

Alachua County Public Schools

Littlewood Elementary School



2017-18 Schoolwide Improvement
Plan

Littlewood Elementary School

812 NW 34TH ST, Gainesville, FL 32605

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

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year Grade	2016-17	2015-16	2014-15	2013-14
	C	B	B*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Alachua - 0091 - Littlewood Elementary School - 2017-18 SIP

Littlewood Elementary School

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Littlewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Littlewood grows together in a warm, safe, challenging environment that promotes self-pride and a lifelong respect for the love of learning.

b. Provide the school's vision statement.

Littlewood Elementary encourages the child to see himself/herself as a worthwhile individual with the qualities of character to assume a responsible place in the school and community.

It creates an atmosphere for children and teachers which encourages an awareness of the joys and necessity of learning, the development of talents and skills (social, emotional, intellectual, and physical), and appreciation of cultural heritage.

It is the school's responsibility to plan and propose methods and strategies that will best insure the attainment of the overall goals and purpose

To achieve this philosophy, the school relies upon the strengths of the pupils, school, staff, parents and community.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The Littlewood Community respects and honors its students and their cultural background. Diversity in all classrooms is ensured at the start of the school year, and teachers are encouraged to actively seek knowledge about their students, whether through communication with their parents, learning about and celebrating diversity and differences amongst students, or holding specific events in the classroom/grade level/school (through family nights, cultural celebrations or curricula resources).

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Through the Positive Behavior Support (PBS system and a similar classroom management system throughout campus) students understand expectations and school rules and are rewarded and praised for following these expectations. Expectations are explicitly taught on a school wide level and again when students misbehave.

Administrators, School Resource Officer, the Behavior Resource Teacher, and Faculty are visible before, during, and after school to build relationships with all students in order to provide a feeling of security and belonging on campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Positive Behavior Support (PBS) system is implemented for the 2017-2018 school year. The expectations provide students with concrete rules and students are rewarded for

behaving appropriately. Incentives are offered throughout campus. There is also a universal behavioral management plan in place. This plan consist of a four-tiered system, with the first consequence for a misbehavior being a reminder and re-teaching of the expectation. The second tier is a timeout in the classroom and a re-teaching of the expectations. The third tier is a timeout in another classroom along with parent contact. The final tier would be a referral to the Behavioral Resource Teacher's office. By incorporating a tiered system, students are given numerous opportunities throughout the day to correct behavior and they are explicitly taught expectations again and again if necessary.

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

Littlewood implements a strong classroom guidance program which is monitored by the principal and assistant principal. This program is implemented by the school counselor. Each grade level has a specific curriculum that is followed which is both age-appropriate and unique to that grade level, so as to not repeat topics. Guidance can also be provided through small group counseling or one on one. Our school resource officer is highly involved with our students and enjoys leading small group discussions to provide mentorship. There are several organizations that work closely with our population with the permission of parents to provide services such as transportation, food, and therapy. We have also established a student services committee, led by the school counselor, to monitor the social, emotional, and academic needs of students of concern.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The early warning system for Littlewood is comprised of attendance, behavior monitoring, and course/assessment failure. The principal, assistant principal, BRT and School Counselor work closely together to monitor the data within each of these areas, and as problems arise, a strong partnership between the team and the parents, and if necessary the district truancy officer and/or the school resource officer, is formed to help get the student on track for success. Extra assistance is also provided to the students struggling with academic, including Title 1 tutoring, reading intervention and after school tutoring.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	3	6	7	11	13	30	0	0	0	0	0	0	0	70

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	2	7	3	0	0	0	0	0	0	0	12

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

Besides the interventions described above for any student identified by one early warning system, students exhibiting two or more early warning indicators are monitored closely by an assigned administrator. Interventions specifically tailored to that student, whether academic or behavioral, are put into place and the administrative team receives regular updates on each of them, as well as collaborates for strategies that may help that student be successful. These students are discussed at grade level data chats as well as Student Services committee meetings.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

No

1. PFEP Link

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

2. Description

Continuing to increase family engagement is a target for the 2017-2018 school year. This will be done by having students grades 1-5 use daily home communication planners, holding multiple family nights at school, inviting parents into their child's classroom during the academic day increasing dialogue between teacher/administration and parents, and students participating in grade level performances throughout the year.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Community/business partnerships have been renewed with local businesses surrounding Littlewood. These partners are invited and encouraged to attend PTA/SAC meetings, family events and school events. In return for providing both monetary/material donations and their time and energy, Littlewood recognized and supports them in public ways, such as in our newsletter, at school events and on the marquee. Each business partner is provide with a list of specific ways that their business can provide support to the school and students.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

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

b. Duties

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

Justin Russell, Principal: Provides leadership and direction for students to meet national and state requirements and teachers to have the training and resources needed to increase student achievement by using effective teaching strategies; collects data on student progress towards academic and behavioral goals, analyzes data by benchmarks to ensure the concepts are being taught (lesson plans, classroom snapshots, differentiated instruction). Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. and participates in Educational Planning Team (EPT) meetings with parents. Assists students having difficulty adjusting to school or class requirements; meets with students, teacher, and parents to develop plans to assist with student success; implements PBS with fidelity.

Tanya Floyd, Assistant Principal: Provides expertise in both Florida State Standards and Common Core standards; ensures that students are taught on their instructional level; provides remedial or enrichment strategies/activities to teachers based on needs; assists in the collection of assessment data from all K-5 students in the areas of language arts, math, writing, and science. Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Meets with students, teacher, and parents to develop plans to assist with student success.

Tawanna Hines, Behavioral Resource Teacher: Provides support for teachers and parents related to classroom and behavior management strategies, Develops and monitors behavior plans for specific students, implements PBS with fidelity.

Ginger Bernal, School Counselor: 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.

Beth Siegel, Title I Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Participates in student data collection, integrates core instructional activities/materials into instruction.

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

Leadership meetings are held weekly. At these meetings, student academic and behavioral data are reviewed. The team looks for patterns and new trends at these meetings, and makes decisions based on this data. Decisions, as well as questions, are then brought either to the grade-level team, or individual teacher, of the student(s) involved.

Data meetings are held on a grade level rotation. The participants include the Principal, Assistant Principal, FCIM Coach, Title I Teachers, ESE Resource Teachers, Gifted teachers, and the grade-level teachers. At these meetings, data is again reviewed, and decisions are made regarding curriculum and services/resources needed to provide continuous support. Meaningful conversations are held as a team.

Rtl meetings are held regularly, with the participants of these meetings including the parent/guardian, Principal, Assistant Principal, School Counselor, School Psychologist, ESE teachers, and staffing specialist, when available. Student progress through the Rtl process is evaluated, and decisions are made based on the data.

Nutrition Programs: Backpack program (sent home weekly), Food Baskets for the Holidays (Thanksgiving, Christmas)--both will be coordinated by the School Counselor; Community Eligibility Program (free breakfast and lunch for ALL students)

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

Title III: Dictionaries provided--provided by the district

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

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

PreK transition to Kindergarten--Kindergarten Round Up, held in May, 2018.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Justin Russell	Principal
Elizabeth Siegel	Teacher
Sharla Simmons	Teacher
Dena Chewning	Education Support Employee
Fran Raber	Parent
McCall Griggs	Parent
Kenneth Kimmey	Business/Community
Ivan Lopez	Business/Community

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Overall, progress towards student needs and academic improvement were evident in some areas. Improvement with gains in reading and math, particularly with lowest quartile students remains a focus area. We stayed well within the budgetary guidelines laid out in the plan.

b. Development of this school improvement plan

Last year's SIP was reviewed prior to the start of the school year; all members were given the current year's document prior to a SAC meeting; input regarding changes/concerns were addressed during Fall meeting. Any approved changes suggested were made. Committees that consist of faculty members also met (Math, Science, and ELA) to review all data from last school year, and create a goal for this school year, with additional input.

c. Preparation of the school's annual budget and plan

A solid review of last year's budget (including Title I budget) was completed. Once the goals for this school year were approved, a budget was created that would support the goals. The budget was then reviewed and approved by the School Advisory Committee.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Teachers will be provided additional planning time to further develop strategies to increase student achievement. \$1760
 Parents who attend some evening functions may have the opportunity to have a meal and/or instructional resources to support their child's learning. \$1000
 Purchase student planners for students, using both Title 1 and general school funds \$750
 Provide monthly Roar newsletter to webmaster and facilitator of Facebook page \$75

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Russell, Justin	Principal
Floyd, Tanya	Assistant Principal
Bernal, Ginger	Guidance Counselor
Siegel, Elizabeth	Teacher, K-12
Moore, Kelly	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) will monitor and adjust the school's academic goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the LLT will meet and discuss all updates that will or need to occur based on the results of the instructional and intervention programs. The LLT will monitor the fidelity of the delivery of instruction and intervention. The LLT will provide levels of support and interventions to students based on data. The LLT, using current data, will decide on school events/activities to plan and implement (examples: celebrating International Reading Day, implementing Summer Reading Nights, back to school reading breakfast, book fair, and Accelerated Reading Nights throughout the school year/Summer).

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Each week, time is set aside in the afternoon planning time for teams/grade levels to plan together. In addition, the second Wednesday (Early Release Day) of each month is dedicated to school planning/meeting. Regular faculty team-building events are planned for all interested faculty members to collaborate outside of the school setting. Academic committees composed of cross grade level teachers also meet monthly to collaborate. Finally, Data Chat meetings are a time for teams to come together and analyze data, have meaningful conversations, and share resources.

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

All new teachers to Littlewood participate in an orientation. They also meet quarterly with the leadership team. Weekly team meetings are conducted for team planning, led by the team leader. First-year teachers also participate in the district's Beginning Teacher Mentoring Program--Littlewood has an assigned Mentor Teacher. Principal and/or Assistant

Principal actively participate in recruitment fairs held throughout the county in collaboration with neighboring universities.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All new teachers are paired with their grade level's team leader, who provides support in curriculum, classroom management, and parent involvement. The district provides support through their Beginning Mentoring Program. Littlewood's mentor teacher visits each new teacher weekly, as well as leads her cohort of teachers through meetings and book studies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Littlewood Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, and mathematics curriculum that aligns to the standards (faculty meetings, grade level meetings, data chats). Teachers utilize the district pacing guide, resources from CPALMS, and mini assessments to monitor student progress. Littlewood also arranges for additional planning time for teachers to cross collaborate. This supports a deeper level of comprehension. These conversations and learning opportunities promotes dialogue that can dispel misunderstandings and promote opportunities for growth in instructional pace, curriculum, and the standards. Collaborative planning sessions are offered and encouraged throughout the week and on-site professional development opportunities are made available. Opportunities to collaborate through common planning and or during the after school professional development gives staff members multiple opportunities to grow professionally and develop a deeper understanding of the standards along with appropriate uses of the core instructional resources. All teachers follow the quarterly district scope and sequence for math, ELA, and science. Lesson plans are reviewed by administration. Also, during Classroom Snapshots and formal observations, pacing is reviewed.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is used to differentiate instruction in several ways. One such way is in deciding which students receive Title I Reading Resource services participation. Also, within the classroom, screening assessments and other data is used to place students in both reading and math groups during stations time, allowing teachers to focus on the students' needs when they work in a small group with each station of students. After Data Chat meeting, teachers take the information provided and use it to provide extra Reading Intervention(s). Finally, data is used to help decide which students should be targeted for additional support outside of school hours.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

Littlewood is planning to provide after school tutoring to targeted students based on academic need.

Strategy Rationale

After school tutoring provides an opportunity for targeted students to have additional time of instruction focusing remedial skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Siegel, Elizabeth, siegeleh@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Review of assessment data, including AIMS and FSA Reports. Also Achieve 3000 progress reports.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Transition meetings are scheduled each spring for ESE student entering Kindergarten and Middle School. IEP teams meet during this time to determine appropriate supports to assist with transition.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Increase math gains of lowest quartile based on the FSA
- G2.** Increase reading gains of the lowest quartile based on the FSA
- G3.** Increase parent involvement within both the instructional day and extracurricular/family support activities by monitoring sign-in sheets.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase math gains of lowest quartile based on the FSA 1a

G095779

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	41.0

Targeted Barriers to Achieving the Goal 3

- Lack of technology at home
- Lack of time in the school day to provide re-teaching of skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supplemental materials-Mountain Math, Calendar Math, Sunshine Math, Math-a-Draw, Mad Minute
- New computer lab opening up in Fall 2017

Plan to Monitor Progress Toward G1. 8

Student progress data

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

AIMS quarterly assessments, Concept Tests, mini-assessments, FSA 3-5, formal and informal assessments

G2. Increase reading gains of the lowest quartile based on the FSA 1a

G095780

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	41.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Continue to implement effective Literacy Work Stations.
- Teachers use weekly vocabulary and teach FSA critical vocabulary with fidelity
- Use small group vocabulary to promote vocabulary and higher order thinking skills on a more individualized level, Kagan strategies to promote collaboration among peers, Thinking Maps, CRISS strategies
- Regularly scheduled meetings with truancy officer, weekly review of student attendance reports

Plan to Monitor Progress Toward G2. 8

Grade level assessments

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

AIMS assessments, FSA scores

G3. Increase parent involvement within both the instructional day and extracurricular/family support activities by monitoring sign-in sheets. 1a

G095781

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	20.0

Targeted Barriers to Achieving the Goal 3

- Lack of motivation by parents to attend events before/after school hours
- Lack of home/school connection and communication

Resources Available to Help Reduce or Eliminate the Barriers 2

- Offer incentives for attending events outside of school hours.
- Title 1
- General School Funds
- Business/Community Partners
- Littlewood Home-School Compact
- Parent Portal, Littlewood website

Plan to Monitor Progress Toward G3. 8

Monitor parent/family participation at all family events

Person Responsible

Elizabeth Siegel

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Parent sign in sheets for events

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase math gains of lowest quartile based on the FSA **1**

 G095779

G1.B1 Lack of technology at home **2**

 B257863

G1.B1.S1 Provide time and opportunities for all students, but especially those without technology at home, to be on the computer, utilizing math resources that are available. This will be available in the classroom and in the new computer lab. **4**

 S272913

Strategy Rationale

because we cannot control technology resources our students have at home, we must provide the opportunities at school

Action Step 1 **5**

A technology station will be included in the daily math centers rotation

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Review of lesson plans, snapshots, classroom observations

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

The computer labs and media center will be available outside of school hours.

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets collected at each open events, attendance verification of students

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

Incorporate math into other curriculum areas

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/15/2017 to 6/2/2018

Evidence of Completion

formal and informal observations, lesson plans

G1.B2 Lack of time in the school day to provide re-teaching of skills **2**

 B257864

G1.B2.S1 After school tutoring **4**

 S272914

Strategy Rationale

Students with deficient skills need more time than is provided during the school day

Action Step 1 **5**

After-school tutoring will be provided free of charge.

Person Responsible

Tanya Floyd

Schedule

Weekly, from 10/3/2017 to 5/4/2018

Evidence of Completion

Attendance/sign in records from after school tutoring

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

Mrs. Floyd will ensure students are attending

Person Responsible

Tanya Floyd

Schedule

Weekly, from 10/2/2017 to 5/4/2018

Evidence of Completion

If students are not attending, we will contact parents to make a plan for attendance.

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

Assessment data will be compared to track student growth

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

End of year FSA or AIMS assessment data

G2. Increase reading gains of the lowest quartile based on the FSA 1

G095780

G2.B1 Attendance/Tardies/Mobility 2

B257866

G2.B1.S1 Regular review of student attendance reports 4

S272915

Strategy Rationale

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

Action Step 1 5

Review attendance reports

Person Responsible

Justin Russell

Schedule

On 6/1/2018

Evidence of Completion

Attendance EPT meetings

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

Student services meeting will also target students at risk of attendance issues

Person Responsible

Ginger Bernal

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Committee meeting notes

G2.B2 Lack of vocabulary, test taking skills and background knowledge 2

 B257867

G2.B2.S1 Increased exposure and deliberate teaching of vocabulary, test taking skills, and connections to previous student learning. 4

 S272916

Strategy Rationale

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

Action Step 1 5

Administration will perform classroom observations, snapshots and review of lesson plans

Person Responsible

Justin Russell

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

classroom observations, snapshots and lesson plans as documented through ACIIS

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

classroom observations, snapshots and lesson plans as documented through ACIIS

Person Responsible

Justin Russell

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

classroom observations, snapshots and lesson plans as documented through ACIIS

G2.B3 English Language Acquisition for 2nd language learners 2

 B257868

G2.B3.S1 Increase supports for English Language Acquisition for 2nd language learners 4

 S272917

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Ginger Bernal

Schedule

Weekly, from 10/2/2017 to 4/2/2018

Evidence of Completion

Classroom observations, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom observations, lesson plans

Person Responsible

Ginger Bernal

Schedule

Weekly, from 10/2/2017 to 4/2/2018

Evidence of Completion

Classroom observations, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

walk throughs, review of lesson plans, observations

Person Responsible

Tanya Floyd

Schedule

Weekly, from 10/2/2017 to 4/2/2018

Evidence of Completion

submitted lesson plans

G2.B4 Students with disabilities consistently not making gains **2**

 B257869

G2.B4.S1 Place more students with disabilities in a more inclusive environment **4**

 S272918

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Justin Russell

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

IEP Minutes, class rosters

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Co-teachers and support facilitators along with regular education teachers will monitor progress

Person Responsible

Justin Russell

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

LRE minutes

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Student data will be tracked and compared to previous years

Person Responsible

Justin Russell

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G3. Increase parent involvement within both the instructional day and extracurricular/family support activities by monitoring sign-in sheets. 1

G095781

G3.B1 Lack of motivation by parents to attend events before/after school hours 2

B257870

G3.B1.S1 Offer incentives for attending events before/after school 4

S272919

Strategy Rationale

Incentives will help motivate both students and families to attend events that will ultimately have a positive impact on student achievement.

Action Step 1 5

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

Person Responsible

Elizabeth Siegel

Schedule

Quarterly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Receipt of purchases based on research-based materials

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Parents who attend some evening functions may have the opportunity to have a meal and/or instructional resources that will ultimately have a positive impact on student success

Person Responsible

Elizabeth Siegel

Schedule

Annually, from 8/15/2017 to 6/1/2018

Evidence of Completion

Receipt of purchases of researched-based materials

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Parents will be provided opportunities to attend functions outside of the regular school hours, with incentives

Person Responsible

Elizabeth Siegel

Schedule

Quarterly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Sign in sheets for attendance

G3.B2 Lack of home/school connection and communication 2

 B257871

G3.B2.S1 Provide student planners 4

 S272920

Strategy Rationale

Planners can be used daily to provide a means for communication between teachers and parents

Action Step 1 5

Purchase student planners for students, using both Title 1 and general school funds

Person Responsible

Elizabeth Siegel

Schedule

Annually, from 8/15/2017 to 6/1/2018

Evidence of Completion

Introduction and implementation of planners in classrooms

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Planners can be used for each student, using Title 1 and General student funds

Person Responsible

Elizabeth Siegel

Schedule

Evidence of Completion

Introduction and implementation of planners in classrooms

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Parent Surveys

Person Responsible

Elizabeth Siegel

Schedule

Evidence of Completion

Parents will complete a survey in which they provide feedback on the effectiveness of student planners.

G3.B2.S2 Send home parent newsletter (Roar) twice a month and also make available on website and Facebook page 4

 S272921

Strategy Rationale

By providing multiple methods of communication, home/school connection can be strengthened.

Action Step 1 5

Provide twice monthly Roar newsletter to webmaster and facilitator of Facebook page

Person Responsible

Tanya Floyd

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

documentation of monthly newsletter

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

record of sign in sheets at functions during and after school

Person Responsible

Elizabeth Siegel

Schedule

Quarterly, from 8/15/2017 to 6/1/2018

Evidence of Completion

sign in sheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

quarterly review of sign in sheets

Person Responsible

Elizabeth Siegel

Schedule

Quarterly, from 8/15/2017 to 6/1/2018

Evidence of Completion

sign in sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B2.S1.MA1 M392492	Parent Surveys	Siegel, Elizabeth	8/14/2017	Parents will complete a survey in which they provide feedback on the effectiveness of student planners.	No End Date annually
G3.B2.S1.MA1 M392493	Planners can be used for each student, using Title 1 and General student funds	Siegel, Elizabeth	8/28/2017	Introduction and implementation of planners in classrooms	No End Date annually
G2.B3.S1.MA1 M392485	walk throughs, review of lesson plans, observations	Floyd, Tanya	10/2/2017	submitted lesson plans	4/2/2018 weekly
G2.B3.S1.MA1 M392486	Classroom observations, lesson plans	Bernal, Ginger	10/2/2017	Classroom observations, lesson plans	4/2/2018 weekly
G2.B3.S1.A1 A366248	Increase support for English Language Acquisition for 2nd language learners though the...	Bernal, Ginger	10/2/2017	Classroom observations, lesson plans	4/2/2018 weekly
G1.B2.S1.MA1 M392481	Mrs. Floyd will ensure students are attending	Floyd, Tanya	10/2/2017	If students are not attending, we will contact parents to make a plan for attendance.	5/4/2018 weekly
G1.B2.S1.A1 A366245	After-school tutoring will be provided free of charge.	Floyd, Tanya	10/3/2017	Attendance/sign in records from after school tutoring	5/4/2018 weekly
G1.MA1 M392482	Student progress data	Floyd, Tanya	8/14/2017	AIMS quarterly assessments, Concept Tests, mini-assessments, FSA 3-5, formal and informal assessments	6/1/2018 monthly
G2.MA1 M392489	Grade level assessments	Floyd, Tanya	8/14/2017	AIMS assessments, FSA scores	6/1/2018 monthly
G3.MA1 M392496	Monitor parent/family participation at all family events	Siegel, Elizabeth	8/15/2017	Parent sign in sheets for events	6/1/2018 monthly
G1.B1.S1.MA1 M392479	The computer labs and media center will be available outside of school hours.	Floyd, Tanya	8/15/2017	Sign-in sheets collected at each open events, attendance verification of students	6/1/2018 monthly
G1.B1.S1.A1 A366244	A technology station will be included in the daily math centers rotation	Floyd, Tanya	8/15/2017	Review of lesson plans, snapshots, classroom observations	6/1/2018 monthly
G1.B2.S1.MA1 M392480	Assessment data will be compared to track student growth	Floyd, Tanya	8/14/2017	End of year FSA or AIMS assessment data	6/1/2018 monthly
G2.B1.S1.MA1 M392483	Student services meeting will also target students at risk of attendance issues	Bernal, Ginger	8/14/2017	Committee meeting notes	6/1/2018 monthly
G2.B1.S1.A1 A366246	Review attendance reports	Russell, Justin	8/14/2017	Attendance EPT meetings	6/1/2018 one-time
G2.B2.S1.MA1 M392484	classroom observations, snapshots and lesson plans as documented through ACIIS	Russell, Justin	8/14/2017	classroom observations, snapshots and lesson plans as documented through ACIIS	6/1/2018 monthly
G2.B2.S1.A1 A366247	Administration will perform classroom observations, snapshots and review of lesson plans	Russell, Justin	8/14/2017	classroom observations, snapshots and lesson plans as documented through ACIIS	6/1/2018 monthly
G2.B4.S1.MA1 M392487	Student data will be tracked and compared to previous years	Russell, Justin	8/14/2017	Progress towards IEP goals, grades, FSA data, AIMS data	6/1/2018 monthly
G2.B4.S1.MA1 M392488	Co-teachers and support facilitators along with regular education teachers will monitor progress	Russell, Justin	8/14/2017	LRE minutes	6/1/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A1 A366249	Many SWD will be placed in regular education classrooms with built in supports, all teachers will...	Russell, Justin	8/14/2017	IEP Minutes, class rosters	6/1/2018 daily
G3.B1.S1.MA1 M392490	Parents will be provided opportunities to attend functions outside of the regular school hours,...	Siegel, Elizabeth	8/15/2017	Sign in sheets for attendance	6/1/2018 quarterly
G3.B1.S1.MA1 M392491	Parents who attend some evening functions may have the opportunity to have a meal and/or...	Siegel, Elizabeth	8/15/2017	Receipt of purchases of researched-based materials	6/1/2018 annually
G3.B1.S1.A1 A366250	Parents who attend some evening functions may have the opportunity to have a meal and/or...	Siegel, Elizabeth	8/15/2017	Receipt of purchases based on research-based materials	6/1/2018 quarterly
G3.B2.S1.A1 A366251	Purchase student planners for students, using both Title 1 and general school funds	Siegel, Elizabeth	8/15/2017	Introduction and implementation of planners in classrooms	6/1/2018 annually
G3.B2.S2.MA1 M392494	quarterly review of sign in sheets	Siegel, Elizabeth	8/15/2017	sign in sheets	6/1/2018 quarterly
G3.B2.S2.MA1 M392495	record of sign in sheets at functions during and after school	Siegel, Elizabeth	8/15/2017	sign in sheets	6/1/2018 quarterly
G3.B2.S2.A1 A366252	Provide twice monthly Roar newsletter to webmaster and facilitator of Facebook page	Floyd, Tanya	8/21/2017	documentation of monthly newsletter	6/1/2018 biweekly
G1.B1.S1.MA1 M392478	Incorporate math into other curriculum areas	Floyd, Tanya	8/15/2017	formal and informal observations, lesson plans	6/2/2018 monthly

V. Professional Development Opportunities

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

G2. Increase reading gains of the lowest quartile based on the FSA

G2.B4 Students with disabilities consistently not making gains

G2.B4.S1 Place more students with disabilities in a more inclusive environment

PD Opportunity 1

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

Facilitator

District Staff Development Office/ ESE Department

Participants

all teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	A technology station will be included in the daily math centers rotation				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Littlewood Elementary School	Title, I Part A		\$4,400.00
2	G1.B2.S1.A1	After-school tutoring will be provided free of charge.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Littlewood Elementary School	Title, I Part A		\$1,500.00
3	G2.B1.S1.A1	Review attendance reports				\$0.00
4	G2.B2.S1.A1	Administration will perform classroom observations, snapshots and review of lesson plans				\$0.00
5	G2.B3.S1.A1	Increase support for English Language Acquisition for 2nd language learners though the implementation of ESOL ESY and ESOL after school tutoring.				\$0.00
6	G2.B4.S1.A1	Many SWD will be placed in regular education classrooms with built in supports, all teachers will be trained in UDL and receive co-teach/support facilitation training				\$0.00
7	G3.B1.S1.A1	Parents who attend some evening functions may have the opportunity to have a meal and/or instructional resources to support their child's learning.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Littlewood Elementary School	Title I, Part A		\$1,000.00
8	G3.B2.S1.A1	Purchase student planners for students, using both Title 1 and general school funds				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Littlewood Elementary School	Title I, Part A		\$750.00
9	G3.B2.S2.A1	Provide twice monthly Roar newsletter to webmaster and facilitator of Facebook page				\$75.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0091 - Littlewood Elementary School	General Fund		\$75.00
Total:						\$7,725.00