

Littlewood Elementary School



2016-17 Schoolwide Improvement Plan

Littlewood Elementary School

812 NW 34TH ST, Gainesville, FL 32605

<https://www.sbac.edu/littlewood>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	C	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Littlewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Littlewood grows together in a warm, safe, challenging environment that promotes self-pride and a lifelong respect for the love of learning.

b. Provide the school's vision statement.

Littlewood School encourages the child to see himself/herself as a worthwhile individual with the qualities of character to assume a responsible place in the school and community. It creates an atmosphere for children and teachers, which encourages an awareness of the joys and necessity of learning, the development of talents and skills (social, emotional, intellectual, and physical), and appreciation of cultural heritage. It is the school's responsibility to plan and propose methods and strategies that will best insure the attainment of the overall goals and purpose. To achieve this philosophy, the school relies upon the strengths of the pupils, school, staff, parents and community.

2. School Environment

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

The Littlewood Community respects and honors its students and their cultural background. Diversity in all classrooms is ensured at the start of the school year, and teachers are encouraged to actively seek knowledge about their students, whether through communication with their parents learning about and celebrating diversity and differences amongst students, or holding specific events in the classroom/grade level/school (through family nights, cultural celebrations or curricula resources).

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

Through the Positive Behavior Support (PBS) system and a similar classroom management system throughout campus, students understand expectations and school rules, and are rewarded and praised for demonstrating compliance with such. Administrators, School Resource Officers, the Behavior Resource Teacher, and Faculty are visible before, during and after school and work to build relationships with all students, in order to provide a feeling of security and belonging on campus.

c. 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.

Positive Behavior Support (PBS) system is implemented for the 2016-2017 school year. The expectations are that the expectations provide students with concrete rules and will reward them for complying with such. There is also a solid behavioral management plan in place. This plan consist of a three-tiered system, with the first consequence for a misbehavior being a timeout in the classroom or in a neighboring classroom, the second is an information referral, which is sent home, along with a phone call and the third and most severe consequence is a district referral which accompanies a student to the Behavioral Resource Teacher's office. By incorporating a tiered system, students are

given numerous opportunities throughout the day to correct behavior and there is strong parent communication to try and eliminate any further issues.

d. 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.

Littlewood implements a strong classroom guidance program which is monitored by the principal and assistant principal. This program is implemented by the school counselor. Each grade level has a specific curriculum that is followed which is both age-appropriate and unique to that grade level, so as to not repeat topics. Guidance can also be provided through small group counseling or one on one. Our school resource officer is highly involved with our students and enjoys leading small group discussions to provide mentorship. There are several organizations that work closely with our population with the permission of parents.

3. Early Warning Systems

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

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

The early warning system for Littlewood is comprised of attendance, behavior monitoring, and course/assessment failure. The principal, assistant principal, BRT and School Counselor work closely together to monitor the data within each of these areas, and as problems arise, a strong partnership between the team and the parents, and if necessary the district truancy officer and/or the school resource officer, is formed to help get the student on track for success. Extra assistance is also provided to the students struggling with academic, including Title 1 tutoring, reading intervention and after school tutoring.

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

1. 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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Besides the interventions described above for any student identified by one early warning system, students exhibiting two or more early warning indicators are monitored closely by an assigned administrator. Interventions specifically tailored to that student, whether academic or behavioral, are put into place and the administrative team receives regular updates on each of them, as well as collaborates for strategies that may help that student be successful.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Continuing to increase family engagement is a target for the 2016-2017 school year. This will be done by having students grades 1-5 use daily home communication planners, holding multiple family nights at school, inviting parents into their child's classroom during the academic day increasing dialogue between teacher/administration and parents, and students participating in grade level performances throughout the year.

2. 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.

Community/business partnerships have been renewed with local businesses surrounding Littlewood. These partners are invited and encouraged to attend PTA/SAC meetings, family events and school events. In return for providing both monetary/material donations and their time and energy, Littlewood recognized and supports them in public ways, such as in our newsletter, at school events and on the marquee. Each business partner is provided with a list of specific ways that their business can provide support to the school and students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Futch, Tonya	Principal
Siegel, Elizabeth	Teacher, K-12
Floyd, Tanya	Assistant Principal

b. Duties

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

Tonya Futch, Principal: Provides leadership and direction for students to meet national and state requirements and teachers to have the training and resources needed to increase student achievement by using effective teaching strategies; collects data on student progress towards academic and behavioral goals, analyzes data by benchmarks to ensure the concepts are being taught (lesson plans, classroom snapshots, differentiated instruction). Provides a common vision for

the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. and participates in Educational Planning Team (EPT) meetings with parents. Assists students having difficulty adjusting to school or class requirements; meets with students, teacher, and parents to develop plans to assist with student success; implements PBS with fidelity.

Tanya Floyd, Assistant Principal: Provides expertise in both Florida State Standards and Common Core standards; ensures that students are taught on their instructional level; provides remedial or enrichment strategies/activities to teachers based on needs; assists in the collection of assessment data from all K-5 students in the areas of language arts, math, writing, and science. Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Meets with students, teacher, and parents to develop plans to assist with student success.

Tawanna Hines, Behavioral Resource Teacher: Provides support for teachers and parents related to classroom and behavior management strategies, Develops and monitors behavior plans for specific students, implements PBS with fidelity.

Ginger Bernal, School Counselor: Provides expertise in the RtI implementation and support to the Leadership Team in areas of interventions needed to address specific student's needs; works with outside agencies to ensure student academic, emotional, behavioral, and social needs are addressed; an active participant in EPT, 504, and IEP meetings, coordinates all ESOL needs, and works closely with teachers and parents. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Beth Siegel, Title I Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Participates in student data collection, integrates core instructional activities/materials into instruction.

2. 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.

Leadership meetings are held weekly. At these meetings, student academic and behavioral data are reviewed. The team looks for patterns and new trends at these meetings, and makes decisions based on this data. Decisions, as well as questions, are then brought either to the grade-level team, or individual teacher, of the student(s) involved.

Data meetings are held on a grade level rotation. The participants include the Principal, Assistant Principal, FCIM Coach, Title I Teachers, ESE Resource Teachers, Gifted teachers, and the grade-level teachers. At these meetings, data is again reviewed, and decisions are made regarding curriculum and services/resources needed to provide continuous support. Meaningful conversations are held as a team.

Rtl meetings are held regularly, with the participants of these meetings including the parent/guardian, Principal, Assistant Principal, School Counselor, School Psychologist, ESE teachers, and staffing specialist, when available. Student progress through the Rtl process is evaluated, and decisions are made based on the data.

Nutrition Programs: Backpack program (sent home weekly), Food Baskets for the Holidays (Thanksgiving, Christmas)--both will be coordinated by the School Counselor; Community Eligibility Program (free breakfast and lunch for ALL students)

Homeless Services: School supplies and clothing provided as needed--coordinated by the School Counselor

Title III: Dictionaries provided--provided by the district

Title II: Mentor Coach for first-year teachers--provided by the district

PreK transition to Kindergarten--Kindergarten Round Up, held in May, 2017.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tonya Futch	Principal
Elizabeth Siegel	Teacher
Sharla Simmons	Teacher
Aaron Carter	Education Support Employee
Fran Raber	Parent
Gina Englert	Parent
Sam Parker	Business/Community
Andy Trophy	Business/Community
Pam Johnson	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Overall, progress towards student needs and academic improvement were evident in some areas. Improvement with gains in reading and math, particularly with lowest quartile students remains a focus area. We stayed well within the budgetary guidelines laid out in the plan.

b. Development of this school improvement plan

Last year's SIP was reviewed prior to the start of the school year; all members were given the current year's document prior to a SAC meeting; input regarding changes/concerns were addressed during Fall meeting. Any approved changes suggested were made. Committees that consist of faculty members also met (Math/Science, Language Arts, and Parent Involvement) to review all data from last school year, and create a goal for this school year, with additional input.

c. Preparation of the school's annual budget and plan

A solid review of last year's budget (including Title I budget) was completed. Once the goals for this school year were approved, a budget was created that would support the goals. The budget was then reviewed and approved by the School Advisory Committee.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Futch, Tonya	Principal
Floyd, Tanya	Assistant Principal
Bernal, Ginger	School Counselor
Siegel, Elizabeth	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) will monitor and adjust the school's academic goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the LLT will meet and discuss all updates that will or need to occur based on the results of the instructional and intervention programs. The LLT will monitor the fidelity of the delivery of instruction and intervention. The LLT will provide levels of support and interventions to students based on data. The LLT, using current data, will decide on school events/activities to plan and implement (examples: celebrating International Reading Day, implementing Summer Reading Nights, back to school reading breakfast, book fair, and Accelerated Reading Nights throughout the school year/Summer).

D. Public and Collaborative Teaching

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

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

Each week, time is set aside in the afternoon planning time for teams/grade levels to plan together. In addition, the second Wednesday (Early Release Day) of each month is dedicated to school planning/meeting. Regular faculty team-building events are planned for all interested faculty members to collaborate outside of the school setting. Finally, Data Chat meetings are a time for teams to come together and analyze data, have meaningful conversations, and share resources.

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

All new teachers to Littlewood participate in an orientation. They also meet quarterly with the leadership team. Weekly team meetings are conducted for team planning, led by the team leader. First-year teachers also participate in the district's Beginning Teacher Mentoring Program--Littlewood has an assigned Mentor Teacher. Principal and/or Assistant Principal actively participate in recruitment fairs, held through Saint Leo's College of Education.

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

All new teachers are paired with their grade level's team leader, who provides support in curriculum, classroom management, and parent involvement. The district provides support through their Beginning Mentoring Program. Littlewood's mentor teacher visits each new teacher weekly, as well as leads her cohort of teachers through meetings and book studies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Littlewood Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, and mathematics curriculum that aligns to the standards (faculty meetings, grade level meetings, data chats). Littlewood also arranges for additional planning time for teachers to cross collaborate. This supports a deeper level of comprehension. These conversations and learning opportunities promotes dialogue that can dispel misunderstandings and promote opportunities for growth in instructional pace, curriculum, and the standards. Collaborative planning sessions are offered and encouraged throughout the week and on-site professional development opportunities are made available. Opportunities to collaborate through common planning and or during the after school professional development gives staff members multiple opportunities to grow professionally and develop a deeper understanding of the standards along with appropriate uses of the core instructional resources. All teachers follow the quarterly district scope and sequence for math, ELA, and science. Lesson plans are reviewed by administration. Also, during Classroom Snapshots and formal observations, pacing is reviewed.

b. Instructional Strategies

1. 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.

Data is used to differentiate instruction in several ways. One such way is in deciding which students receive Title I Reading Resource services participation. Also, within the classroom, data is used to place students in both reading and math groups during stations time, allowing teachers to focus on the students' needs when they work in a small group with each station of students. After Data Chat meeting, teachers take the information provided and use it to provide extra Reading Intervention. Finally, data is used to help decide which students should be invited to our after-school tutoring program as well as the Fast Forward program.

2. 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: After School Program

Minutes added to school year:

Littlewood is planning to provide after school tutoring to targeted students based on academic need.

Strategy Rationale

After school tutoring provides an opportunity for targeted students to have additional time of instruction focusing remedial skills.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Siegel, Elizabeth, siegeleh@gm.sbac.edu

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

Review of assessment data, including AIMS and FSA Reports. Also Achieve 3000 progress reports.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Transition meetings are scheduled each spring for ESE student entering Kindergarten and Middle School. IEP teams meet during this time to determine appropriate supports to assist with transition.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase math achievement and gains, based on the FSA
- G2.** Increase reading achievement and gains, based on FSA.
- G3.** Increase parent involvement by 20% within both the instructional day and extracurricular/family support activities by monitoring sign-in sheets.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase math achievement and gains, based on the FSA 1a

G085221

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	68.0

Targeted Barriers to Achieving the Goal 3

- Lack of technology at home
- Lack of time in the school day to provide re-teaching of skills
- lack of at-home home
- Lack of properly working technology

Resources Available to Help Reduce or Eliminate the Barriers 2

- Computer programs-Reflex Math
- Supplemental materials-Mountain Math, Math Reads, Calendar Math, Sunshine Math, Math-a-Draw, Mad Minute, Study Jams, Flash Master's
- Lion's Pride after school tutoring

Plan to Monitor Progress Toward G1. 8

Student progress data

Person Responsible

Tonya Futch

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

AIMS quarterly assessments, Concept Tests, mini-assessments, FSA 3-5, formal and informal assessments

G2. Increase reading achievement and gains, based on FSA. 1a

G085222

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	65.0

Targeted Barriers to Achieving the Goal 3

- District scope and sequence limits differentiation
- Attendance/Tardies/Mobility
- Lack of vocabulary, test taking skills and background knowledge
-

Resources Available to Help Reduce or Eliminate the Barriers 2

- Continue to implement effective Literacy Work Stations.
- Weekly monitoring of student attendance
- Teachers use Reading Street's Amazing Words and teach FSA critical vocabulary with fidelity
- Use small group vocabulary to promote vocabulary and higher order thinking skills on a more individualized level, Kagan strategies to promote collaboration among peers.

Plan to Monitor Progress Toward G2. 8

Grade level assessments

Person Responsible

Tonya Futch

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

AIMS assessments, FSA scores

G3. Increase parent involvement by 20% within both the instructional day and extracurricular/family support activities by monitoring sign-in sheets. 1a

G085223

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	6.0

Targeted Barriers to Achieving the Goal 3

- Lack of motivation by parents to attend events before/after school hours
- Lack of home/school connection and communication

Resources Available to Help Reduce or Eliminate the Barriers 2

- Offer incentives for attending events outside of school hours.
- Title 1
- General School Funds
- Business/Community Partners
- Littlewood Home-School Compact
- Parent Portal, Littlewood website

Plan to Monitor Progress Toward G3. 8

Monitor parent/family participation at all family events

Person Responsible

Elizabeth Siegel

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent sign in sheets for events

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 math achievement and gains, based on the FSA **1**

 G085221

G1.B1 Lack of technology at home **2**

 B226616

G1.B1.S1 Provide time and opportunities for all students, but especially those without technology at home, to be on the computer, utilizing math resources that are available. **4**

 S239095

Strategy Rationale

because we cannot control technology resources our students have at home, we must provide the opportunities at school

Action Step 1 **5**

A technology station will be included in the daily math centers rotation

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review of lesson plans, snapshots, classroom observations

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

The computer labs and media center will be available outside of school hours.

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets collected at each open events, attendance verification of students

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

Incorporate math into other curriculum areas

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

formal and informal observations, lesson plans

G2. Increase reading achievement and gains, based on FSA. 1

 G085222

G2.B1 District scope and sequence limits differentiation 2

 B226620

G2.B1.S1 Continue to work on implementing effective Literacy Work stations 4

 S239096

Strategy Rationale

Literacy work stations all for differentiated, small group instruction, with a focus on student needs.

Action Step 1 5

Teachers will be provided additional planning time to further develop strategies to increase student achievement.

Person Responsible

Tonya Futch

Schedule

Annually, from 9/19/2016 to 6/2/2017

Evidence of Completion

Payroll for substitutes

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

Classroom snapshots, Formal observations

Person Responsible

Tonya Futch

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

ACIIS Reports, student achievement data

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

Analysis of Data

Person Responsible

Tonya Futch

Schedule

Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

FCIM Grade level notes, lesson plans,

G3. Increase parent involvement by 20% within both the instructional day and extracurricular/family support activities by monitoring sign-in sheets. 1

 G085223

G3.B1 Lack of motivation by parents to attend events before/after school hours 2

 B226624

G3.B1.S1 Offer incentives for attending events before/after school 4

 S239097

Strategy Rationale

Incentives will help motivate both students and families to attend events that will ultimately have a positive impact on student achievement.

Action Step 1 5

Parents who attend some evening functions may have the opportunity to have a meal and/or instructional resources to support their child's learning.

Person Responsible

Elizabeth Siegel

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Receipt of purchases based on research-based materials

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

Parents who attend some evening functions may have the opportunity to have a meal and/or instructional resources that will ultimately have a positive impact on student success

Person Responsible

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Receipt of purchases of researched-based materials

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

Parents will be provided opportunities to attend functions outside of the regular school hours, with incentives

Person Responsible

Schedule

Quarterly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Sign in sheets for attendance

G3.B2 Lack of home/school connection and communication **2**

 B226625

G3.B2.S1 Provide student planners **4**

 S239098

Strategy Rationale

Planners can be used daily to provide a means for communication between teachers and parents

Action Step 1 **5**

Purchase student planners for students, using both Title 1 and general school funds

Person Responsible

Elizabeth Siegel

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Introduction and implementation of planners in classrooms

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Planners can be used for each student, using Title 1 and General student funds

Person Responsible

Elizabeth Siegel

Schedule

Annually, from 6/2/2017 to 6/2/2017

Evidence of Completion

Introduction and implementation of planners in classrooms

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Parent Surveys

Person Responsible

Tonya Futch

Schedule

Annually, from 6/2/2017 to 6/2/2017

Evidence of Completion

Parents will complete a survey in which they provide feedback on the effectiveness of student planners.

G3.B2.S2 Send home parent newsletter (Roar) once a month and also make available on website and Facebook page 4

 S239099

Strategy Rationale

By providing multiple methods of communication, home/school connection can be strengthened.

Action Step 1 5

Provide monthly Roar newsletter to webmaster and facilitator of Facebook page

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

documentation of monthly newsletter

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

record of sign in sheets at functions during and after school

Person Responsible

Elizabeth Siegel

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

sign in sheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

quarterly review of part sign in sheets

Person Responsible

Elizabeth Siegel

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

sign in sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M316782	Student progress data	Futch, Tonya	8/15/2016	AIMS quarterly assessments, Concept Tests, mini-assessments, FSA 3-5, formal and informal assessments	6/2/2017 monthly
G2.MA1 M316785	Grade level assessments	Futch, Tonya	8/15/2016	AIMS assessments, FSA scores	6/2/2017 monthly
G3.MA1 M316792	Monitor parent/family participation at all family events	Siegel, Elizabeth	8/15/2016	Parent sign in sheets for events	6/2/2017 monthly
G1.B1.S1.MA1 M316780	Incorporate math into other curriculum areas	Floyd, Tanya	8/15/2016	formal and informal observations, lesson plans	6/2/2017 monthly
G1.B1.S1.MA1 M316781	The computer labs and media center will be available outside of school hours.	Floyd, Tanya	8/15/2016	Sign-in sheets collected at each open events, attendance verification of students	6/2/2017 monthly
G1.B1.S1.A1 A309629	A technology station will be included in the daily math centers rotation	Floyd, Tanya	8/15/2016	Review of lesson plans, snapshots, classroom observations	6/2/2017 monthly
G2.B1.S1.MA1 M316783	Analysis of Data	Futch, Tonya	8/15/2016	FCIM Grade level notes, lesson plans,	6/2/2017 every-6-weeks
G2.B1.S1.MA1 M316784	Classroom snapshots, Formal observations	Futch, Tonya	8/15/2016	ACIIS Reports, student achievement data	6/2/2017 monthly
G2.B1.S1.A1 A309630	Teachers will be provided additional planning time to further develop strategies to increase...	Futch, Tonya	9/19/2016	Payroll for substitutes	6/2/2017 annually
G3.B1.S1.MA1 M316786	Parents will be provided opportunities to attend functions outside of the regular school hours,...		8/15/2016	Sign in sheets for attendance	6/2/2017 quarterly
G3.B1.S1.MA1 M316787	Parents who attend some evening functions may have the opportunity to have a meal and/or...		8/15/2016	Receipt of purchases of researched-based materials	6/2/2017 annually
G3.B1.S1.A1 A309631	Parents who attend some evening functions may have the opportunity to have a meal and/or...	Siegel, Elizabeth	8/15/2016	Receipt of purchases based on research-based materials	6/2/2017 quarterly
G3.B2.S1.MA1 M316788	Parent Surveys	Futch, Tonya	6/2/2017	Parents will complete a survey in which they provide feedback on the effectiveness of student planners.	6/2/2017 annually
G3.B2.S1.MA1 M316789	Planners can be used for each student, using Title 1 and General student funds	Siegel, Elizabeth	6/2/2017	Introduction and implementation of planners in classrooms	6/2/2017 annually
G3.B2.S1.A1 A309632	Purchase student planners for students, using both Title 1 and general school funds	Siegel, Elizabeth	8/15/2016	Introduction and implementation of planners in classrooms	6/2/2017 annually
G3.B2.S2.MA1 M316790	quarterly review of part sign in sheets	Siegel, Elizabeth	8/15/2016	sign in sheets	6/2/2017 quarterly
G3.B2.S2.MA1 M316791	record of sign in sheets at functions during and after school	Siegel, Elizabeth	8/15/2016	sign in sheets	6/2/2017 quarterly
G3.B2.S2.A1 A309633	Provide monthly Roar newsletter to webmaster and facilitator of Facebook page	Floyd, Tanya	8/15/2016	documentation of monthly newsletter	6/2/2017 monthly

V. Professional Development Opportunities

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

G2. Increase reading achievement and gains, based on FSA.

G2.B1 District scope and sequence limits differentiation

G2.B1.S1 Continue to work on implementing effective Literacy Work stations

PD Opportunity 1

Teachers will be provided additional planning time to further develop strategies to increase student achievement.

Facilitator

Tonya Futch

Participants

Instructional staff

Schedule

Annually, from 9/19/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	A technology station will be included in the daily math centers rotation				\$0.00
2	G2.B1.S1.A1	Teachers will be provided additional planning time to further develop strategies to increase student achievement.				\$1,760.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Littlewood Elementary School	General Fund		\$1,760.00
3	G3.B1.S1.A1	Parents who attend some evening functions may have the opportunity to have a meal and/or instructional resources to support their child's learning.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Littlewood Elementary School	Title I, Part A		\$1,000.00
4	G3.B2.S1.A1	Purchase student planners for students, using both Title 1 and general school funds				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Littlewood Elementary School	Title I, Part A		\$750.00
5	G3.B2.S2.A1	Provide monthly Roar newsletter to webmaster and facilitator of Facebook page				\$75.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Littlewood Elementary School	General Fund		\$75.00
Total:						\$3,585.00