

Alachua County Public Schools

Littlewood Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	B	B*

**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 10/16/2018.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Littlewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 Elementary 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 following these expectations. Expectations are explicitly taught on a school wide level and again when students misbehave. Administrators, School Resource Officer, the Behavior Resource Teacher, and Faculty are visible before, during, and after school 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 continued for the 2018-2019 school year. The expectations provide students with concrete rules and students are rewarded for behaving appropriately. Incentives are offered throughout campus. There is also a universal behavioral management plan in place. This plan consist of a four-tiered system, with the first consequence for a misbehavior being a reminder and re-teaching of the expectation. The second tier is a timeout in the classroom and a re-teaching of the expectations. The third tier is a timeout in another classroom

along with parent contact. The final tier would be a referral to the Behavioral Resource Teacher's office. By incorporating a tiered system, students are given numerous opportunities throughout the day to correct behavior and they are explicitly taught expectations again and again if necessary.

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 counselors. 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 to provide services such as transportation, food, and therapy. We also have a "Lunch Buddy" mentoring program that pairs positive adult role models with targeted students. We have also established a student services committee, led by the school counselor, to monitor the social, emotional, and academic needs of students of concern.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 Counselors 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	
One or more suspension	0	1	1	5	7	4	0	0	0	0	0	0	0	18
Level 1 FSA	0	0	0	3	26	21	0	0	0	0	0	0	0	50
Course Failure	0	9	8	3	4	1	0	0	0	0	0	0	0	25
Attendance	3	28	14	16	11	14	0	0	0	0	0	0	0	86

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	3	1	2	7	7	0	0	0	0	0	0	0	20

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

Data is reported by teachers and recorded in grade level assessment sheets. This student data is regularly reviewed at grade level meetings to identify trends and areas/students in needs. Based on this information, individual student referrals are made and Educational Planning Meetings are held. Interventions in the area of need are implemented on a tier system. Intervention strategies include Title 1 services, re-teaching, small group, before and/or after school tutoring (including ESOL), differentiated learning stations, and parent information events (how to support your child's learning). Some of the intervention programs utilized include My Sidewalks, FCRR, IStation, Phonics for Reading, and Great Leaps. In addition, student collaboration and peer tutoring are also intervention strategies used in the classroom.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 2018-2019 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. We also partner with non profits including local churches and service organizations on UF's campus to provide mentoring and tutoring for our students, as well as service projects to improve facilities.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Russell, Justin	Principal
Siegel, Elizabeth	Instructional Coach
Floyd, Tanya	Assistant Principal
Hines, Tawanna	Dean
Bernal, Ginger	School Counselor
Allen, Amanda	School Counselor

b. Duties

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

Justin Russell, 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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl 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.

Amanda Allen & Ginger Bernal, School Counselor: Provides expertise in the Rtl 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

Title I: Provides many resources to all students, including supplementary online math curriculum, a 3rd and 4th grade class size reduction teacher, a resource teacher, and parent communication materials.

PreK transition to Kindergarten--Kindergarten Round Up, held in May, 2019.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Justin Russell	Principal
Jennifer Anhalt	Teacher
Jennifer Smith	Teacher
LaRayne Engram	Teacher
Susan Eaton	Teacher
Amy Winfrey	Teacher
Renee Orum	Parent
Kelly Caedington	Parent
Jack Hurov	Parent
Laura Muchnik	Parent
Joe Smith	Business/Community
Brandon Coons	Business/Community
Somi Park	Business/Community
Justin Smith	Business/Community
Melissa McQueen	Education Support Employee
Donna Turner	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Overall, progress towards student needs and academic improvement were evident in most areas. Littlewood improved in math achievement, math gains, lowest quartile math gains, lowest quartile reading gains, and science achievement. Littlewood's school grade improved from a C in the 16-17 school year to a B in the 17-18 school year. Our reading achievement and reading gains declined and this will be our focus for improvement during the 18-19 school year.

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 at SAC meeting; input regarding changes/concerns were addressed during September meeting. Any approved changes/suggestions were made.

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.

Teachers will be provided additional planning time to further develop strategies to increase student achievement. \$2000

Parents who attend some evening functions may have the opportunity to have a meal and/or instructional resources to support their child's learning. \$1000

Purchase student planners for students, using both Title 1 and general school funds \$750
Provide monthly Roar newsletter to webmaster and facilitator of Facebook page \$75

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
Russell, Justin	Principal
Floyd, Tanya	Assistant Principal
Bernal, Ginger	School Counselor
Siegel, Elizabeth	Teacher, K-12
Moore, Kelly	Instructional Media
Allen, Amanda	School Counselor

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 an 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 for teams/grade levels to plan together. In addition, the third 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. Academic committees composed of cross grade level teachers also meet monthly to collaborate. Finally, all primary teachers and 4th and 5th grade ELA teachers meet on a bi-weekly basis to analyze prior assessment data and plan common assessments based on upcoming standards.

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

Attracting, developing, and retaining effective teachers is a major priority. All new teachers to Littlewood participate in an orientation with administration. All teachers are assigned to a team for support. 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 throughout the county in collaboration with neighboring universities.

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). Teachers utilize the district pacing guide, resources from CPALMS, and mini assessments to monitor student progress. 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 and participate in quarterly district level progress monitoring assessments. Lesson plans for formal observations are reviewed by administration. Also, during Classroom Snapshots and formal observations, pacing is reviewed. All primary teachers and 4th and 5th grade ELA teachers meet with members of the leadership team twice per month to discuss and unpack upcoming standards and plan common mini assessments so that data can be tracked.

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, screening assessments and other 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/backwards design common assessment meetings, teachers take the information provided and use it to provide extra Reading Intervention(s) as needed. Finally, data is used to help decide which students should be targeted for additional support outside of school hours.

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: 0

Littlewood provides 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)

- Enrichment

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, FSA Reports, common mini assessment results, and iStation and ISIP reports.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 students entering Kindergarten and Middle School. IEP teams meet during this time to determine appropriate supports to assist with transition. We also hold kindergarten round-up in May to support the incoming kindergarten students.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 reading achievement for all students.

G2. Decrease Out of School Suspensions.

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 reading achievement for all students. 1a

 G100699

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Attendance/Tardies
- Lack of vocabulary, test taking skills, reading skills, and background knowledge
- English Language Acquisition for 2nd language learners
- Students with disabilities consistently not making gains
- A racial achievement gap exists

Resources Available to Help Reduce or Eliminate the Barriers 2

- Continue to implement effective Literacy Work Stations.
- Bi weekly backwards design meetings to unpack ELA standards, compare prior data, and plan common mini assessments.
- Use small groups to promote vocabulary and higher order thinking skills on a more individualized level, Kagan strategies to promote collaboration among peers, Thinking Maps, CRISS strategies
- Regularly scheduled meetings with truancy officer, weekly review of student attendance reports
- After school tutoring with transportation

Plan to Monitor Progress Toward G1. 8

Grade level assessments

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

AIMS assessments, FSA scores, DEOC's (K-2), Mini Assessments

G2. Decrease Out of School Suspensions. 1a

 G100700

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	33.0

Targeted Barriers to Achieving the Goal 3

- Severity of student behavior incidents require significant consequences/discipline

Resources Available to Help Reduce or Eliminate the Barriers 2

- BRT
- PBiS Team
- Behavior Paraprofessional
- Business/Community Partners
- Title 1 Home-School Compact

Plan to Monitor Progress Toward G2. 8

Behavior data reports from Skyward

Person Responsible

Tawanna Hines

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Skyward data reports

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 reading achievement for all students. **1**

 **G100699**

G1.B1 Attendance/Tardies **2**

 **B271659**

G1.B1.S1 Regular review of student attendance reports **4**

 **S287575**

Strategy Rationale

To identify early students at risk for attendance issues and to provide parents with strategies/ resources for regular attendance.

Action Step 1 **5**

Review attendance reports

Person Responsible

Amanda Allen

Schedule

Weekly, from 8/14/2018 to 6/1/2019

Evidence of Completion

Attendance EPT meetings

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

Student services and weekly leadership meetings will also target students at risk of attendance issues

Person Responsible

Amanda Allen

Schedule

Weekly, from 8/14/2018 to 6/1/2019

Evidence of Completion

EPT Committee meeting notes

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

Monitor attendance rates

Person Responsible

Amanda Allen

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

School wide attendance rates

G1.B2 Lack of vocabulary, test taking skills, reading skills, and background knowledge **2**

 B271660

G1.B2.S1 Increased exposure and deliberate teaching of vocabulary and standards, test taking skills, and connections to previous student learning. **4**

 S287576

Strategy Rationale

Research demonstrates that vocabulary, test taking skills, and connections to previous student learning increase overall student learning and performance.

Action Step 1 **5**

Administration will lead backwards design meetings

Person Responsible

Justin Russell

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Attendance by all primary teachers and 4th and 5th grade ELA teachers

Action Step 2 **5**

Offer after school tutoring for struggling readers

Person Responsible

Elizabeth Siegel

Schedule

Weekly, from 10/2/2018 to 5/31/2019

Evidence of Completion

Attendance sheets

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

classroom observations, snapshots and lesson plans as documented through ACIIS, completion of backwards design meetings.

Person Responsible

Justin Russell

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

classroom observations, snapshots and lesson plans as documented through ACIIS, assessment binder that each team is creating

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

School wide assessment data

Person Responsible

Justin Russell

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Continually review assessment results data that is input into team data sheet

G1.B3 English Language Acquisition for 2nd language learners **2**

 B271661

G1.B3.S1 Increase supports for English Language Acquisition for 2nd language learners **4**

 S287577

Strategy Rationale

An increase in supports for English Language Acquisition for 2nd language learners will provide additional opportunities for ESOL students to better understand English.

Action Step 1 **5**

Increase support for English Language Acquisition for 2nd language learners through the implementation of ESOL ESY and ESOL after school tutoring.

Person Responsible

Ginger Bernal

Schedule

Weekly, from 9/25/2018 to 5/31/2019

Evidence of Completion

Classroom observations, lesson plans

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

Classroom observations, lesson plans

Person Responsible

Ginger Bernal

Schedule

Weekly, from 9/25/2018 to 5/31/2019

Evidence of Completion

Classroom observations, lesson plans

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

walk throughs, review of lesson plans, observations

Person Responsible

Tanya Floyd

Schedule

Weekly, from 10/1/2018 to 5/31/2019

Evidence of Completion

submitted lesson plans

G1.B4 Students with disabilities consistently not making gains 2

 B271662

G1.B4.S1 Place more students with disabilities in a more inclusive environment 4

 S287578

Strategy Rationale

Exposing students to a more rigorous curriculum with more time with non-disabled peers will benefit their reading progress

Action Step 1 5

Many SWD will be placed in regular education classrooms with built in supports, all of these teachers will be trained in co-teach/support facilitation training

Person Responsible

Justin Russell

Schedule

Daily, from 8/14/2018 to 6/1/2019

Evidence of Completion

IEP Minutes, class rosters

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

School administration and ESE teachers will schedule students with regular education peers to the greatest extent possible.

Person Responsible

Justin Russell

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

LRE minutes, ESE teacher schedules, master schedule

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

ESE Student data will be tracked and compared to previous years

Person Responsible

Justin Russell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Progress towards IEP goals, grades, FSA data, AIMS data

G1.B5 A racial achievement gap exists **2**

 B271663

G1.B5.S1 Provide an instructional model that ensures rigor and culturally relevant instruction for all students. **4**

 S287579

Strategy Rationale

White students achieved mastery on state assessments at a higher rate than minority students.

Action Step 1 **5**

Provide professional development and engage in ongoing conversations regarding rigor and culturally relevant instruction

Person Responsible

Justin Russell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PD agenda, sign in sheet.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Regular review of lesson plans

Person Responsible

Justin Russell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Culturally responsive lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Review of minority student assessment data

Person Responsible

Justin Russell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Minority student assessment data improved.

G2. Decrease Out of School Suspensions. 1

G100700

G2.B1 Severity of student behavior incidents require significant consequences/discipline 2

B271664

G2.B1.S1 Implement school-wide PBS system that reinforces positive school wide behavior expectations. Establish restorative practices such as a restart room and use relationship building to provide more opportunities for students to cool down after events so that they learn from them and be reintegrated back into the classroom more often. 4

S287580

Strategy Rationale

Replacing problem behavior with desired behaviors results in fewer school wide behavior events and decreases need for use of out of school suspensions.

Action Step 1 5

Implement school wide PBiS system

Person Responsible

Tawanna Hines

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Mid-year and Post-year PBiS evaluation

Action Step 2 5

Establish a behavior paraprofessional who can assist the BRT in deescalating student behaviors, use positive reinforcement, supervise the restart room, and reintegrate students into class.

Person Responsible

Tawanna Hines

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Behavior para log sheet

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

Monitor the percentage of teachers who participate in PBiS by tracking Lion Loot circulation

Person Responsible

Tawanna Hines

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Pbis mid year and post year evaluation

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

Review of student behavior events reported in Skyward

Person Responsible

Tawanna Hines

Schedule

Monthly, from 8/14/2017 to 5/31/2019

Evidence of Completion

Behavior reports in Skyward

V. Professional Development Opportunities

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

G1. Increase reading achievement for all students.

G1.B2 Lack of vocabulary, test taking skills, reading skills, and background knowledge

G1.B2.S1 Increased exposure and deliberate teaching of vocabulary and standards, test taking skills, and connections to previous student learning.

PD Opportunity 1

Administration will lead backwards design meetings

Facilitator

Administration

Participants

all teachers of ELA

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

G1.B4 Students with disabilities consistently not making gains

G1.B4.S1 Place more students with disabilities in a more inclusive environment

PD Opportunity 1

Many SWD will be placed in regular education classrooms with built in supports, all of these teachers will be trained in co-teach/support facilitation training

Facilitator

District Staff Development Office/ ESE Department

Participants

all teachers with included ESE students

Schedule

Daily, from 8/14/2018 to 6/1/2019

G1.B5 A racial achievement gap exists

G1.B5.S1 Provide an instructional model that ensures rigor and culturally relevant instruction for all students.

PD Opportunity 1

Provide professional development and engage in ongoing conversations regarding rigor and culturally relevant instruction

Facilitator

District Equity Team

Participants

All teachers

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G2. Decrease Out of School Suspensions.

G2.B1 Severity of student behavior incidents require significant consequences/discipline

G2.B1.S1 Implement school-wide PBS system that reinforces positive school wide behavior expectations. Establish restorative practices such as a restart room and use relationship building to provide more opportunities for students to cool down after events so that they learn from them and be reintegrated back into the classroom more often.

PD Opportunity 1

Establish a behavior paraprofessional who can assist the BRT in deescalating student behaviors, use positive reinforcement, supervise the restart room, and reintegrate students into class.

Facilitator

District staff development behavior team

Participants

Behavior Para (Danny Grant)

Schedule

Daily, from 8/13/2018 to 5/31/2019

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	Review attendance reports				\$0.00
2	G1.B2.S1.A1	Administration will lead backwards design meetings				\$2,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0091 - Littlewood Elementary School	School Improvement Funds		\$2,300.00
			Notes: Using a combination of CREATE and School Improvement Funds, after hours planning time will be provided for all teachers to collaborate to plan standards based lessons that will lead students to mastery of the standards assessed on the mini assessments created during backwards design meetings.			
3	G1.B2.S1.A2	Offer after school tutoring for struggling readers				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0091 - Littlewood Elementary School	Title, I Part D		\$5,000.00
			Notes: Teacher stipends			
4	G1.B3.S1.A1	Increase support for English Language Acquisition for 2nd language learners though the implementation of ESOL ESY and ESOL after school tutoring.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0091 - Littlewood Elementary School	Ttitle III		\$2,500.00
			Notes: Teacher stipend			
5	G1.B4.S1.A1	Many SWD will be placed in regular education classrooms with built in supports, all of these teachers will be trained in co-teach/support facilitation training				\$0.00
6	G1.B5.S1.A1	Provide professional development and engage in ongoing conversations regarding rigor and culturally relevant instruction				\$0.00
7	G2.B1.S1.A1	Implement school wide PBiS system				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0091 - Littlewood Elementary School	School Improvement Funds		\$250.00
			Notes: This money supports the school store and incentive parties where students can use their Lion Loot			
8	G2.B1.S1.A2	Establish a behavior paraprofessional who can assist the BRT in deescalating student behaviors, use positive reinforcement, supervise the restart room, and reintegrate students into class.				\$1,100.00



Alachua - 0091 - Littlewood Elementary School - 2018-19 SIP
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	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0091 - Littlewood Elementary School	School Improvement Funds		\$1,100.00
			<i>Notes: This money will be used to upgrade the position from a Para I to Behavior Para II</i>			
Total:						\$11,150.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M426371	Grade level assessments	Floyd, Tanya	8/13/2018	AIMS assessments, FSA scores, DEOC's (K-2), Mini Assessments	5/31/2019 monthly
G2.MA1 M426374	Behavior data reports from Skyward	Hines, Tawanna	8/13/2018	Skyward data reports	5/31/2019 monthly
G1.B1.S1.MA1 M426361	Monitor attendance rates	Allen, Amanda	8/13/2018	School wide attendance rates	5/31/2019 weekly
G1.B2.S1.MA1 M426363	School wide assessment data	Russell, Justin	8/13/2018	Continually review assessment results data that is input into team data sheet	5/31/2019 biweekly
G1.B2.S1.MA1 M426364	classroom observations, snapshots and lesson plans as documented through ACIIS, completion of...	Russell, Justin	8/13/2018	classroom observations, snapshots and lesson plans as documented through ACIIS, assessment binder that each team is creating	5/31/2019 biweekly
G1.B2.S1.A1 A390099	Administration will lead backwards design meetings	Russell, Justin	8/13/2018	Attendance by all primary teachers and 4th and 5th grade ELA teachers	5/31/2019 biweekly
G1.B2.S1.A2 A390100	Offer after school tutoring for struggling readers	Siegel, Elizabeth	10/2/2018	Attendance sheets	5/31/2019 weekly
G1.B3.S1.MA1 M426365	walk throughs, review of lesson plans, observations	Floyd, Tanya	10/1/2018	submitted lesson plans	5/31/2019 weekly
G1.B3.S1.MA1 M426366	Classroom observations, lesson plans	Bernal, Ginger	9/25/2018	Classroom observations, lesson plans	5/31/2019 weekly
G1.B3.S1.A1 A390101	Increase support for English Language Acquisition for 2nd language learners though the...	Bernal, Ginger	9/25/2018	Classroom observations, lesson plans	5/31/2019 weekly
G1.B4.S1.MA1 M426367	ESE Student data will be tracked and compared to previous years	Russell, Justin	8/13/2018	Progress towards IEP goals, grades, FSA data, AIMS data	5/31/2019 monthly
G1.B4.S1.MA1 M426368	School administration and ESE teachers will schedule students with regular education peers to the...	Russell, Justin	8/13/2018	LRE minutes, ESE teacher schedules, master schedule	5/31/2019 daily
G1.B5.S1.MA1 M426369	Review of minority student assessment data	Russell, Justin	8/13/2018	Minority student assessment data improved.	5/31/2019 monthly
G1.B5.S1.MA1 M426370	Regular review of lesson plans	Russell, Justin	8/13/2018	Culturally responsive lesson plans	5/31/2019 monthly
G1.B5.S1.A1 A390103	Provide professional development and engage in ongoing conversations regarding rigor and culturally...	Russell, Justin	8/13/2018	PD agenda, sign in sheet.	5/31/2019 monthly
G2.B1.S1.MA1 M426372	Review of student behavior events reported in Skyward	Hines, Tawanna	8/14/2017	Behavior reports in Skyward	5/31/2019 monthly
G2.B1.S1.MA1 M426373	Monitor the percentage of teachers who participate in PBIS by tracking Lion Loot circulation	Hines, Tawanna	8/13/2018	Pbis mid year and post year evaluation	5/31/2019 monthly
G2.B1.S1.A1 A390104	Implement school wide PBIS system	Hines, Tawanna	8/13/2018	Mid-year and Post-year PBIS evaluation	5/31/2019 daily
G2.B1.S1.A2 A390105	Establish a behavior paraprofessional who can assist the BRT in deescalating student behaviors, use...	Hines, Tawanna	8/13/2018	Behavior para log sheet	5/31/2019 daily
G1.B1.S1.MA1 M426362	Student services and weekly leadership meetings will also target students at risk of attendance...	Allen, Amanda	8/14/2018	EPT Committee meeting notes	6/1/2019 weekly

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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  A390098	Review attendance reports	Allen, Amanda	8/14/2018	Attendance EPT meetings	6/1/2019 weekly
G1.B4.S1.A1  A390102	Many SWD will be placed in regular education classrooms with built in supports, all of these...	Russell, Justin	8/14/2018	IEP Minutes, class rosters	6/1/2019 daily