

Alachua County Public Schools

# Littlewood Elementary School



## 2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	80%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (55%) 2016-17: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

### School Board Approval

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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 themselves 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Russell, Justin	Principal	Oversee all daily operations of the school. 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, 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 PBIS with fidelity; maintains a safe learning environment.
Gardiner, Maggie	Assistant Principal	Assists with overseeing daily operation of the school. Provides leadership and direction to ESE department. 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.
Hines, Tawanna	Behavior Specialist	Provides support for teachers and parents related to classroom and behavior management strategies, develops and monitors behavior plans for specific students, acts as PBS coach to ensure it is implemented with fidelity. Processes discipline referrals.
Fields, Kendra	Instructional Coach	Provides information about core instruction, participates in student data collection, delivers Tier 2/3 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. Monitors school wide and individual student data. Helps lead data meetings.
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



Name	Position Title	Job Duties and Responsibilities
		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.

## Demographic Information

### Principal start date

Saturday 7/1/2017, Justin Russell

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

54

**Total number of students enrolled at the school**

658

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

5

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

### Demographic Data

## Early Warning Systems

**2021-22**

**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	109	102	117	98	115	103	0	0	0	0	0	0	0	644
Attendance below 90 percent	6	21	24	13	29	18	0	0	0	0	0	0	0	111
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	4	17	16	19	14	10	0	0	0	0	0	0	0	80
Course failure in Math	4	9	9	20	14	10	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	21	10	38	41	0	0	0	0	0	0	0	0	0	110

#### 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	4	13	13	16	13	9	0	0	0	0	0	0	0	68

#### 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	5	0	1	1	3	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected or last updated

Monday 9/27/2021

#### 2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	111	90	114	95	94	0	0	0	0	0	0	0	578
Attendance below 90 percent	5	15	13	16	8	18	0	0	0	0	0	0	0	75
One or more suspensions	0	1	0	0	2	5	0	0	0	0	0	0	0	8
Course failure in ELA	2	4	3	8	1	1	0	0	0	0	0	0	0	19
Course failure in Math	1	0	1	6	1	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17

**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	1	5	1	8	0	0	0	0	0	0	0	18

**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	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	111	90	114	95	94	0	0	0	0	0	0	0	578
Attendance below 90 percent	5	15	13	16	8	18	0	0	0	0	0	0	0	75
One or more suspensions	0	1	0	0	2	5	0	0	0	0	0	0	0	8
Course failure in ELA	2	4	3	8	1	1	0	0	0	0	0	0	0	19
Course failure in Math	1	0	1	6	1	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17

**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	1	5	1	8	0	0	0	0	0	0	0	18

**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	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	59%	57%	58%	58%	56%
ELA Learning Gains				61%	57%	58%	51%	53%	55%
ELA Lowest 25th Percentile				50%	49%	53%	47%	40%	48%
Math Achievement				61%	60%	63%	64%	64%	62%
Math Learning Gains				66%	61%	62%	62%	58%	59%
Math Lowest 25th Percentile				50%	49%	51%	42%	45%	47%
Science Achievement				56%	57%	53%	58%	55%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	57%	7%	58%	6%
Cohort Comparison						
04	2021					
	2019	60%	55%	5%	58%	2%
Cohort Comparison		-64%				
05	2021					
	2019	64%	55%	9%	56%	8%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	58%	-10%	62%	-14%
Cohort Comparison						
04	2021					
	2019	77%	60%	17%	64%	13%
Cohort Comparison		-48%				
05	2021					
	2019	60%	57%	3%	60%	0%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	55%	1%	53%	3%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The AIMS district-wide assessments were used to gather the data below during the 2020-2021 school year. These assessments are given every nine weeks in Math for K-5, ELA 2-5, and Science 4-5.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	55	56
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	82	69	57
	Economically Disadvantaged	74	60	48
	Students With Disabilities	73	57	45
	English Language Learners	71	73	60
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	66	64
	Economically Disadvantaged	51	60	54
	Students With Disabilities	38	64	62
	English Language Learners	50	44	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59	67	73
	Economically Disadvantaged	51	58	61
	Students With Disabilities	60	71	85
	English Language Learners	55	67	78

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	67	51
	Economically Disadvantaged	33	53	35
	Students With Disabilities	56	41	36
	English Language Learners	36	33	15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	64	77
	Economically Disadvantaged	37	45	67
	Students With Disabilities	33	53	67
	English Language Learners	36	33	62
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	60	59
	Economically Disadvantaged	41	30	42
	Students With Disabilities	9	0	25
	English Language Learners	29	13	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	81	70	79
	Economically Disadvantaged	70	54	69
	Students With Disabilities	55	33	67
	English Language Learners	57	50	88

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	51	67
	Economically Disadvantaged	27	43	59
	Students With Disabilities	31	62	50
	English Language Learners	40	60	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	56	66
	Economically Disadvantaged	44	53	64
	Students With Disabilities	60	62	57
	English Language Learners	60	60	80
	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	52	63
Science	Economically Disadvantaged	35	47	58
	Students With Disabilities	25	58	50
	English Language Learners	60	60	40
	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	52	63
	Economically Disadvantaged	35	47	58

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	47		36	69		40				
ELL	30			40							
BLK	31	32		27	38	36	15				
HSP	52	38		62	69		20				
MUL	59			74							
WHT	78	59		74	70		66				
FRL	41	44	33	42	60	43	33				
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				

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
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES



English Language Learners	
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	67
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	69
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

For the most part, ELA achievement is significantly lower than Math achievement in all grade levels and across subgroups.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The lowest quartile gains for both ELA and Math. This trend was true from the 2018 to 2019 state assessment data and holds true with the 2021 baseline state assessment data.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Struggling learners (the lowest quartile) were hit the hardest by the pandemic. Inconsistencies in methodology of instruction, instructors themselves, and attendance all contributed to our struggling learners falling further behind. With a large percentage of students learning from home, inevitably the levels of support received had great variance. The disparity between high achievers and struggling learners has never been greater. For these reasons, we are focusing heavily on the students who need the most support. They are being identified through progress monitoring and being provided with interventions, small group instruction, and tutoring opportunities both inside and outside of the school day.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

From the 2018 to 2019 state assessments, our ELA achievement and ELA gains showed the most improvement, with a jump of 5 and 10 percentage points, respectively.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

We can contribute it to standards based progress monitoring through our backwards design process.

#### What strategies will need to be implemented in order to accelerate learning?

To increase achievement and gains, 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 newly 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 reduce class size in 2nd, 3rd and 5th grade. This allows all students to get more individualized instruction. We use Title 1 personnel and high dose tutors to push into classes to

support struggling learners and provide small group instruction. Additionally, all teachers will participate in district-wide progress monitoring. Teachers will use this data to drive their instruction. Finally, lower performing students will be offered after-school tutoring and before school tutoring free of charge.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Each grade level will provide standards based instruction using board adopted curriculum. They will also follow a universal progress monitoring plan to identify students in need and the areas they struggle in. Those students will be identified for support, through a combination of interventions and Title 1 supplementary support. Each team will meet with the administration for monthly data chats/ progress monitoring checks where individual students are discussed and support plans are created.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Progress monitoring will remain consistent and continue from year to year, and the data collected will follow each student. Each school year, the receiving teacher will already have a comprehensive picture of each child's strengths and weaknesses and can continue to build on the strengths and address the weaknesses right away. Teachers will continue to grow in their comfort level with the newly adopted curriculum materials and as students begin to be exposed to it at a younger age, the benefits will become more apparent each year as students get to the intermediate grades with a stronger background.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	We want to improve Reading Achievement for all students and especially our Lowest Quartile. Lowest Quartile ELA gains was our lowest reported category for 20-21 FSA data.
<b>Measurable Outcome:</b>	ELA Achievement will improve from 58% to at least 61%. Lowest Quartile ELA gains will improve from 37% to at least 40%.
<b>Monitoring:</b>	This Area of Focus will be monitored through progress monitoring. This includes DIBELS three times per year, AIMS three times per year, monthly or bi-monthly ISIP assessments, and Unit Benchmark Assessments (every 15-20 school days). This data will be used to drive instruction.
<b>Person responsible for monitoring outcome:</b>	Justin Russell (russellje@gm.sbac.edu)
<b>Evidence-based Strategy:</b>	To increase ELA achievement and gains, 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 newly adopted Board curriculum Benchmark Advance 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 reduce class size in 2nd, 3rd and 5th grade. This allows all students to get more individualized instruction. We use Title 1 personnel and high dose tutors to push into classes to support struggling learners and provide small group instruction. Additionally, all teachers will participate in district-wide progress monitoring as listed above. Teachers will use this data to drive their instruction. Finally, lower performing students will be offered after-school tutoring and before school tutoring free of charge.
<b>Rationale for Evidence-based Strategy:</b>	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. Research also shows that frequent progress monitoring and reteaching and remediation informed by formative assessments that are based on standards lead to student growth. Additionally, we believe that providing more contact time with a teacher before or after school will increase achievement.

**Action Steps to Implement**

1. Provide high quality instruction that is standards based and at the level of rigor that will be assessed on the FSA using Benchmark Advance.
2. Continually monitor student progress and adjust instruction as needed throughout.
3. Identify students who could most benefit from extra support using EWS and achievement data.
4. Deploy Title 1 personnel to these areas.
5. Continually monitor student data and adjust instruction and Title 1 personnel assignments as needed.

**Person Responsible** Justin Russell (russellje@gm.sbac.edu)

**#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

We want to improve our Math achievement for all students, but especially the Lowest Quartile. Our Lowest Quartile Math gains were 42%, which is our 2nd lowest category.

**Measurable Outcome:** Math Achievement will improve from 58% to at least 61% or higher.  
Lowest Quartile Math gains will improve from 42% to at least 45% or higher.

**Monitoring:** This Area of Focus will be monitored through progress monitoring. This includes AIMS three times per year, monthly or bi-monthly ISIP assessments, and Big Ideas Chapter Tests. This data will be used to drive instruction.

**Person responsible for monitoring outcome:** Justin Russell (russellje@gm.sbac.edu)

**Evidence-based Strategy:** To increase Math gains and 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 the adopted curriculum Big Ideas as well as supplemental software programs such as IXL and BigBrainz purchased through Title 1 funds. We will also use Title 1 personnel to assist in many areas. First, we use it to reduce class size in 2nd, 3rd and 5th grade. This allows all students to get more individualized instruction. Additionally, all teachers will participate in district-wide progress monitoring as listed above. Teachers will use this data to drive their instruction. Finally, lower performing students will be offered after-school tutoring and before school tutoring free of charge.

**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. Research also shows that frequent progress monitoring and reteaching and remediation informed by formative assessments that are based on standards lead to student growth. Additionally, we believe that providing more contact time with a teacher before or after school will increase achievement.

**Action Steps to Implement**

1. Provide high quality instruction that is standards based and at the level of rigor that will be assessed on the FSA using Big Ideas.
2. Progress monitor and adjust instruction throughout.
- 3.. Identify students who could most benefit from extra support using EWS and achievement data.
4. Deploy Title 1 personnel to these areas.
5. Continually monitor student data and adjust instruction and Title 1 personnel assignments as needed.

**Person Responsible:** Justin Russell (russellje@gm.sbac.edu)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to SafeSchoolsforAlex.org, Littlewood had 6 "violent" incidents during the 2021-2022 school year and 10 total out of school suspensions. Violent incidents may include fighting, bullying, battery, or threats. Our goal is to reduce the number of "violent" incidents this year as well as the number of out of school suspensions. We will do that through a robust school-wide PBiS program implemented with fidelity. We have been recognized as a model school by the state of Florida for the past three years. PBiS is a three tiered, data driven approach designed to reduce poor behavior school-wide through the encouragement of positive behaviors. This program is led by the Behavior Resource Teacher, Tawanna Hines, who works with community partners to provide rewards and incentives to students. The philosophy behind the program is that focusing on and highlighting the behaviors and expectations that we want is more powerful than focusing on negative behaviors.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

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.

Each day, we produce a morning news show for all teachers and students. Throughout the show, we highlight the school-wide expectations as well as positive events and activities going on throughout the school. We also promote upcoming events and recognize students and staff for their contributions.

Also, Littlewood is a Positive Behavior Interventions and Supports (PBIS) school. We have been recognized as a model school by the state of Florida for the past three years. PBiS is a three tiered, data driven approach designed to reduce poor behavior school-wide through the encouragement of positive behaviors. This program is led by the Behavior Resource Teacher, Tawanna Hines, who works with community partners to provide rewards and incentives to students. The philosophy behind the program is that focusing on and highlighting the behaviors and expectations that we want is more powerful than focusing on negative behaviors.

## Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Littlewood values the community/business partnerships established with local businesses near the school. These partners, as well as parents, are encouraged to attend PTA and SAC meetings, plus school and family events. Business partners 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.

The School Advisory Council provides input that relates to the School Improvement Plan and improving academic performance throughout the year.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$331,258.82</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0091 - Littlewood Elementary School	Title, I Part A		\$324,428.93
			<i>Notes: Supplemental Personnel and EDI stipends</i>			
	5100	140-Substitute Teachers	0091 - Littlewood Elementary School	Title, I Part A		\$2,317.71
			<i>Notes: Subs for CSR</i>			
	5100	520-Textbooks	0091 - Littlewood Elementary School	Title, I Part A		\$4,512.18
			<i>Notes: Ready Florida LAFS books</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$8,525.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0091 - Littlewood Elementary School	Title, I Part A		\$6,525.00
			<i>Notes: IXL Math and ELA license</i>			
	5100	369-Technology-Related Rentals	0091 - Littlewood Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Imagine Math Facts License</i>			
<b>Total:</b>						<b>\$339,783.82</b>