

Alachua County Public Schools

Littlewood Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 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	2021-22: B (58%) 2018-19: B (58%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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812 NW 34TH ST, Gainesville, FL 32605

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	61%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Russell, Justin	Principal	Oversee all daily operations of the school. Hires and develops a high quality faculty and staff. 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 and learned (lesson plans, classroom snapshots). 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 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 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 and analyzes discipline data. Collaborates with teachers and parents to support student success.
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 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Monitors school wide and individual student data. Helps lead quarterly data meetings and plan for individual student improvement.
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

Name	Position Title	Job Duties and Responsibilities
		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.
Miller, Aimee	School Counselor	Helps meet all student needs on campus. Is liaison between families and school. 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.

Demographic Information

Principal start date

Saturday 7/1/2017, Justin Russell

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

705

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	111	122	108	116	106	119	0	0	0	0	0	0	0	682
Attendance below 90 percent	6	29	28	20	25	25	0	0	0	0	0	0	0	133
One or more suspensions	0	0	4	1	4	5	0	0	0	0	0	0	0	14
Course failure in ELA	3	24	17	22	10	2	0	0	0	0	0	0	0	78
Course failure in Math	2	17	17	17	6	1	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	13	23	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	16	18	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	2	30	22	22	16	14	0	0	0	0	0	0	0	106

Using the table above, complete the table below with the number of students by current grade level who have 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	3	30	25	23	23	22	0	0	0	0	0	0	0	126

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 9/8/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	53%	56%				63%	59%	57%
ELA Learning Gains	59%						61%	57%	58%
ELA Lowest 25th Percentile	40%						50%	49%	53%
Math Achievement	68%	40%	50%				61%	60%	63%
Math Learning Gains	66%						66%	61%	62%
Math Lowest 25th Percentile	49%						50%	49%	51%
Science Achievement	59%	54%	59%				56%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	57%	7%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	60%	55%	5%	58%	2%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	55%	9%	56%	8%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	58%	-10%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	77%	60%	17%	64%	13%
Cohort Comparison		-48%				
05	2022					
	2019	60%	57%	3%	60%	0%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	55%	1%	53%	3%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	37	24	36	49	38	17				
ELL	37	41	20	37	50	45					
BLK	36	40	39	44	48	36	21				
HSP	64	61	25	62	64	42	48				
MUL	68	69		68	71						
WHT	77	67	55	85	77	82	87				
FRL	47	48	39	48	57	39	39				

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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
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	75
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

We experienced steady improvement in all areas. Our math achievement and math gains were the strongest, while the lowest quartile ELA gains and lowest quartile math gains were the lowest, although they still improved from the prior year. Our ESSA subgroups of SWD and African American fell below the 41% threshold and need to be addressed.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement would be lowest quartile gains in both ELA and Math. More specifically, the students with disabilities subgroup and African American subgroup were the lowest achieving in both proficiency and gains.

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

Our lowest quartile didn't make the improvements that we hoped for. We will focus our data chats more specifically on the lowest quartile and make sure that all students identified in this group have specific interventions in place to address their learning needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA gains (up 12%) and Science achievement (up 15%) showed the most growth.

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

Quarterly data chats with all grade levels, intensive supports for struggling students during the school day and after school. Common assessments at all grade levels and standards monitored to drive individualized instruction. Common planning for science teachers, sharing hands on experiences.

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

Quarterly data chats
Aligning instruction to Benchmark Advanced and the BEST standards
UFLI for K-2
High Dose Tutoring, Title 1, and ELL small groups
Common Assessments for ELA and Math
After school tutoring for students identified as below grade level

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.

Data meetings with grade level teams to review progress and areas of focus. Provide PD around BEST Benchmarks, incorporated with literacy instruction. Invite all teachers to BEST asynchronous Canvas course.

Provide intervention support to address lowest quartile and identified achievement gap ESSA groups using district approved curriculum (UFLI, SIPPS, etc.). Focusing on the 2nd and 3rd questions from the Dufours PLC guiding questions model to drive data conversations:

What do we want all students to know and be able to do?

How will we know if they learn it?

How will we respond when some students do not learn?

How will we extend the learning for students who are already proficient?

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

2 full time High Dose Tutors to work with students identified as not proficient during the school day using the SIPPS curriculum. Additional supports for small group instruction from two ESOL tutors, an additional instructional paraprofessional, and a part time Title 1 intervention teacher. After school tutoring provided to students who are not proficient. Use of UFLI with fidelity in K-2, and as an intervention in grades 3-5.

Common assessments for progress monitoring in reading and math K-5. Use of supplemental curriculum and/or software programs such as IXL, Imagine Learning, and iStation.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our ESSA subgroup score for African Americans was 38% and below the 41% threshold.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We would like to raise our African American ELA achievement from 35% to 50% and our African American Math achievement from 42% to 50%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Throughout the year FAST assessments Progress Monitoring 1 & 2, and the final FAST assessment will be monitored. Classroom student data including Benchmark unit assessments and Go Math unit assessments, and DIBELS will also be monitored. Teams will meet monthly with school leadership to discuss students who are below proficiency and make sure that interventions are in place for those students.

Person responsible for monitoring outcome:

Maggie Gardiner (gardinermf@gm.sbac.edu)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

High yield instruction using the adopted curriculum that is directly tied to BEST standards. UFLI will be used with fidelity at KG-2nd. Formative assessment and small groups for remediation will be implemented in all classrooms. All African American students who are below grade level will have an intervention in place that may include high dose tutoring, Title 1 pull out, or after school tutoring. PD for teachers that will include training on how the new curriculum supports the BEST standards. Teacher led PAACT program to support African American students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for

Standards based, individualized instruction at the students' level is the best way for students to show academic progress.

selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Regular common assessments in ELA and Math

Job imbedded Benchmark training, focusing on how the adopted curriculum supports the BEST standards.

Regular team data chats with administration and IIC (coach) to identify students of need

Targeted pullout/small group using high dose tutors and Title 1 staff

After school tutoring

The Pledging to Advance Academic Capacity Together Program at Littlewood Elementary School would serve as an academic improvement initiative for African American students, teaching students how to set goals, implement strategies for success inside and outside of the classroom, and take on leadership roles.

The ultimate goals of the program are to increase African-American student performance on standardized tests (decreasing the race achievement gap) and to foster a greater connection to the school community.

We will pair students with mentors (current Littlewood teachers as well as University of Florida students) who will organize weekly check-ins.

Culturally Relevant Pedagogy Book Study

Person

Responsible

Maggie Gardiner (gardinermf@gm.sbac.edu)

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA proficiency and gains were lower than Math school-wide. Additionally, new state standards were adopted prior to this year so it is important for teachers to gain familiarity with them.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA pass rate as measured by the FAST assessment in grades 3-5 will increase from 63% to 66%.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Throughout the year FAST assessments Progress Monitoring 1 & 2, and the final FAST assessment will be monitored. Classroom student data including Benchmark Unit assessments and DIBELS will also be monitored. Teams will meet monthly with school leadership to discuss students who are below proficiency and make sure that interventions are in place for those students.

Person responsible for monitoring outcome:

Maggie Gardiner (gardinermf@gm.sbac.edu)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

High yield instructional strategies using the adopted Benchmark Curriculum that is directly tied to BEST standards. School-wide PD to focus on this area.

UFLI will be used with fidelity at KG-2nd. Formative assessment and small groups for remediation will be implemented in all classrooms.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Standards based, individualized instruction at the students' level is the best way for students to show academic progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Baseline assessments and regular common assessments

Implement UFLI every day with fidelity grades K-2.

Job imbedded Benchmark training, focusing on how the adopted curriculum supports the BEST standards.

Regular team data chats with administration and IIC (coach) to identify students of need

Targeted pullout/small group using high dose tutors and Title 1 staff

After school tutoring

Modification to master schedule to ensure that all students with disabilities are being provided individualized grade level instruction in the least restrictive environment

Person Responsible

Maggie Gardiner (gardinermf@gm.sbac.edu)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 four 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 school culture and environment.

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.