

Alachua County Public Schools

Littlewood Elementary School



2015-16 School Improvement Plan

Littlewood Elementary School

812 NW 34TH ST, Gainesville, FL 32605

<http://www.sbac.edu/pages/acps>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	46%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	59%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	A	A

**Preliminary 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 12/15/2015.

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Littlewood grows together in a warm, safe, challenging environment that promotes self-pride and a lifelong respect for the love of learning. We are committed to the success of every student.

Provide the school's vision statement

Littlewood School 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. We will graduate students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Our students will excel in their chosen careers and be productive and contributing members of the global community. To achieve this philosophy, the school relies upon the strengths of the pupils, school, staff, parents, and community.

School Environment

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

The Littlewood Community creates a climate of acceptance and respect of all other staff and children. Staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff members continuously model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child and in return builds a mutual respect and relationship between students and staff.

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 demonstrating compliance with such. Administrators, School Resource Officers, and Faculty are visible before, during, and after school, and work to build relationships with all students, in order to provide a feeling of security and belonging on campus. At Littlewood Elementary all stakeholders are encouraged to play an active role in ensuring a positive learning environment is provided for students before, during and after school. This includes participation in school-wide events and extra-curricular activities before, during, and after school as well as providing volunteer service in a capacity which promotes positive student behavior. These activities include: Morning Mile, Girls on the Run, Carnival, Curriculum Fair, STEM night, Math Olympiads, Art Fair, History Club, Knitting Club, Book Fair, Parent Involvement Night, PTA, and positive role models. Teachers serve to reward students during lunchtime by sharing time with small groups to read and eat together in locations other than the cafeteria. We incorporate Career Day Speakers and Parents and Community workers to serve as role models during the year to model the proper decorum and work ethic as it

relates to careers. Students receive monthly recognition (Littlewood Leaders) to promote positive behaviors on campus, as well as identifying a Citizen of the Month. Safety Patrols also serve as a way to recognize students for positive accomplishments as well assist with a variety of tasks on campus. This helps to reinforce to students the importance of proper behaviors towards the pathway to academic and lifelong success. Additionally, providing activities at a variety of times throughout the day, evening and school year, allow for greater parental participation in school-wide events providing a sense of community before during and beyond the school day.

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

Littlewood is implementing the Positive Behavior Support (PBS) system. The expectations are that this will provide students with concrete rules, and will reward them for complying with such. There is also a solid behavioral management plan in place, and with this plan, we saw a drop in referrals and suspensions last year: three-tiered system, with the first consequence for a misbehavior being a timeout in the classroom or in a neighboring classroom, the second is an informal referral, which is sent home, along with a phone call, and the third and most severe consequence is a district referral which accompanies a student to the front office. By incorporating a tiered system, students are given numerous opportunities throughout the day to correct behavior, and there is strong parent communication to try to eliminate any further issues. Teachers will be offered Professional Development on key concepts regarding internal/external behavior and understanding why problem behaviors occur

1. Functional Adaptive Behaviors (FAB)
2. Highlight Behavior Intervention Plans (BIP)
3. Implementation of Strategies/Interventions
4. Data collection tools to implement
5. Use of behavior contracts/charting
 - Providing support to teachers and other school staff to ensure that they are clear about the plan and have the necessary skills for implementing specific interventions
 - Discuss priorities or goals outlining the importance of healthy social, behavioral, emotional, ethical, and intellectual development
 - Reviewing data on intervention outcomes and student academic and behavioral progress (Rtl) Strategies/Data Collection/ SST Meetings/Review
 - Receiving recommendations regarding individual behavior plans (FAB and BIP) Support Team includes: SST coordinator/School Counselor/Psychologist/SPED Teacher Additionally, professional development will be targeting the following areas with the integration of Miami-Dade County Positive School-Wide Strategies and Incentive Program.
 - Corrective strategies will include teachers enforcing the school-wide discipline plan by: reviewing classroom and school rules and daily procedures. A key element to corrective discipline is to anticipate that it will be needed, having a clear plan of corrective action and being aware of the classroom activity so disruptions are addressed immediately. Posting a list of unacceptable behaviors such as hitting, talking disparagingly, interrupting, moving around the classroom without permission, teasing and yelling. Teachers will role model the behaviors that are expected from the students.
1. Transitioning from one activity to another or from place to place
2. Walking through hallways
3. Going to restrooms
4. Dismissal
5. Cafeteria expectations
6. School-wide expectations
7. Teaching problem solving skills
8. Contract or behavior plan outlining behavioral or performance expectations

- Reducing and eliminating undesired behaviors must be done by first acknowledging disruptive behavior immediately and follow-up with an appropriate correction. Teachers will hold students accountable for following school-wide rules.
 1. Verbal warning/reprimand
 2. Rearrange seating if necessary
 3. Time-out area within the room or another teacher's room
 4. Contact parents
 5. Referral to guidance counselor or administration
- Rewarding desirable or effective behaviors by implementing a chart system in the classroom. Catch your students in the act of doing something right.
 1. Lion Loot
 2. School store
 3. Special privileges
 4. Communicate your satisfaction with a "Good Home Note" to parents
 5. Monthly recognitions

Intervention strategies Interventions should always be consistent, fair, and based on what each individual child needs to be successful. There must be an ongoing collaboration with home and school. A combination of corrective, instructive and most importantly proactive management will help teachers provide the best learning atmosphere for the classroom. Each intervention must target specific pro-social and antisocial behaviors. Interventions are strategically implemented in order to improve school climate, overall student behavior, increase test scores, and reduce referrals and suspension rates.

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 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. The school resource officers implements the The Gang Resistance Education and Training (G.R.E.A.T.) program with fourth graders. This is a school-based gang- and violence-prevention program with three primary goals: 1) teach youths to avoid gang membership, 2) prevent violence and criminal activity, and 3) assist youths in developing positive relationships with law enforcement. The program is a cognitive-based curriculum that teaches students life skills such as conflict resolution, responsibility, appreciating cultural diversity, and goal setting. All of these skills are presented with an emphasis on how crime affects victims and how youths can meet basic social needs without resorting to joining a gang. Students are provided an opportunity to identify with the expected behaviors and to be informed of the consequences of non-compliance. Students are taught and modeled the desired core values which exemplify model students. Students are provided class instruction on the role and purpose of the student services team. They are encouraged to seek guidance from counselors and administration prior to participating in behaviors not desired. Students are trained in Peer Mediator strategies to reduce student conflict. Peer Mediators not only provide service to others but assist in identifying the needs of their peers prior to conflict. Teachers provide monthly peer referrals of those who they feel exemplify the targeted monthly core value for the school to represent their class as Littlewood Leader.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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 and School Counselor work closely together to monitor the data within each of these areas weekly, 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 academics, including Title I tutoring, reading intervention, and tutoring opportunities.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	19	9	10	3	14	70
One or more suspensions	0	4	0	2	2	4	12
Course failure in ELA or Math	0	0	0	3	3	10	16
Level 1 on statewide assessment	0	0	0	0	6	11	17

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	4	4	10	18

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

The school is very proactive in trying to mitigate students from being identified subject to targeted with the early warning systems. Students that are chronically absent and/or tardy, the School Counselor and Principal work together with the parents to create an attendance intervention plan or meet with the School Attendance Review Board to discuss further resources the family may need. The Positive Behavior Support System is in place as a preventative approach to curb unwanted behaviors that may lead to suspension. Before and during school interventions are in place to intervene/support students that that may be trending towards failing ELA or Mathematics. Level 1 students on the statewide assessments are place on a progress monitoring plan to carefully monitor their progress. The RTI team ensures that the process is implemented with fidelity and addresses the Level 1 students in ELA or Mathematics.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Continuing to Increase family engagement is a target for the 2014-2015 school year. This will be done by having 83% of our students use daily homework/home communication planners (all grade levels but kindergarten), holding multiple family nights at school, inviting parents into their child's classroom during the academic day, and increasing our dialogue between teacher/administration and parents. We will also increase our PTA and SAC membership/involvement.

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 (such grade level performances, book fair, curriculum fair). In return for providing both monetary/material donations and their time and energy, Littlewood recognizes and supports them in public ways, such as in our newsletter, at school events, and on our marquee. Each business partner is provided with a list of specific ways that their business can provide support to the school and students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Futch, Tonya	Principal
Bernal, Ginger	Guidance Counselor
Floyd, Tanya	Assistant Principal
Nichols, Stephanie	Teacher, K-12

Duties

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

Tonya Futch, 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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl 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 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; implements PBS with fidelity.

Ginger Bernal, School Counselor: Provides expertise in the Rtl implementation and support to the Leadership Team in areas of interventions needed to address specific student's needs; works with outside agencies to ensure student academic, emotional, behavioral, and social needs are addressed; an active participant in EPT, 504, and IEP meetings, coordinates all ESOL needs, and works closely with teachers and parents. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Stephanie Nichols, 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.

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, 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

PreK transition to Kindergarten--Kindergarten Round Up, held in May, 2016.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tonya Futch	Principal
Elizabeth Siegel	Teacher
Sharla Simmons	Teacher
Aaron Carter	Education Support Employee
Jennifer Kverneland	Parent
Laura Gunter	Parent
Michael Klein	Parent
Cecelia Hillard	Parent

Duties

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

Evaluation of last year's school improvement plan

Overall, academic goals for our 2014-2015 SIP were not met. We did not make the gains that were projected in any of our areas. Goals for our ESOL and Alternative Assessment students were updated. Behavioral and Parent Involvement goals were both met. We stayed well within the budgetary guidelines laid out in the plan.

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, Language Arts, and Parent Involvement) to review all data from last school year, and create a goal for this school year, with additional input.

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.

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

Afterschool tutoring/enrichment program: not to exceed \$6,500
 Funds to be used at the Principal's Discretion: \$1,000

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Futch, Tonya	Principal
Bernal, Ginger	Guidance Counselor
Floyd, Tanya	Assistant Principal
Nichols, Stephanie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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 for 2015-2016: celebrating International Reading Day 2015, implementing Summer Reading Nights, back to school reading breakfast, book fair, and Accelerated Reading Nights throughout the school year/Summer).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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. Finally, Data Chat meetings are a time for teams to come together and analyze data, have meaningful conversations, and share resources.

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's assigned Mentor Teacher is Nancy Logan. Principal also actively participates in recruitment fairs, held through Saint Leo's College of Education.

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, Nancy Logan, visits each new teacher weekly, as well as leads her cohort of teachers through meetings and book studies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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. 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 are required to follow the district scope and sequence for math, ELA, and science. Lesson plans are submitted on a regular basis. Also, during Classroom Snapshots and formal observations, pacing is reviewed.

Instructional Strategies

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, 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. Finally, data is used to help decide which students should be invited to our after-school tutoring program as well as the Fast ForWord program.

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: Extended School Day

Minutes added to school year: 4,800

Students in grades 4 and 5 who have scored a 1 or 2 on FCAT reading in previous years, or students in grade 3 who have shown to be working below grade level will be invited to participate in after-school tutoring, two times a week, from October-March.

Strategy Rationale

To provide reading intervention to struggling readers

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Floyd, Tanya, floydtm@gm.sbac.edu

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

Students will take a pre- and posttest, at the start and finish of the program. Teachers will also report data collected on a regular basis. Instruction will be based on individual needs, using data collected during regular school hours.

Strategy: Extended School Day

Minutes added to school year: 1,800

After-school (extracurricular clubs offered to all students: History, Chess Club, Spanish, Girls on the Run, Green School Club, Mathletes

Strategy Rationale

To provide extracurricular activities to enrich students' academics

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Futch, Tonya, futchtf@gm.sbac.edu

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

Pre and Post-tests at the start and completion of each club

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Littlewood Elementary School has established several practices. Initially, the students in the Pre-Kindergarten program. As part of their curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, paraprofessionals, counselor and the School Support Team. In order to ensure appropriate readiness into the Kindergarten classroom, grade level articulation meetings are held. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly. To compile quantitative data on the students' readiness for Kindergarten, the Pre-Kindergarten teachers administer several assessments throughout the year. These tests, along with teacher observation, assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten. Additionally, families of newly registered Kindergarten students will receive information via the school's website and a Title I sponsored parent informational meeting as to what the learning goals and objectives are for incoming Kindergarten students. Parents are given the opportunity to arrange a school tour. Moreover, at the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition. Kindergarten Round-up takes place towards the end of the school year, when parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations..

College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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 Parent Involvement by 20% within both the academic/instructional day and extracurricular/family support activities by monitoring sign-in sheets.
- G2.** Increase reading achievement and gains, based on the FSA.
- G3.** Increase math achievement and gains, based on the FSA.

Strategic Goals Detail

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

G1. Increase Parent Involvement by 20% within both the academic/instructional day and extracurricular/family support activities by monitoring sign-in sheets. 1a

G073585

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	6.0

Resources Available to Support the Goal 2

- Title I
- General School Funds
- PTA/SAC
- Business/Community Partners
- Littlewood Home-School COmpact
- Parent Portal, Littlewood Website
- Littlewood Home-School compact

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Monitor parent/family participation at all family events, looking for an increase in (1) parent participation and (2) a variety of families/demographics participating

Person Responsible

Tonya Futch

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parent Sign-Ins at each event

Plan to Monitor Progress Toward G1. 8

Monitor parent involvement within the school day

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parent sign in information from the Raptor sign in software will be collected and analyzed for (1) amount of time spent on campus, (2) parental participation breakdown by grade level and (3) demographics of parents volunteering

G2. Increase reading achievement and gains, based on the FSA. 1a

G073586

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Title I Push in
- Fast ForWord, Achieve 3000, Waterford online learning programs
- Regularly scheduled data chats

Targeted Barriers to Achieving the Goal 3

- District Scope and Sequence limits differentiation, limited instruction on Wednesdays due to shortened day
- Attendance/Tardies/Mobility
- Lack of vocabulary, test-taking skills, background knowledge, exposure to HOT questions
- Varied ability of students, including knowledge when entering school

Plan to Monitor Progress Toward G2. 8

Balanced assessment (every other week) AIMS assessments (quarterly) other teacher selected assessments

Person Responsible

Tanya Floyd

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Test Scores, IC reports

G3. Increase math achievement and gains, based on the FSA. 1a

G073587

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Math Gains	68.0
Math Lowest 25% Gains	68.0

Resources Available to Support the Goal 2

- Computer programs--STAR Math, Reflex Math, AM Math, Waterford (math)
- Supplemental Materials--Math Reads, Calendar Math, Sunshine Math, Math-A-Draw, Mad Minute
- Basal Resources (My Math)

Targeted Barriers to Achieving the Goal 3

- Lack of technology at home
- Lack of time in the school day to provide reteaching (Early release on Wednesdays)
- Lack of at-home support

Plan to Monitor Progress Toward G3. 8

Ongoing progress monitoring

Person Responsible

Stephanie Nichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

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

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 Parent Involvement by 20% within both the academic/instructional day and extracurricular/family support activities by monitoring sign-in sheets. **1**

 G073585

G1.B1 Lack of motivation by parents to attend events before/after school hours **2**

 B192196

G1.B1.S1 Offer incentives for attending events after school hours (food, door prizes, goodie bags) **4**

 S203628

Strategy Rationale

Incentives will help motivate both students and families to attend events that will ultimately have a positive effect 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

Tanya Floyd

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Receipt of purchases based on research-based materials

Action Step 2 5

Incorporate business/community partners into the events

Person Responsible

Tonya Futch

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Emails, advertisements for events, agendas for events

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

Document what type of incentive will be given at each event

Person Responsible

Stephanie Nichols

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Newsletters, fliers for events, Parent feedback from events

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

Documentation provided to Title I, SAC, or PTA

Person Responsible

Stephanie Nichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Title I folder, SAC and PTA agenda notes

G1.B2 Lack of school/home connection and communication 2

B192197

G1.B2.S1 Provide student planners for every student 4

S203629

Strategy Rationale

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

Action Step 1 5

Purchase student planners for each student, using both Title I and General School Funds.

Person Responsible

Tanya Floyd

Schedule

On 6/9/2016

Evidence of Completion

Introduction and implementation of planners in classrooms

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

Parent Surveys

Person Responsible

Tonya Futch

Schedule

On 3/2/2015

Evidence of Completion

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

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

Principal/classroom teacher discussions

Person Responsible

Tonya Futch

Schedule

Semiannually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom teachers will provide samples from their students' planners at the post-observation conferences, which will lead to further discussion about their implementation and effectiveness in each class.

G1.B2.S2 Increase communication methods 4

 S203630

Strategy Rationale

By having multiple methods to communicate with families, the information regarding the school year will be more easily accessible.

Action Step 1 5

Send home the parent newsletter twice a month, to all Littlewood families.

Person Responsible

Tonya Futch

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Newsletters will be posted online on the school website, as well as have hard copies placed in the front office.

Action Step 2 5

Notices posted on the school marquee will be monitored.

Person Responsible

Tonya Futch

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Change the marquee atleast twice a month, posting the most current upcoming events

Action Step 3 5

Phone homes about weekly activities

Person Responsible

Tonya Futch

Schedule

On 6/9/2016

Evidence of Completion

Hard copies are saved on computer

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Copies of such postings will be maintained.

Person Responsible

Tonya Futch

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Random copies of the newsletters and pictures of the marquee will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Parent Surveys/Feedback

Person Responsible

Tonya Futch

Schedule

Annually, from 10/10/2015 to 6/9/2016

Evidence of Completion

Parent survey results will be analyzed for feedback on communication effectiveness.

G2. Increase reading achievement and gains, based on the FSA. 1

 G073586

G2.B1 District Scope and Sequence limits differentiation, limited instruction on Wednesdays due to shortened day 2

 B192198

G2.B1.S1 Continue to work on implementing effective Literacy Work Stations 4

 S203631

Strategy Rationale

Literacy Work Stations allow for differentiated, small group instruction, with a focus on student needs.

Action Step 1 5

Book Study

Person Responsible

Tanya Floyd

Schedule

Monthly, from 1/19/2015 to 6/9/2016

Evidence of Completion

Meeting Agendas, Training Follow-Up, Classroom Snapshots

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

Classroom Snapshots, Formal Observations

Person Responsible

Tonya Futch

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

ACIIS reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Analysis of Data

Person Responsible

Stephanie Nichols

Schedule

Every 6 Weeks, from 9/30/2015 to 5/29/2016


Evidence of Completion

FCIM Grade-Level Meeting notes

G2.B2 Attendance/Tardies/Mobility 2

 B192199

G2.B2.S1 Monitoring of attendance/school incentives/parent contacted 4

 S203632

Strategy Rationale

With careful monitoring, parents of students who are beginning to display high absenteeism and/or a high tardy rate can be contacted and a plan can be put into place to help curb this.

Action Step 1 5

Attendance will be monitored weekly.

Person Responsible

Ginger Bernal

Schedule

Weekly, from 8/24/2015 to 6/5/2016

Evidence of Completion

Reports presented, letters of notice sent home to parents

Action Step 2 5

Contact parents whose child has a high rate of absenteeism.

Person Responsible

Ginger Bernal

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parent Communication Log

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

Weekly reporting of results

Person Responsible

Ginger Bernal

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Weekly notes from Administrative meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Analysis of reports

Person Responsible

Ginger Bernal

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Presentation of data to Leadership Team

G2.B2.S2 Hold parent conferences to discuss the importance of attendance for students with high absenteeism rates **4**

 S203633

Strategy Rationale

Discussions must be held to stress the importance of school attendance.

Action Step 1 **5**

Students with high rates of absenteeism will be identified.

Person Responsible

Ginger Bernal

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

IC reports pulled

Action Step 2 **5**

Hold EPT conferences with parents of students identified that have a high absenteeism rate.

Person Responsible

Ginger Bernal

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

EPT documentation

Plan to Monitor Fidelity of Implementation of G2.B2.S2 **6**

Grade Level Data Chats

Person Responsible

Jennifer Homard

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting Notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Monitor levels of absenteeism

Person Responsible

Joshua White

Schedule

Quarterly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Attendance Reports

G2.B3 Lack of vocabulary, test-taking skills, background knowledge, exposure to HOT questions 2

 B192200

G2.B3.S1 Teachers use Reading Street's Amazing Words and Sight Words with fidelity 4

 S203634

Strategy Rationale

Reading Street is research-based and district-adopted.

Action Step 1 5

Reading Street axillary programs will be implemented on a daily basis.

Person Responsible

Tanya Floyd

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans

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

Balanced assessment, AIMS assessment and other teacher chosen assessments

Person Responsible

Stephanie Nichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

FCIM Meeting Notes

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

Monitoring of test scores

Person Responsible

Stephanie Nichols

Schedule

Monthly, from 10/10/2015 to 6/9/2016

Evidence of Completion

Increase in test scores

G2.B3.S2 Use small group instruction to promote vocabulary and higher order thinking skills on a more individualized level, Kagan strategies to promote collaboration among peers. 4

 S203635

Strategy Rationale

Instruction can be tailored for individual needs, based on data.

Action Step 1 5

Implement Reading Centers in all classrooms, with fidelity, on a daily basis.

Person Responsible

Tanya Floyd

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, Team Leader Notes, Snapshot data

Action Step 2 5

Ensure all Title I Teachers have been trained for use with the district adopted Reading series

Person Responsible

Tanya Floyd

Schedule

On 6/9/2016

Evidence of Completion

All Title I teachers will attend a one-day training, provided by the district Title I office.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Classroom Snapshots, Formal Observations

Person Responsible

Tonya Futch

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

ACIIS reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Regularly review lesson plans for instructional differentiation, classroom snapshots & formal classroom observations

Person Responsible

Schedule

On 6/9/2016

Evidence of Completion

lesson plans, ACIIS reports, formal observation teacher feedback

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Feedback to teacher regarding lesson planning and classroom observations

Person Responsible

Tonya Futch

Schedule

On 6/9/2016

Evidence of Completion

ACIIS data regarding frequency of classroom snapshots, ACIIS reports, formal observations

G3. Increase math achievement and gains, based on the FSA. 1

G073587

G3.B1 Lack of technology at home 2

B192202

G3.B1.S1 Providing time and opportunities for all students, but especially those without technology at home, to be on the computer, utilizing the math resources. 4

S203636

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

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Review of lesson plans, snapshots, classroom observations

Action Step 2 5

The computer labs and Media Center will be opened outside of school hours.

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign-in sheet collected at each open event, attendance verification of students

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

Sign In sheets, lesson plans, ACIIS reports

Person Responsible

Tanya Floyd

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign In sheets

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

Analyze the computer usage per student before and after the implementation of the strategy

Person Responsible

Tanya Floyd

Schedule

Annually, from 10/10/2015 to 6/9/2016

Evidence of Completion

Reports from computer-based programs.

G3.B2 Lack of time in the school day to provide reteaching (Early release on Wednesdays) 2

 B192203

G3.B2.S1 Incorporate math into other curriculum areas 4

 S203637

Strategy Rationale

By increasing math into other areas of the day, students are given more exposure time to skills.

Action Step 1 5

Teachers in grades 3 and 4 will use Calendar Math on a daily basis.

Person Responsible

Tanya Floyd

Schedule

Daily, from 10/10/2015 to 6/9/2016

Evidence of Completion

Data Chat evidence and regular Walk Throughs of the classroom

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

Incorporate support materials into curriculum

Person Responsible

Tanya Floyd

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Snapshots, observation, discussions

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

AIMS quarterly assessments

Person Responsible

Stephanie Nichols

Schedule

Monthly, from 8/24/2015 to 6/9/2016


Evidence of Completion

Assessment data

G3.B3 Lack of at-home support 2

 B192204

G3.B3.S1 Increase contacts with parents 4

 S203638

Strategy Rationale

By keeping parents informed of current curriculum skills and individual student needs, they are aware of skills that can be worked on outside of school.

Action Step 1 5

Teachers will increase their communication with parents, and take note of the strategies they ask parents to use at home to specifically help with math.

Person Responsible

Stephanie Nichols

Schedule

Semiannually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Communication logs

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers will show documentation during their observation post-conferences

Person Responsible

Tonya Futch

Schedule

Semiannually, from 9/15/2015 to 6/9/2016

Evidence of Completion

Emails, asking for the documentation

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Increase of Balanced assessment scores

Person Responsible

Tanya Floyd


Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Assessment data

G3.B3.S2 Provide trainings for parents on ways they can help at home **4**

 S203639

Strategy Rationale

Parents must be given strategies to use at home before they can be expected to provide support outside of the school day.

Action Step 1 **5**

Parents will be invited to attend evening trainings, which will share strategies and resources to be used at home to support math achievement.

Person Responsible

Stephanie Nichols

Schedule

Semiannually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign In sheets from the events

Plan to Monitor Fidelity of Implementation of G3.B3.S2 **6**

Attending families will be noted, and students of these families will have their data analyzed for increases in achievement scores

Person Responsible

Stephanie Nichols

Schedule

Semiannually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Family event agendas, Sign In Sheets, Google Docs with assessment scores

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Parent surveys

Person Responsible

Tonya Futch

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parents will be given an opportunity to give feedback regarding the events and resources provided.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.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.	Floyd, Tanya	8/24/2015	Receipt of purchases based on research-based materials	6/9/2016 annually
G1.B2.S1.A1	Purchase student planners for each student, using both Title I and General School Funds.	Floyd, Tanya	8/24/2015	Introduction and implementation of planners in classrooms	6/9/2016 one-time
G1.B2.S2.A1	Send home the parent newsletter twice a month, to all Littlewood families.	Futch, Tonya	8/24/2015	Newsletters will be posted online on the school website, as well as have hard copies placed in the front office.	6/9/2016 biweekly
G2.B1.S1.A1	Book Study	Floyd, Tanya	1/19/2015	Meeting Agendas, Training Follow-Up, Classroom Snapshots	6/9/2016 monthly
G2.B2.S1.A1	Attendance will be monitored weekly.	Bernal, Ginger	8/24/2015	Reports presented, letters of notice sent home to parents	6/5/2016 weekly
G2.B2.S2.A1	Students with high rates of absenteeism will be identified.	Bernal, Ginger	8/18/2014	IC reports pulled	6/5/2015 monthly
G2.B3.S1.A1	Reading Street axillary programs will be implemented on a daily basis.	Floyd, Tanya	8/24/2015	Lesson Plans	6/9/2016 daily
G2.B3.S2.A1	Implement Reading Centers in all classrooms, with fidelity, on a daily basis.	Floyd, Tanya	8/24/2015	Lesson plans, Team Leader Notes, Snapshot data	6/9/2016 daily
G3.B1.S1.A1	A technology station will be included in the daily math centers rotation.	Floyd, Tanya	8/24/2015	Review of lesson plans, snapshots, classroom observations	6/9/2016 daily
G3.B2.S1.A1	Teachers in grades 3 and 4 will use Calendar Math on a daily basis.	Floyd, Tanya	10/10/2015	Data Chat evidence and regular Walk Throughs of the classroom	6/9/2016 daily
G3.B3.S1.A1	Teachers will increase their communication with parents, and take note of the strategies they ask parents to use at home to specifically help with math.	Nichols, Stephanie	8/24/2015	Communication logs	6/9/2016 semiannually
G3.B3.S2.A1	Parents will be invited to attend evening trainings, which will share strategies and resources to be used at home to support math achievement.	Nichols, Stephanie	8/24/2015	Sign In sheets from the events	6/9/2016 semiannually

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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
G1.B1.S1.A2	Incorporate business/community partners into the events	Futch, Tonya	8/24/2015	Emails, advertisements for events, agendas for events	6/9/2016 annually
G1.B2.S2.A2	Notices posted on the school marquee will be monitored.	Futch, Tonya	8/24/2015	Change the marquee atleast twice a month, posting the most current upcoming events	6/9/2016 biweekly
G2.B2.S1.A2	Contact parents whose child has a high rate of absenteeism.	Bernal, Ginger	8/24/2015	Parent Communication Log	6/9/2016 monthly
G2.B2.S2.A2	Hold EPT conferences with parents of students identified that have a high absenteeism rate.	Bernal, Ginger	8/18/2014	EPT documentation	6/5/2015 monthly
G2.B3.S2.A2	Ensure all Title I Teachers have been trained for use with the district adopted Reading series	Floyd, Tanya	8/24/2015	All Title I teachers will attend a one-day training, provided by the district Title I office.	6/9/2016 one-time
G3.B1.S1.A2	The computer labs and Media Center will be opened outside of school hours.	Floyd, Tanya	8/24/2015	Sign-in sheet collected at each open event, attendance verification of students	6/9/2016 monthly
G1.B2.S2.A3	Phone homes about weekly activities	Futch, Tonya	8/24/2015	Hard copies are saved on computer	6/9/2016 one-time
G1.MA1	Monitor parent/family participation at all family events, looking for an increase in (1) parent participation and (2) a variety of families/demographics participating	Futch, Tonya	8/24/2015	Parent Sign-Ins at each event	6/9/2016 quarterly
G1.MA2	Monitor parent involvement within the school day	Floyd, Tanya	8/24/2015	Parent sign in information from the Raptor sign in software will be collected and analyzed for (1) amount of time spent on campus, (2) parental participation breakdown by grade level and (3) demographics of parents volunteering	6/9/2016 monthly
G1.B1.S1.MA1	Documentation provided to Title I, SAC, or PTA	Nichols, Stephanie	8/24/2015	Title I folder, SAC and PTA agenda notes	6/9/2016 monthly
G1.B1.S1.MA1	Document what type of incentive will be given at each event	Nichols, Stephanie	8/24/2015	Newsletters, fliers for events, Parent feedback from events	6/9/2016 annually
G1.B2.S1.MA1	Principal/classroom teacher discussions	Futch, Tonya	8/24/2015	Classroom teachers will provide samples from their students' planners at the post-observation conferences, which will lead to further discussion about their implementation and effectiveness in each class.	6/9/2016 semiannually
G1.B2.S1.MA1	Parent Surveys	Futch, Tonya	2/2/2015	Parents will complete a survey in which they provide feedback on the effectiveness of the student planners.	3/2/2015 one-time
G1.B2.S2.MA1	Parent Surveys/Feedback	Futch, Tonya	10/10/2015	Parent survey results will be analyzed for feedback on communication effectiveness.	6/9/2016 annually
G1.B2.S2.MA1	Copies of such postings will be maintained.	Futch, Tonya	8/24/2015	Random copies of the newsletters and pictures of the marquee will be collected.	6/9/2016 biweekly
G2.MA1	Balanced assessment (every other week) AIMS assessments (quarterly) other teacher selected assessments	Floyd, Tanya	8/24/2015	Test Scores, IC reports	6/9/2016 weekly
G2.B1.S1.MA1	Analysis of Data	Nichols, Stephanie	9/30/2015	FCIM Grade-Level Meeting notes	5/29/2016 every-6-weeks
G2.B1.S1.MA1	Classroom Snapshots, Formal Observations	Futch, Tonya	8/24/2015	ACIIS reports	6/9/2016 monthly
G2.B2.S1.MA1	Analysis of reports	Bernal, Ginger	8/24/2015	Presentation of data to Leadership Team	6/9/2016 quarterly
G2.B2.S1.MA1	Weekly reporting of results	Bernal, Ginger	8/24/2015	Weekly notes from Administrative meetings	6/9/2016 weekly

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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.B3.S1.MA1	Monitoring of test scores	Nichols, Stephanie	10/10/2015	Increase in test scores	6/9/2016 monthly
G2.B3.S1.MA1	Balanced assessment, AIMS assessment and other teacher chosen assessments	Nichols, Stephanie	8/24/2015	FCIM Meeting Notes	6/9/2016 monthly
G2.B2.S2.MA1	Monitor levels of absenteeism	White, Joshua	8/18/2014	Attendance Reports	6/5/2015 quarterly
G2.B2.S2.MA1	Grade Level Data Chats	Homard, Jennifer	8/18/2014	Meeting Notes	6/5/2015 every-6-weeks
G2.B3.S2.MA1	Regularly review lesson plans for instructional differentiation, classroom snapshots & formal classroom observations		8/24/2015	lesson plans, ACIIS reports, formal observation teacher feedback	6/9/2016 one-time
G2.B3.S2.MA1	Feedback to teacher regarding lesson planning and classroom observations	Futch, Tonya	8/24/2015	ACIIS data regarding frequency of classroom snapshots, ACIIS reports, formal observations	6/9/2016 one-time
G2.B3.S2.MA1	Classroom Snapshots, Formal Observations	Futch, Tonya	8/24/2015	ACIIS reports	6/9/2016 monthly
G3.MA1	Ongoing progress monitoring	Nichols, Stephanie	8/24/2015	AIMS quarterly assessments, Concept Tests, mini-assessments, FSA (3-5), formal and informal assessments	6/9/2016 monthly
G3.B1.S1.MA1	Analyze the computer usage per student before and after the implementation of the strategy	Floyd, Tanya	10/10/2015	Reports from computer-based programs.	6/9/2016 annually
G3.B1.S1.MA1	Sign In sheets, lesson plans, ACIIS reports	Floyd, Tanya	8/24/2015	Sign In sheets	6/9/2016 monthly
G3.B2.S1.MA1	AIMS quarterly assessments	Nichols, Stephanie	8/24/2015	Assessment data	6/9/2016 monthly
G3.B2.S1.MA1	Incorporate support materials into curriculum	Floyd, Tanya	8/24/2015	Snapshots, observation, discussions	6/9/2016 weekly
G3.B3.S1.MA1	Increase of Balanced assessment scores	Floyd, Tanya	8/24/2015	Assessment data	6/9/2016 monthly
G3.B3.S1.MA1	Teachers will show documentation during their observation post-conferences	Futch, Tonya	9/15/2015	Emails, asking for the documentation	6/9/2016 semiannually
G3.B3.S2.MA1	Parent surveys	Futch, Tonya	8/24/2015	Parents will be given an opportunity to give feedback regarding the events and resources provided.	6/9/2016 annually
G3.B3.S2.MA1	Attending families will be noted, and students of these families will have their data analyzed for increases in achievement scores	Nichols, Stephanie	8/24/2015	Family event agendas, Sign In Sheets, Google Docs with assessment scores	6/9/2016 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase reading achievement and gains, based on the FSA.

G2.B1 District Scope and Sequence limits differentiation, limited instruction on Wednesdays due to shortened day

G2.B1.S1 Continue to work on implementing effective Literacy Work Stations

PD Opportunity 1

Book Study

Facilitator

Participants

All teachers

Schedule

Monthly, from 1/19/2015 to 6/9/2016

G2.B3 Lack of vocabulary, test-taking skills, background knowledge, exposure to HOT questions

G2.B3.S2 Use small group instruction to promote vocabulary and higher order thinking skills on a more individualized level, Kagan strategies to promote collaboration among peers.

PD Opportunity 1

Implement Reading Centers in all classrooms, with fidelity, on a daily basis.

Facilitator

Tanya Floyd, Tonya Futch

Participants

All K-5 classroom teachers

Schedule

Daily, from 8/24/2015 to 6/9/2016

G3. Increase math achievement and gains, based on the FSA.

G3.B2 Lack of time in the school day to provide reteaching (Early release on Wednesdays)

G3.B2.S1 Incorporate math into other curriculum areas

PD Opportunity 1

Teachers in grades 3 and 4 will use Calendar Math on a daily basis.

Facilitator

Tanya Floyd

Participants

Any new 3rd or 4th grade teacher, as well as any teacher within these grade levels who would like a refresher.

Schedule

Daily, from 10/10/2015 to 6/9/2016

Technical Assistance Items

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

G1. Increase Parent Involvement by 20% within both the academic/instructional day and extracurricular/family support activities by monitoring sign-in sheets.

G1.B2 Lack of school/home connection and communication

G1.B2.S1 Provide student planners for every student

PD Opportunity 1

Purchase student planners for each student, using both Title I and General School Funds.

Facilitator

All classroom teachers

Participants

Parents/Guardians

Schedule

On 6/9/2016

G2. Increase reading achievement and gains, based on the FSA.

G2.B3 Lack of vocabulary, test-taking skills, background knowledge, exposure to HOT questions

G2.B3.S1 Teachers use Reading Street's Amazing Words and Sight Words with fidelity

PD Opportunity 1

Reading Street axillary programs will be implemented on a daily basis.

Facilitator

Tanya Floyd

Participants

All K-5 ELA teachers

Schedule

Daily, from 8/24/2015 to 6/9/2016

Budget

Budget Data

1	G1.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	2015-16
			0091 - Littlewood Elementary School	Title I Part A		\$1,000.00
2	G1.B1.S1.A2	Incorporate business/community partners into the events				\$0.00
3	G1.B2.S1.A1	Purchase student planners for each student, using both Title I and General School Funds.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$750.00
<i>Notes: Grades 1-2 (Grades 3-5 provided by district Title I)</i>						
4	G1.B2.S2.A1	Send home the parent newsletter twice a month, to all Littlewood families.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$250.00
<i>Notes: Paper, ink</i>						
5	G1.B2.S2.A2	Notices posted on the school marquee will be monitored.				\$0.00
6	G1.B2.S2.A3	Phone homes about weekly activities				\$0.00
7	G2.B1.S1.A1	Book Study				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$2,500.00
<i>Notes: CREATE Grant, will use money to pay for stipends for participating teachers</i>						
			District-Wide	Title I Part A		\$1,000.00
<i>Notes: Professional Development budget</i>						
8	G2.B2.S1.A1	Attendance will be monitored weekly.				\$0.00
9	G2.B2.S1.A2	Contact parents whose child has a high rate of absenteeism.				\$0.00
10	G2.B2.S2.A1	Students with high rates of absenteeism will be identified.				\$0.00
11	G2.B2.S2.A2	Hold EPT conferences with parents of students identified that have a high absenteeism rate.				\$0.00
12	G2.B3.S1.A1	Reading Street axillary programs will be implemented on a daily basis.				\$0.00
13	G2.B3.S2.A1	Implement Reading Centers in all classrooms, with fidelity, on a daily basis.				\$0.00
14	G2.B3.S2.A2	Ensure all Title I Teachers have been trained for use with the district adopted Reading series				\$100.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$100.00
			<i>Notes: Provide 1 sub to work with all students in the small group pull outs throughout the day (each group will be no larger than 18 students).</i>			
15	G3.B1.S1.A1	A technology station will be included in the daily math centers rotation.				\$0.00
16	G3.B1.S1.A2	The computer labs and Media Center will be opened outside of school hours.				\$0.00
17	G3.B2.S1.A1	Teachers in grades 3 and 4 will use Calendar Math on a daily basis.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$500.00
			<i>Notes: Money used to purchase replacement kits or materials.</i>			
18	G3.B3.S1.A1	Teachers will increase their communication with parents, and take note of the strategies they ask parents to use at home to specifically help with math.				\$0.00
19	G3.B3.S2.A1	Parents will be invited to attend evening trainings, which will share strategies and resources to be used at home to support math achievement.				\$0.00
					Total:	\$6,100.00