, 4th and 5th grade will attend a UCF Education Day in November 2019.

Little River also applied for a grant, Disney Play Opportunity and was selected as one of the schools that will work collaboratively with Disney and Dr. Phillips performing arts center for a student production that will be held during the 2nd quarter of the school year.

PFEP Link

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

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

Little River is one of the schools involved in the Title IV, Trauma Sensitive School Environment grant. School staff received additional district mental health training on mindfulness, conscious discipline, classroom safe spaces, and resilience. Circle meetings

have been implemented in all classrooms to foster relationships with staff and students. In addition to the district's health curriculum, Little River uses the Second Step curriculum and Child Safety Matters lessons taught by the Guidance Counselor. Positive Behavior Support is implemented school wide with the school's FINS funds being used as a token economy.

In addition to the school Guidance Counselor providing counseling services, we also work closely with SEDNET providers to meet additional needs for individual students as needed. The Guidance Counselor also teaches small group social skills lessons to selected students.

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

Several best practices are in place as new students are registered at Little River in order to begin the process of families having a positive interaction with the school staff. The Parent Engagement Liaison meets with all new families to build a relationship and let the family know that help is available for a variety of reasons, if needed.

Our Dual Language Pre-K program has many events throughout the year that prepare families for the transition to Kindergarten. Additionally, Little River participates in Kindergarten Roundup in the Spring. The Parent Engagement Liaison also visits local businesses, day cares, and apartment complexes to get information out to the public about registering for Kindergarten. The Kindergarten Teachers meet with incoming parents and give tours of the classroom and provide information about Kindergarten curriculum. Kindergarten teachers also visit the Pre-K classroom and conduct a lesson so students are familiar with the next year's teacher.

Little River works closely with local area Middle Schools each year to provide presentations on Magnet Programs that are available to OCPS students. Union Park Middle School is the zoned school for the majority of our students. Each year we arrange for UPMS to present information to our 5th grade students on scheduling classes for the next year's transition. We also arrange for our 5th grade students to visit UPMS on a field trip so they will have a smooth transition to middle school.

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 is responsible for meeting with grade level teams on a weekly basis for formal PLC's to monitor and support the implementation of standards-based instruction across all content areas. Classroom visits are conducted and actionable feedback provided for instruction, strategies and lessons modeled when appropriate or requested by instructional staff. A new teacher program provides support and professional development. The problem-solving (MTSS and data analysis) is utilized to identify 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 MTSS/Intervention Resource Teacher is responsible for all grade level intervention and enrichment programs and the MTSS team meets with teachers monthly and as necessary to:

- Review and analyze the alignment, instruction and assessments
- 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
- Progress monitor for academic and behavior structures for tiers I, II, III
- Place students in their intervention group, which is fluid using results from the beginning of the year formative and program placement assessments

Grade level instructional teams plan cooperatively and have available District CRMs and IMS resources. Professional development plan and the DPLC literacy strategies are integrated with professional development and planning instruction. Teachers receive training for curricular resources from both the district and school staff.

The school utilizes Title 1, SRI, SAI and ESE funds to supplement resources.

Title I: 100% of students eligible for Free/Reduced Meals. As such, additional funds are distributed to Little River that are used to supplement instruction and resources. Purchased Parent Engagement Liaison and Resource Teacher positions. Funding for extended Media Center Program and Tutoring.

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 is collaborating with the UCF athletic department. Athletes from both men and women sports teams will participate in Reading with students and sharing their athletic experiences as well as their career goals (education and job opportunities). Students in 3rd, 4th and 5th grade will attend a UCF Education Day in November 2019. Additionally, Little River is working with the UCF athletic department on a Volleyball spirit night event. UCF will donate a portion of the proceeds of ticket sales for a selected game to Little River.

Little River also works with the UCF financial aid office to have work study students come to Little River and work in selected classrooms on academics.

Little River also applied for a grant, Disney Play Opportunity and was selected as one of the schools that will work collaboratively with Disney and Dr. Phillips performing arts center for a student production that will be held during the 2nd quarter of the school year.

Little River also participates in the annual Teach-in event. Family members and local business men and women are organized to provide classroom presentations about their career and the education they obtained to work in their field. Teachers embed information in their lessons related to various career choices.

Part V: Budget

1	III.A	Areas of Focus: Increase Overall Literacy Proficiency (Accelerate Student Performance)				\$161,653.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	100-Salaries	1141 - Little River Elementary	Title, I Part A	440.0	\$105,722.00
			<i>Notes: Reading Instructional Coach and Staffing Specialist</i>			
	2110	160-Other Support Personnel	1141 - Little River Elementary	Title, I Part A	440.0	\$34,551.00
			<i>Notes: Parent Engagement Liaison</i>			

	3336	500-Materials and Supplies	1141 - Little River Elementary	Title, I Part A	440.0	\$2,180.00
			<i>Notes: Instructional Materials and Supplies for Reading Intervention</i>			
	7800	651-Bus(es)	1141 - Little River Elementary	General Fund	440.0	\$2,200.00
			<i>Notes: Student Bus for After School Tutoring.</i>			
	6500	100-Salaries	1141 - Little River Elementary	Title, I Part A	440.0	\$12,000.00
			<i>Notes: After School Tutoring Program</i>			
	3336	369-Technology-Related Rentals	1141 - Little River Elementary	General Fund	440.0	\$5,000.00
			<i>Notes: Renaissance Reading Program</i>			
2	III.A	Areas of Focus: Increase Overall Math Proficiency (Narrow Achievement Gaps)				\$56,319.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	100-Salaries	1141 - Little River Elementary	General Fund	440.0	\$52,861.00
			<i>Notes: Math Instructional Coach</i>			
	3336	500-Materials and Supplies	1141 - Little River Elementary	General Fund	440.0	\$3,458.00
			<i>Notes: iReady Math Work Books</i>			
					Total:	\$217,972.00