Littlewood Elementary School

2019-20 Schoolwide Improvement Plan

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Littlewood Elementary School

812 NW 34TH ST, Gainesville, FL 32605

https://www.sbac.edu/littlewood

Demographics

Principal: Justin Russell

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (55%) 2016-17: C (51%) 2015-16: B (55%) 2014-15: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	B

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Part I: School Information

School Mission and Vision

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.

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 ensure 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.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Russell, Justin	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; maintains a safe learning environment.
Dingus, Nancy	School Counselor	Helps meet all student needs on campus. Is liaison between families and school. 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.
Gardiner, Maggie	Assistant Principal	Provides expertise in both Florida State 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. Participates 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, teachers, and parents to develop plans to assist with student success.
Siegel, Elizabeth	Instructional Coach	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.
	School Counselor	Helps meet all student needs on campus. Is liaison between families and school. Provides expertise in the RtI implementation and support to the

Name	Title	Job Duties and Responsibilities
		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.
Hines, Tawanna	Dean	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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	134	113	134	112	110	109	0	0	0	0	0	0	0	712
Attendance below 90 percent	6	21	20	12	13	12	0	0	0	0	0	0	0	84
One or more suspensions	0	2	0	1	4	2	0	0	0	0	0	0	0	9
Course failure in ELA or Math	1	8	8	5	2	4	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	3	24	24	0	0	0	0	0	0	0	51

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	3	2	9	7	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	7	8	9	11	11	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
35

Date this data was collected or last updated
Wednesday 9/18/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	3	28	14	16	11	14	0	0	0	0	0	0	0	86
One or more suspensions	0	1	1	5	7	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	9	8	3	4	1	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	3	26	21	0	0	0	0	0	0	0	50

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

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	59%	57%	60%	59%	55%
ELA Learning Gains	61%	57%	58%	53%	61%	57%
ELA Lowest 25th Percentile	50%	49%	53%	34%	48%	52%
Math Achievement	61%	60%	63%	62%	63%	61%
Math Learning Gains	66%	61%	62%	54%	65%	61%
Math Lowest 25th Percentile	50%	49%	51%	40%	50%	51%
Science Achievement	56%	57%	53%	54%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	134 (0)	113 (0)	134 (0)	112 (0)	110 (0)	109 (0)	712 (0)
Attendance below 90 percent	6 ()	21 ()	20 ()	12 ()	13 ()	12 ()	84 (0)
One or more suspensions	0 ()	2 (0)	0 (0)	1 (0)	4 (0)	2 (0)	9 (0)
Course failure in ELA or Math	1 ()	8 (0)	8 (0)	5 (0)	2 (0)	4 (0)	28 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	3 (0)	24 (0)	24 (0)	51 (0)

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

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

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	64%	57%	7%	58%	6%	
	2018	60%	56%	4%	57%	3%	
Same Grade Comparison		4%					
Cohort Comparison							
04	2019	60%	55%	5%	58%	2%	
	2018	52%	54%	-2%	56%	-4%	
Same Grade Comparison		8%					
Cohort Comparison		0%					
05	2019	64%	55%	9%	56%	8%	
	2018	63%	55%	8%	55%	8%	
Same Grade Comparison		1%					
Cohort Comparison		12%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	48%	58%	-10%	62%	-14%	
	2018	56%	60%	-4%	62%	-6%	
Same Grade Comparison		-8%					
Cohort Comparison							
04	2019	77%	60%	17%	64%	13%	
	2018	79%	60%	19%	62%	17%	
Same Grade Comparison		-2%					
Cohort Comparison		21%					
05	2019	60%	57%	3%	60%	0%	
	2018	63%	61%	2%	61%	2%	
Same Grade Comparison		-3%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	55%	1%	53%	3%
	2018	59%	55%	4%	55%	4%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	45	70	32	61	71					
ELL	45	47		60	73						
BLK	43	46	54	36	52	52	30				
HSP	57	67	33	59	67	50	57				
MUL	63	74		50	63						
WHT	82	71		83	81		81				
FRL	49	58	53	43	60	47	35				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	44	54	27	41	53	27				
ELL	43			64							
ASN	80			80							
BLK	30	40	52	37	36	30	33				
HSP	59	63		71	83		64				
MUL	77	58		68	42						
WHT	73	52	40	79	74	54	64				
FRL	46	46	45	52	56	46	48				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	30	18	16	26	18	25				
BLK	39	36	27	38	35	30	23				
HSP	61	52		58	65		36				
MUL	50	35		62	63						
WHT	77	66	50	80	61	46	79				
FRL	45	44	33	52	47	38	34				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Our lowest components were the gains of our Lowest Quartile in both reading and math. Showing gains is most difficult for under-performing students, who often showing many EWS signs. We are trending in the right direction in these categories, as our Lowest Quartile gains in reading and math went up by 3 and 8, respectively.

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

The greatest decline from the previous year was our overall math achievement, which dropped from 64% to 61%. When the data was broken down further, the 3rd grade math achievement specifically contributed to this decline.

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

The gains of our ELA Lowest Quartile has the biggest gap when compared to the state average, which we fall 3% below. Over the last 3 years we have made significant progress in this area, jumping from 34% to 47% to 50% over that time period. I think the main factor that has helped us make this improvement is a modification to the way students with disabilities are served. Now students with disabilities are primarily served in the general education classroom during ELA instruction while previously they were served in a separate resource setting.

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

Our biggest area of improvement was our overall ELA gains, which went from 51% to 61%. We implemented a backwards design process for all teachers of ELA in which as a team we targeted specific standards, planned common mini assessments to track student progress, and analyzed the data to help drive instruction. The combination of including more students with disabilities in the general education classroom and an increased focus on the standards led to this improvement.

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

Out of all the EWS, attendance is the most concerning. We had 84 students who had less than 90% attendance, which is significantly more than any other EWS category.

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

1. Increase gains in ELA lowest quartile.
2. Increase gains in Math lowest quartile.
3. Close achievement gap in ELA by increasing overall achievement. Both African American achievement and White achievement would increase, but African American achievement would increase at a higher rate.
4. Close achievement gap in math by increasing overall achievement. Both African American achievement and White achievement would increase, but African American achievement would increase at a higher rate.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the Lowest Quartile gains as measured by the English Language Arts FSA
Rationale	The Lowest Quartile gains was our lowest data point from the school grade. At Littlewood we want all students to find success in school and be equipped with the skills necessary to be successful in life. The students who are in the lowest quartile need to make the most progress in order to reach this goal.

State the measurable outcome the school plans to achieve	ELA FSA scores will increase from 50% to 53%.
Person responsible for monitoring outcome	Justin Russell (russellje@gm.sbac.edu)
Evidence-based Strategy	Teachers will continue to use mini assessments that were developed during the backwards design process last year based on the Florida Standards and SBAC pacing guide. They will monitor individual student data and use it to drive instruction. In addition to the Board adopted curriculum, teachers will supplement instruction with iReady LAFS curriculum materials which closely resemble the Florida Standards Assessment. We have also adopted the SIPPS reading intervention curriculum for students who are receiving interventions.
Rationale for Evidence-based Strategy	We went through this process as a school last year and our ELA gains went up 10% and our ELA achievement went up 5%.

Action Step	
Description	1. Plan and execute rigorous instruction aligned to the standards and adopted pacing guide. 2. Students will participate in mini assessments focusing on a particular standard. 3. Data is collected and analyzed. 4. Remediation takes place based on results.
Person Responsible	Justin Russell (russellje@gm.sbac.edu)

#2	
Title	Increase the Lowest Quartile gains as measured by the Math FSA
Rationale	The Lowest Quartile gains was our lowest data point from the school grade. At Littlewood we want all students to find success in school and be equipped with the skills necessary to be successful in life. The students who are in the lowest quartile need to make the most progress in order to reach this goal.
State the measurable outcome the school plans to achieve	Math FSA scores will increase from 50% to 53%.
Person responsible for monitoring outcome	Justin Russell (russellje@gm.sbac.edu)
Evidence-based Strategy	We will use the Backwards Design Process throughout the school year. Each team will follow the pacing guide and assess individual standards every other week. Teachers will track individual student data and use it to drive instruction and remediate it as needed. Each team will meet every other week with an administrator to break down the data to make decisions and plan lessons.
Rationale for Evidence-based Strategy	We went through this process as a school last year in ELA and our ELA gains went up 10% and our ELA achievement went up 5%. We want to replicate this process for Math.
Action Step	
Description	1. Plan and execute rigorous instruction aligned to the standards and adopted pacing guide. 2. Students will participate in mini assessments focusing on a particular standard. 3. Data is collected and analyzed. 4. Remediation takes place based on results.
Person Responsible	[no one identified]

#3	
Title	Close the Achievement Gap in ELA
Rationale	Unfortunately Alachua County had the highest achievement gap in the state of Florida. It has been a focus for our district and school to reduce this gap over the past several years. Last school year, our White achievement was 86% while our African American Achievement was 43%. While we closed the achievement gap by 2%, we still have a long way to go.

State the measurable outcome the school plans to achieve	African American Achievement will increase to at least 47% while White Achievement will increase to at least 87%.
Person responsible for monitoring outcome	Justin Russell (russellje@gm.sbac.edu)
Evidence-based Strategy	To increase overall achievement, we will provide high quality instruction that is standards based and at the level of rigor that will be assessed on the FSA. We will use a combination of the adopted Board curriculum as well as supplemental research based resources purchased through Title 1 funds, including online software programs. We will use Title 1 personnel to assist in many areas. First, we use it to reduce class size in both 3rd and 5th grade. This allows all students to get more individualized instruction. Next, we use Title 1 personnel to push into classes to support struggling learners and provide small group instruction.

Additionally, we will participate in a year long book study on Culturally Responsive teaching. Teachers will work in small discussion groups and meet monthly to debrief and discuss ways to apply principles of book to daily practice. |
| **Rationale for Evidence-based Strategy** | We elect to use the vast majority of our Title 1 money on personnel resources. Research shows that smaller class sizes overall as well as small group instruction increases student achievement.

A book study in Culturally Responsive teaching will help bridge the cultural divide between our faculty and students. Teachers will learn strategies to more effectively teach our diverse population. |

Action Step	
Description	1. Provide high quality instruction that is standards based and at the level of rigor that will be assessed on the FSA.
2. Identify students who could most benefit from extra support using EWS and achievement data.
3. Deploy Title 1 personnel to these areas.
4. Continually monitor student data and adjust Title 1 personnel assignments as needed.
5. Read A Guide for White Women Who Teach Black Boys
6. Meet monthly to debrief and discuss ways to apply principles of book to daily practice.
Person Responsible	Elizabeth Siegel (siegeleh@gm.sbac.edu)

#4	
Title	Close the Achievement Gap in Math
Rationale	Unfortunately Alachua County had one of the highest achievement gap in the state of Florida for Math achievement. It has been a focus for our district and school to reduce this gap over the past several years. Last school year, our White achievement was 86% while our African American Achievement was 38%. Our achievement gap increased by 7%.

State the measurable outcome the school plans to achieve	Our African American achievement will increase from 38% to 42% and our White achievement will increase from 86% to 87%.
Person responsible for monitoring outcome	Justin Russell (russellje@gm.sbac.edu)
Evidence-based Strategy	We will utilize Title 1 funds to pay for after school tutoring for our struggling learners. This tutoring will be based on grade level standards and be implemented in small groups.
Rationale for Evidence-based Strategy	An extra hour of instruction twice per week will be beneficial to students who are below grade level.

Action Step	
Description	1. Using EWS and achievement data, target students in grades 2-5 for after school tutoring. 2. Utilize certified teachers to provide instruction to these students 2 days per week. 3. Track student data, adjust groups as needed.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

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

Our other two main schoolwide improvement priorities relate to EWS data. First, we would like to decrease African American suspensions. We had 9 total African American suspensions last year, and we would like to decrease it to 8 or fewer. We will address this goal through the implementation of school-wide PBiS with fidelity.

Additionally, we will focus on attendance data. Last year we had 84 students miss 10% or more of the school year. We would like to reduce that number to 76 or fewer. The School Advisory Council will support this goal through

Part IV: Title I Requirements

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

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

Littlewood believes in building positive relationships between school and home in order to improve student achievement. The school aims to increase family engagement by having students grades 1-5 use planners daily to facilitate home-school communication and increase dialogue between teachers, administrators and parents. Multiple family engagement activities will be held throughout the year to teach parents how to help their child achieve academic success. Parents will be invited to visit their child's classroom during the academic day and families encouraged to attend grade level performances throughout the year. Littlewood also values the community/business partnerships established with local businesses near the school. These partners are encouraged to attend PTA and SAC meetings, plus school and family events. They provide both monetary and material donations. In return, the school recognizes and supports them in public ways, such as in our newsletter, at school events, and on the marquee. We also collaborate with non-profits such as local churches and UF service organizations to provide mentoring and tutoring for our students, plus projects to improve facilities.

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

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

Littlewood implements a strong classroom guidance program monitored by the principal and assistant principal and administered by the school counselors. Each grade level follows a specific curriculum that is both age-appropriate and unique, so as to not repeat topics. Guidance can also be provided through small group or one on one counseling. The school resource officer is highly involved with our students and enjoys leading small group discussions to provide mentorship. Several organizations 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. Littlewood has also established a student services committee, led by a school counselor, to monitor the social, emotional, and academic needs of students of concern.

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. The school also holds
Kindergarten Round-Up in May to support the incoming Kindergarten students.

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

Data is reviewed by the leadership team and decisions are made regarding curriculum, services, and resources needed to provide continuous support to meet the needs of all students. Resources are distributed based on this student data. When students are not progressing, even with supports, RtI meetings are held regularly. The participants include the parent/guardian, Principal, Assistant Principal, School Counselor, School Psychologist, ESE teachers, and staffing specialist, when available. Student progress through the RtI process and are evaluated and decisions made based on the data. Title 1 provides many resources to all students including supplemental ELA and Math curriculum, supplementary Math & ELA online curriculum programs, 3rd through 5th grade class-size reduction teachers, resource teachers, plus Literacy and Math station materials.

Nutrition Programs: The Backpack program sends food home weekly. Food Baskets are provided for Thanksgiving and Christmas. The School Counselor coordinates both programs. The Community Eligibility Program provides free breakfast and lunch for ALL students.

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

Title III: Dictionaries are provided by the district.

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

PreK transition to Kindergarten will be facilitated through Kindergarten Round-Up in May 2020.

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

We partner with the University of Florida for our Lunch Buddy program as well as classroom volunteers. All 5th grade students attend a field trip to the University of Florida to see a football game and experience what college life could be like. Scientists from the community visit on science night to share information about their profession.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Increase the Lowest Quartile gains as measured by the English Language Arts FSA**				**$13,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	0091 - Littlewood Elementary School	Title, I Part A		$13,000.00
			Notes: Supplemental curriculum including iReady LAFS			
2	III.A.	**Areas of Focus: Increase the Lowest Quartile gains as measured by the Math FSA**				**$0.00**
3	III.A.	**Areas of Focus: Close the Achievement Gap in ELA**				**$290,893.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0091 - Littlewood Elementary School	Title, I Part A	3.8	$188,671.00
			Notes: Salaries of T1 teachers			

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0091 - Littlewood Elementary School	Title, I Part A	0.75	$12,000.00
		Notes: Salary of instructional paraprofessional				
	5100	210-Retirement	0091 - Littlewood Elementary School	Title, I Part A		$16,997.00
	5100	220-Social Security	0091 - Littlewood Elementary School	Title, I Part A		$15,351.00
	5100	230-Group Insurance	0091 - Littlewood Elementary School	Title, I Part A		$31,654.00
	5100	290-Other Employee Benefits	0091 - Littlewood Elementary School	Title, I Part A		$1,023.00
	5100	750-Other Personal Services	0091 - Littlewood Elementary School	Title, I Part A		$5,000.00
		Notes: Subs for T1 Class Size Reduction Teachers				
	6300	510-Supplies	0091 - Littlewood Elementary School	Title, I Part A		$300.00
		Notes: Books for PLC on Culturally Responsive Classrooms				
	5100	510-Supplies	0091 - Littlewood Elementary School	Title, I Part A		$3,000.00
		Notes: Consumable classroom materials and supplies				
	5100	610-Library Books	0091 - Littlewood Elementary School	Title, I Part A		$2,031.00
		Notes: Books not located in the library used for student instruction				
	5100	622-Audio Visual Materials Non-Capitalized	0091 - Littlewood Elementary School	Title, I Part A		$1,500.00
		Notes: Document Cameras to assist teachers during instruction.				
	5100	644-Computer Hardware Non-Capitalized	0091 - Littlewood Elementary School	Title, I Part A		$1,366.00
		Notes: Computer equipment used for instruction, less than $1000 per item, including headphones.				
	5100	691-Computer Software Capitalized	0091 - Littlewood Elementary School	Title, I Part A		$12,000.00
4	**III.A.**	**Areas of Focus: Close the Achievement Gap in Math**				**$16,328.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0091 - Littlewood Elementary School	Title, I Part A		$14,000.00
		Notes: Salaries for After School tutoring program				
	5900	210-Retirement	0091 - Littlewood Elementary School	Title, I Part A		$1,186.00
	5900	220-Social Security	0091 - Littlewood Elementary School	Title, I Part A		$1,071.00
	5900	290-Other Employee Benefits	0091 - Littlewood Elementary School	Title, I Part A		$71.00

	Total:	$320,221.00