Alachua County Public Schools

Littlewood Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Littlewood Elementary School

812 NW 34TH ST, Gainesville, FL 32605

https://www.sbac.edu/littlewood

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 learning.

Provide the school's vision statement.

Littlewood Elementary encourages the child to see themselves as a worthwhile individual with the characteristics to assume a responsible place in the school and community. Our faculty and staff create an atmosphere for children 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, the school relies upon the strengths of the students, school staff, parents and community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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. Hires and develops a high quality faculty and staff. Provides leadership and direction for students to meet 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.
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.

Name	Position Title	Job Duties and Responsibilities
Miller, Aimee	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council's primary mission is to help support school improvement. School data is regularly shared with the School Advisory Council throughout the year, and goals for improvement are developed after end of year data is released. The School Advisory Council assists in the development of goals and strategies to achieve the goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

During monthly leadership team data chats, school-wide data will be analyzed while looking specifically at subgroups and reviewing progress towards SIP goals. This data will also be analyzed at quarterly grade level data chats and quarterly School Advisory Council meetings. The SIP goals will be referenced during all these analysis sessions to ensure fidelity.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	80%

Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	1	34	34	35	21	25	0	0	0	150
One or more suspensions	0	0	1	9	4	5	0	0	0	19
Course failure in English Language Arts (ELA)	3	26	32	26	15	3	0	0	0	105
Course failure in Math	3	10	9	29	6	1	0	0	0	58
Level 1 on statewide ELA assessment	3	44	69	36	45	27	0	0	0	224
Level 1 on statewide Math assessment	3	55	23	38	34	34	0	0	0	187
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	24	20	20	22	27	0	0	0	116

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	3	13	27	33	21	18	0	0	0	115

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	4	1	6	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	29	28	20	25	25	0	0	0	133
One or more suspensions	0	0	4	1	4	5	0	0	0	14
Course failure in ELA	3	24	17	22	10	2	0	0	0	78
Course failure in Math	2	17	17	17	6	1	0	0	0	60
Level 1 on statewide ELA assessment	0	0	0	4	13	23	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	3	16	18	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	30	22	22	16	14	0	0	0	106

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	30	25	23	23	22	0	0	0	126

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	29	28	20	25	25	0	0	0	133
One or more suspensions	0	0	4	1	4	5	0	0	0	14
Course failure in ELA	3	24	17	22	10	2	0	0	0	78
Course failure in Math	2	17	17	17	6	1	0	0	0	60
Level 1 on statewide ELA assessment	0	0	0	4	13	23	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	3	16	18	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	30	22	22	16	14	0	0	0	106

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	30	25	23	23	22	0	0	0	126

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	52	53	63	53	56	58		
ELA Learning Gains				59			47		
ELA Lowest 25th Percentile				40			37		
Math Achievement*	60	53	59	68	40	50	58		
Math Learning Gains				66			61		
Math Lowest 25th Percentile				49			42		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	59	54	54	59	54	59	44		
Social Studies Achievement*					58	64			
Middle School Acceleration					43	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	40	61	59	75			39		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	31	Yes	1	1
AMI				
ASN				
BLK	38	Yes	2	
HSP	51			
MUL	60			
PAC				
WHT	78			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	44			
AMI				
ASN				
BLK	38	Yes	1	
HSP	54			
MUL	69			
PAC				
WHT	76			
FRL	45			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			60			59					40
SWD	46			30			50				4	
ELL	25			29							3	40
AMI												
ASN												
BLK	40			34			35				4	
HSP	58			55			45				5	31
MUL	69			62			50				3	
PAC												
WHT	76			76			80				4	
FRL	47			41			43				5	40

2022-23 ACCOUNTABILITY 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	ELP Progress
All Students	63	59	40	68	66	49	59					75
SWD	29	37	24	36	49	38	17					
ELL	37	41	20	37	50	45						75
AMI												
ASN												
BLK	36	40	39	44	48	36	21					
HSP	64	61	25	62	64	42	48					69
MUL	68	69		68	71							
PAC												
WHT	77	67	55	85	77	82	87					
FRL	47	48	39	48	57	39	39					

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	58	47	37	58	61	42	44					39
SWD	26	47		36	69		40					
ELL	30			40								39

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	31	32		27	38	36	15					
HSP	52	38		62	69		20					25
MUL	59			74								
PAC												
WHT	78	59		74	70		66					
FRL	41	44	33	42	60	43	33					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	59%	53%	6%	54%	5%
04	2023 - Spring	62%	54%	8%	58%	4%
03	2023 - Spring	66%	49%	17%	50%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	52%	13%	59%	6%
04	2023 - Spring	63%	58%	5%	61%	2%
05	2023 - Spring	60%	54%	6%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	51%	5%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school 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 data components were SWD achievement (32%), specifically in the area of Math achievement , and African American student achievement, specifically in ELA (37%) .

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

Our science achievement decreased from 59% to 58%, while our overall math achievement decreased from 68% to 65%. This is likely due to taking math on the computer for the first time and having to transcribe answers from paper to the computer.

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.

Our school averages were 10% higher than the state average in ELA, and 6% higher than the state average in Math. This is likely due to using Benchmark Universe with more fidelity, offering more High Dose Tutoring options that were fluid based on student progress, and using UFLI intervention/SIPPS to fill in gaps in the older grade levels. In regards to ESSA subgroups our African American ELA achievement was 37% and the state average was 36%. Our students with disabilities math achievement was 32% and the state average was 28%.

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

The most improved area was SWD increasing from 29% to 48% in ELA. This gain is likely due to the expanded service model with more options to meet the needs of the varying abilities with the SWD program.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Overall attendance data, particularly the amount of students who miss more than 10% of school days, which was 24% of our population.

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

African American ELA Achievement
Students with disabilities Math Achievement
Overall Science Achievement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus is to decrease the number of students who miss 10% or more days. There is a direct correlation between attendance and achievement.

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

The percentage of students who miss 10% or more days will decrease from 24% to less than 20%.

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

Attendance data will be pulled monthly and discussed with truancy officer and leadership team. Individual student attendance data will be monitored through team grade level data chats. Attendance EPT Meetings will be scheduled when students begin to be truant.

Implementation of morning meetings will be monitored through classroom snapshots and formal observation data.

Person responsible for monitoring outcome:

Nancy Dingus (dingusnk@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will implement school-wide morning meetings for all classrooms, regardless of grade level.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students who feel like they are part of a school and classroom community are more likely to attend school regularly. Through morning meetings, each student will have a voice and be seen and heard daily. Character education will also be incorporated into these daily meetings.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will be provided with daily morning meeting presentation and questions/discussion starters. Teachers will implement this into their daily practice.

Person Responsible: Maggie Gardiner (gardinermf@gm.sbac.edu)

By When: Day 1 of school year

Administration will perform regularly walkthroughs and formal observations to monitor implementation of morning meetings.

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

By When: Ongoing

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our African American ELA achievement was 37%. Although this was above the state and district average, it is far below our overall achievement of 64%. This will be an area of focus due to this discrepancy.

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

African American ELA achievement will increase from 37% to 42% or higher.

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

Student data will be monitored in several ways: FAST/STAR (primary) in ELA 3x per year, DIBELS 3x per year, I-station ISIP assessment bi-monthly, and Benchmark Unit Tests every 3 weeks. Individual students of concern are discussed at team grade level data chats that take place quarterly. Identified students may have prescribed time on IXL ELA, and 3rd and 5th grade teachers will supplement small group instruction with Magnetic Reading Curriculum.

Person responsible for monitoring outcome:

Maggie Gardiner (gardinermf@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

African American students who are identified as below grade level will be selected for extra interventions including high dose tutoring and/or Title 1 intervention, small group instruction within the classroom, and/or after school tutoring using adopted grade level curriculums or adopted supplemental curriculum, such as SIPPS.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Individual or small group instruction using adopted research based curriculum will be the best way to close the gap.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Perform baseline assessments to identify students below grade level

Person Responsible: Maggie Gardiner (gardinermf@gm.sbac.edu)

By When: First 3 weeks of school

Schedule students who are below grade level into intervention groups in their individual classrooms, pull out groups, and after school tutoring.

Person Responsible: Maggie Gardiner (gardinermf@gm.sbac.edu)

By When: First month of school

Monitor students progress and adjust small groups as needed

Person Responsible: Maggie Gardiner (gardinermf@gm.sbac.edu)

By When: Ongoing, but discuss during monthly data chats

Students identified as below grade level will use IXL for ELA practice weekly, and 3rd/5th grade students will be supplemented in small group with Magnetic Reading

Person Responsible: Maggie Gardiner (gardinermf@gm.sbac.edu)

By When: First month of school

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus will be to improve math achievement, specifically among students with disabilities and African American students. Our SWD achieved 48% proficiency in ELA, which was the highest in the district. This is contrasted by an achievement level of 32% proficiency in Math for that same group of students. Therefore, we will focus on improving math achievement for this subgroup. African American math achievement was 42% and remained stagnant, so we would like this to increase by 5% as well.

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

Math achievement for students with disabilities will increase from 32% to 37%. Math achievement for African American students will increase from 42% to 47%.

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

Student data will be monitored in several ways: FAST testing in Math 3x per year and Go Math Unit Tests. Individual students of concern are discussed at team grade level data chats that take place quarterly.

Person responsible for monitoring outcome:

Maggie Gardiner (gardinermf@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students below grade level will have small group math instruction using research based curriculum and at least 30 minutes of Imagine Math supplemental software program weekly

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Individual or small group instruction using adopted research based curriculum will be the best way to close the gap. Imagine Math is research based to improve students math fluency which leads to achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

School-wide, job imbedded PD on Tier 2, small group instruction

Person Responsible: Maggie Gardiner (gardinermf@gm.sbac.edu)

By When: Tier 2 Professional Development is ongoing but will begin during 1st 9 weeks.

Weekly implementation of small group instruction and Imagine Math Facts

Person Responsible: Maggie Gardiner (gardinermf@gm.sbac.edu)

By When: First month of school

Administration will monitor small group intervention through classroom walkthroughs, formal observations, and individual student achievement and assessment data

Person Responsible: Maggie Gardiner (gardinermf@gm.sbac.edu)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and district (support Principal or executive director) will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Federal Grants and programs department will aid in the budget alignment processes to ensure the student needs are met.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is publicly available at https://www.sbac.edu/littlewood. The SIP and SWP are communicated to stakeholders through the title 1 annual parent meeting, Littlewood SAC meetings, faculty meetings, and regular update emails from school leadership.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Parent and Family Engagement plan can be found at https://www.sbac.edu/littlewood. Littlewood will build relationships with parents, families and other community stakeholders through the annual title 1 parent meeting, open house, and parent family workshops throughout the year. These workshops include test prep/reading instruction, STEAM night, and Celebrate the Arts night.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Students will have standards based instruction with the core curriculum, as well as Title 1 tutoring available in the classroom for tier 2 support. Students will also have high dose tutoring available as needed to address phonics gaps. There will also be a focused PLC this year addressing consistent use of data to drive tier 2 instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

ESSA funds support our after-school tutoring program, which used to be funded through Title 1. This has allowed us to allocate Title 1 funds to other locations. Additionally, we offer free lunch, breakfast, and a fresh fruit/vegetable snack to all students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We have a full time school counselor, a part time school counselor, and a part time social worker. Teachers and staff can refer to these services as needed. For more intensive services, we refer to outside mental health agencies such as Meridian or the Alachua County Crisis Center.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Littlewood is a Positive Behavior Interventions and Supports (PBIS) school. 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.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All new teachers are paired with an on-site based mentor teacher of the same subject area, and a district mentor coach who supports them throughout a year long teacher induction program. Additionally, all

teachers participate in our job imbedded year long professional development. This year, our focus is on building classroom communities through morning meetings and tier 2 instruction using the adopted curriculum.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

All pre-k students have a transition meeting with their kindergarten school to ensure continuity of instruction. They discuss with the new school current academic and behavior levels and plan for appropriate placement.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				$177,262.64
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0091 - Littlewood Elementary School	Title, I Part A	1.0	$51,299.32
			Notes: Salary - 2, part-time Intervention Teachers			
	5100	369	0091 - Littlewood Elementary School	Title, I Part A		$4,125.00
			Notes: IXL subscription for ELA			
	5100	520	0091 - Littlewood Elementary School	Title, I Part A		$4,290.00
			Notes: Magnetic Reading Supplemental Curriculum for 3rd and 5th grade			
	5100	369	0091 - Littlewood Elementary School	Title, I Part A		$3,468.00
			Notes: Magnetic Reading Online Teacher Toolbox			
	5100	210	0091 - Littlewood Elementary School	Title, I Part A		$6,961.32
			Notes: Retirement Benefits - 2, part-time Intervention Teachers			
	5100	220	0091 - Littlewood Elementary School	Title, I Part A		$3,924.40
			Notes: SSI Benefits - 2, part-time Intervention Teachers			
	5100	230	0091 - Littlewood Elementary School	Title, I Part A		$12,689.66
			Notes: Insurance Benefits - 2, part-time Intervention Teachers			
	5100	290	0091 - Littlewood Elementary School	Title, I Part A		$261.63

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: Early Retirement Benefits - 2, part-time Intervention Teachers			
	5100	150	0091 - Littlewood Elementary School	Title, I Part A	0.38	$8,621.10
			Notes: Salary - 1, 3 hour Instructional Paraprofessional			
	5100	210	0091 - Littlewood Elementary School	Title, I Part A		$1,169.88
			Notes: Retirement Benefits - 1, 3 hour Instructional Paraprofessional			
	5100	220	0091 - Littlewood Elementary School	Title, I Part A		$659.51
			Notes: SSI Benefits - 1, 3 hour Instructional Paraprofessional			
	5100	230	0091 - Littlewood Elementary School	Title, I Part A		$4,236.50
			Notes: Insurance Benefits - 1, 3 hour Instructional Paraprofessional			
	5100	290	0091 - Littlewood Elementary School	Title, I Part A		$43.97
			Notes: Early Retirement Benefits - 1, 3 hour Instructional Paraprofessional			
	6400	130	0091 - Littlewood Elementary School	Title, I Part A	1.0	$53,552.70
			Notes: Salary - Title I Instructional Intervention Coach			
	6400	210	0091 - Littlewood Elementary School	Title, I Part A		$7,267.10
			Notes: Retirement Benefits - Title I Instructional Intervention Coach			
	6400	220	0091 - Littlewood Elementary School	Title, I Part A		$4,096.78
			Notes: SSI Benefits - Title I Instructional Intervention Coach			
	6400	230	0091 - Littlewood Elementary School	Title, I Part A		$8,473.00
			Notes: Insurance Benefits - Title I Instructional Intervention Coach			
	6400	290	0091 - Littlewood Elementary School	Title, I Part A		$273.12
			Notes: Early Retirement Benefits - Title I Instructional Intervention Coach			
	5100	120	0091 - Littlewood Elementary School	Title, I Part A		$1,718.20
			Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.			
	5100	220	0091 - Littlewood Elementary School	Title, I Part A		$131.45
			Notes: SSI benefits for the Title I Lead Teacher Supplemental			
3	**III.B.**	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$146,377.36**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0091 - Littlewood Elementary School	Title, I Part A	2.0	$96,653.70

			Notes: Salary - 2, Supplemental Class-size Reduction Teachers			
	5100	369	0091 - Littlewood Elementary School	Title, I Part A		$5,000.00
			Notes: Imagine Math			
	6300	120	0091 - Littlewood Elementary School	Title, I Part A		$2,000.00
			Notes: Data Driven instruction using Evidence Based Materials 100 total teacher stipends hours @ $20/hr			
	6300	220	0091 - Littlewood Elementary School	Title, I Part A		$153.00
			Notes: Data Driven PLC Fringe for teachers & IIC			
	5100	510	0091 - Littlewood Elementary School	Title, I Part A		$1,930.56
			Notes: Headphones for student use			
	5100	210	0091 - Littlewood Elementary School	Title, I Part A		$13,115.91
			Notes: Retirement Benefits - 2, Supplemental Class-size Reduction Teachers			
	5100	220	0091 - Littlewood Elementary School	Title, I Part A		$7,394.01
			Notes: SSI Benefits - 2, Supplemental Class-size Reduction Teachers			
	5100	230	0091 - Littlewood Elementary School	Title, I Part A		$16,946.00
			Notes: Insurance Benefits - 2, Supplemental Class-size Reduction Teachers			
	5100	290	0091 - Littlewood Elementary School	Title, I Part A		$492.93
			Notes: Early Retirement Benefits - 2, Supplemental Class-size Reduction Teachers			
	5100	390	0091 - Littlewood Elementary School	Title, I Part A		$2,691.25
			Notes: Substitutes for 2, Supplemental Class-size Reduction Teachers			
					Total:	$323,640.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No