

Alachua County Public Schools

# LITTLEWOOD ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Alachua County School Board.

## SIP Authority

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

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

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

## Purpose and Outline of the SIP

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

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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

#### Provide the school's vision statement

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Littlewood Elementary encourages the child to see themselves as a worthwhile individual with the characteristics to assume a responsible place in the school and community. Our faculty and staff create an atmosphere for children which encourages an awareness of the joys and necessity of learning, the development of talents and skills (social, emotional, intellectual, and physical), and appreciation of cultural heritage. It is the school's responsibility to plan and propose methods and strategies that will best ensure the attainment of the overall goals and purpose. To achieve this, the school relies upon the strengths of the students, school staff, parents and community.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Justin Russell

##### Position Title

Principal

##### Job Duties and Responsibilities

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Oversee all daily operations of the school. Hires and develops a high quality faculty and staff. Provides leadership and direction for students to meet state requirements and teachers to have the training and resources needed to increase student achievement by using effective teaching strategies; collects data on student progress towards academic and behavioral goals, analyzes data by benchmarks to ensure the concepts are being taught and learned (lesson plans, classroom snapshots). Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures implementation of intervention support and

documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based plans and activities, and participates in Educational Planning Team (EPT) meetings with parents. Assists students having difficulty adjusting to school or class requirements; meets with students, teacher, and parents to develop plans to assist with student success; implements PBiS with fidelity; maintains a safe learning environment.

## **Leadership Team Member #2**

### **Employee's Name**

Maggie Gardiner

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Assists with overseeing daily operation of the school. Provides leadership and direction to ESE department. Provides expertise in Florida State Standards; ensures that students are taught on their instructional level; provides remedial or enrichment strategies/ activities to teachers based on needs; assists in the collection of assessment data from all K-5 students in the areas of language arts, math, writing, and science. Participates in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Meets with students, teachers, and parents to develop plans to assist with student success.

## **Leadership Team Member #3**

### **Employee's Name**

Kristy Moreschi

### **Position Title**

Instructional Intervention Coach

### **Job Duties and Responsibilities**

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Oversees the MTSS/RTI process by providing a common vision for the use of data-based decision making, ensuring that MRSS/RTI is implemented according to district guidelines; oversees implementation and documentation of interventions; oversees grade-level data chats; assists teachers with classroom instruction and plans; Title 1 lead teacher

## **Leadership Team Member #4**

### **Employee's Name**

Nancy Dingus

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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

**Leadership Team Member #5**

**Employee's Name**

Amelia Hall

**Position Title**

Behavior Resource Teacher

**Job Duties and Responsibilities**

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Provides support for teachers and parents related to classroom and behavior management strategies, develops and monitors behavior plans for specific students, acts as PBS coach to ensure it is implemented with fidelity. Processes discipline referrals and analyzes discipline data. Collaborates with teachers and parents to support student success.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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

### SIP Monitoring

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

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



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>59.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>78.5%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	25	25	30	34	21	28				163
One or more suspensions	0	1	3	5	3	4				16
Course failure in English Language Arts (ELA)	24	28	26	15	5	22				120
Course failure in Math	11	7	19	6	5	44				92
Level 1 on statewide ELA assessment	0	0	0	19	30	27				76
Level 1 on statewide Math assessment	0	0	0	18	20	44				82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	17	16	21	23	20	48				145

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	0	3	0	0				5
Students retained two or more times	0	0	0	1	1	0				2

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	34	34	35	21	25				150
One or more suspensions			1	9	4	5				19
Course failure in ELA	3	26	32	26	15	3				105
Course failure in Math	3	10	9	29	6	1				58
Level 1 on statewide ELA assessment	3	44	69	36	45	27				224
Level 1 on statewide Math assessment	3	55	23	38	34	34				187
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	24	20	20						116

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	13	27	33	21	18				115

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	4	1	6						14
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	61	55	57	63	52	53	63	53	56
ELA Grade 3 Achievement **	66	58	58	68	51	53			
ELA Learning Gains	56	57	60				59		
ELA Learning Gains Lowest 25%	57	51	57				40		
Math Achievement *	59	55	62	60	53	59	68	40	50
Math Learning Gains	52	59	62				66		
Math Learning Gains Lowest 25%	24	49	52				49		
Science Achievement *	58	54	57	59	54	54	59	54	59
Social Studies Achievement *								58	64
Graduation Rate								47	50
Middle School Acceleration								43	52
College and Career Readiness									80
ELP Progress	50	75	61	31	61	59	75		

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

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	483
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	58%	60%	48%		58%	58%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	1	
English Language Learners	49%	No		
Black/African American Students	32%	Yes	3	
Hispanic Students	50%	No		
Multiracial Students	76%	No		
White Students	65%	No		
Economically Disadvantaged Students	45%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	42%	No		
English Language Learners	31%	Yes	1	1
Black/African American Students	38%	Yes	2	
Hispanic Students	51%	No		
Multiracial Students	60%	No		
White Students	78%	No		
Economically Disadvantaged Students	46%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	33%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	44%	No		
Native American Students				
Asian Students				
Black/African American Students	38%	Yes	1	
Hispanic Students	54%	No		
Multiracial Students	69%	No		
Pacific Islander Students				
White Students	76%	No		
Economically Disadvantaged Students	45%	No		

### D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%	66%	56%	57%	59%	52%	24%	58%					50%
Students With Disabilities	24%	22%	56%	62%	30%	37%	28%	29%					
English Language Learners	36%	50%	79%		45%	36%							50%
Black/African American Students	35%	38%	41%	47%	29%	28%	20%	21%					
Hispanic Students	51%	55%	58%	75%	50%	43%	18%	50%					47%
Multiracial Students	89%	92%	47%		85%	67%							
White Students	74%	85%	63%	64%	73%	63%	30%	71%					
Economically Disadvantaged Students	45%	54%	48%	53%	40%	34%	26%	42%					60%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	63%	68%			60%			59%					31%
Students With Disabilities	46%	41%			30%			50%					
English Language Learners	25%				29%								40%
Black/African American Students	40%	43%			34%			35%					
Hispanic Students	58%	64%			55%			45%					31%
Multiracial Students	69%				62%			50%					
White Students	76%	79%			76%			80%					
Economically Disadvantaged Students	47%	58%			41%			43%					40%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	63%		59%	40%	68%	66%	49%	59%					75%
Students With Disabilities	29%		37%	24%	36%	49%	38%	17%					
English Language Learners	37%		41%	20%	37%	50%	45%						75%
Native American Students													
Asian Students													
Black/African American Students	36%		40%	39%	44%	48%	36%	21%					
Hispanic Students	64%		61%	25%	62%	64%	42%	48%					69%
Multiracial Students	68%		69%		68%	71%							
Pacific Islander Students													
White Students	77%		67%	55%	85%	77%	82%	87%					
Economically Disadvantaged Students	47%		48%	39%	48%	57%	39%	39%					

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	59%	56%	3%	55%	4%
Ela	4	54%	51%	3%	53%	1%
Ela	5	55%	51%	4%	55%	0%
Math	3	59%	54%	5%	60%	-1%
Math	4	61%	53%	8%	58%	3%
Math	5	45%	51%	-6%	56%	-11%
Science	5	51%	50%	1%	53%	-2%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

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Our greatest area of improvement is ELA LQ Gains, which increased significantly from 40 (the last time it was measured) to 59 . Our main areas that helped with this were implementing High Dose Tutoring with fidelity, Title 1 tutoring with fidelity, after school tutoring, and ESE support facilitation.

##### Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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Our lowest performing category was Math LQ Gains. ELA was a major focus for support, interventions, and pullout, so it is no surprise that our performance matched where most of our resources went. We need to divert more supports and resources to Math, particularly our lowest quartile, for 24-25 school year.

##### Greatest Decline

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

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Our greatest area of concern that showed the greatest drop from the last time it was reported in Math LQ Gains. We diverted too many resources, including personnel, into Reading/ELA performance. Our Math LQ gains went from 49 that last time it was reported to 24, the lowest it has been in recent history.

##### Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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Our ELA overall achievement was higher than the state averages (60% vs 54%). Our main areas that helped with this were implementing High Dose Tutoring with fidelity, Title 1 tutoring with fidelity, after school tutoring, and ESE support facilitation.

##### EWS Areas of Concern

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

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The two biggest areas of concern are attendance and ELA course failure.

**Highest Priorities**

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

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Math Lowest Quartile Gains

African American ESSA Subgroup

Students with disabilities ESSA Subgroup



## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Benchmark-aligned instruction

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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A school-wide focus will be full alignment of tier 1 instruction. This means that instruction will be aligned to the benchmark, student tasks will be aligned to the benchmark, and the use of adopted core curriculum is evident. This was chosen because we have continued to fall short of certain subgroups being above 41% on the Federal Index. Using the most recent available data, English Language Learners (31%) and African Americans (38%) fell short of this threshold.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Using the newly adopted district trend walk tool, the school will average at least a 3.0 (Meeting Expectations) on a 4.0 scale in the area of alignment.

Additionally, all ESSA subgroups, particularly the areas that were less than 41% Federal Index in the prior year (English Language Learners [31%] and African American [38%]) students will average at least 41% achievement overall.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Overall alignment, which includes instructional being alignment to the benchmark, student tasks being aligned to the benchmark, and evidence of the use of core adopted curriculum, will be measured using the newly adopted district trend walk tool. Regular classroom visits will take place by the school leadership team and the district leadership team.

#### Person responsible for monitoring outcome

Justin Russell, Principal

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Provide standards-based instruction to all students, in whole and small groups, that matches the level of content complexity required, student tasks that are aligned to the task, and using core adopted curriculum.

**Rationale:**

Effective direct instruction has Hatie Effect size of 0.59. Core adopted curriculum have strong evidence of effectiveness.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Targeted instruction based on benchmark

**Person Monitoring:**

Justin Russell

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Instruction will be monitored through the use of trend walks, walkthroughs and formal observations conducted by school and district leadership. Large and small group instruction driven by curriculum maps, ongoing student data analysis, and progress monitoring.

**Action Step #2**

Professional Learning

**Person Monitoring:**

Margaret Gardiner

**By When/Frequency:**

Preplanning

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Professional Learning will be provided to all instructional staff on the new Trend Walk tool and school expectations.

**Area of Focus #2**

Address the school’s highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale**

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Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Professional learning in the area of engagement and executive functioning will be implemented for all teachers. To start the school year, all teachers will participate in two professional learning days that focus individually on these two areas. Then, based on student needs, teachers will make a determination to dig deeper into one of those two areas (engagement or executive functioning). From that point, they will participate in an ongoing Professional Learning Community within that area. Based on our lowest quartile data, we are noticing that are students who begin the year below grade level are making even less progress than those who are on or above grade level. Struggling learners have to make more progress than on or above grade level learners in order to catch up. We believe that these are the students who struggle with engagement/executive functioning the most, so we can raise their level by training teachers in these areas.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The lowest quartile gains in Math will increase from 27% to 37% or greater, and the lowest quartile gains in ELA will increase from 59% to 62% or greater.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Teachers will work through the PLC material and meetings will take place quarterly. The PLCs will designed to give teachers concrete strategies that they could implement immediately into their classrooms. After implementation of new structures and/or interventions, teachers will reflect on practices and adjust as needed.

Our lowest quartile will be identified early on in the school year and shared with teachers. These students will be monitored through FAST data and internal assessment data throughout the year to see how the professional learning practices are impacting their progress.

### **Person responsible for monitoring outcome**

Kristy Moreschi, Instructional Intervention Coach

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

**Description of Intervention #1:**

Professional Learning Community #1 - Kagan Cooperative Learning Professional Learning Community #2 - Executive Functioning

**Rationale:**

Several studies show that Kagan Cooperative Learning has an average effect size of .62, which is in the high moderate range. Another study revealed that teachers delivering direct instruction in mindfulness and executive functioning had a promising effect size.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning Delivered

**Person Monitoring:**

Kristy Moreschi

**By When/Frequency:**

Preplanning

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Professional learning in the area of engagement and executive functioning

**Action Step #2**

Professional Learning Communities Begin

**Person Monitoring:**

Kristy Moreschi

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Professional Learning Communities will be developed to dive deeper into the areas of engagement and executive functioning. Teachers will participate in quarterly meetings and implement their structures and strategies with lowest quartile learners throughout the year.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our lowest ESSA achieving subgroups (below 41%) are students with disabilities and African

American students. We know that many of these students are entering the school year below grade level, so they will need differentiated support to make learning gains. We will focus our attention on how and when teachers provide differentiated instruction to students. Differentiation will be expected during instruction through the use of small groups. Differentiation will also occur through the use of tiered interventions during the school day through Title 1 teachers and paraprofessionals push-in/pullout, ESE support facilitation, ESE resource, and ESOL support through our ESOL paraprofessionals and ESOL teacher. Tiered academic interventions will also occur through Lions Pride, our after-school tutoring program funded through Title 1.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The two subgroups Students with Disabilities and African Americans will all increase to 41% or higher as measured by the ESSA Federal Index.

Additionally, 90% of ELA and Math lessons will have a component of small group differentiated instruction.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Students in our three subgroups will be monitored through team data chats with school leadership teams. Individual student data will be analyzed and small groups instruction, including groupings, will be determined and adjusted as needed.

90% of ELA and Math lessons will have a component of small group differentiated instruction as measured by formal observations throughout the year (minimum of two per teacher). Small group differentiated instruction will also be looked for during informal walkthroughs, but as these visits are shorter it is not expected to be seen 90% of visits.

### **Person responsible for monitoring outcome**

Justin Russell

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

Small group instruction using adopted curriculum within the classroom

**Rationale:**

Using core adopted curriculum differentiated to the needs/level of the learner will help them achieve their yearly growth and move closer to mastery

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Interventionists during and after the school day will use the SIPPS and UFLI foundations curriculum as a tier 2 and tier 3 intervention.

**Rationale:**

Research shows that these curriculums have at least a moderate positive impact

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Small group or individual work using supplemental programs including IXL (Math and ELA), Waggle (Math), AMIRA (reading), and iStation (reading).

**Rationale:**

These programs are research based to provide supplemental instruction to help students move closer to mastery.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Regular Data Chats by Team

**Person Monitoring:**

Kristy Moreschi

**By When/Frequency:**

3 times per year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To start the year, after PM1, and after PM2, teams will meet with the school leadership team to discuss and analyze individual student data. Subs will be provided for teachers. Intervention groups and small group instruction within the classroom will be determined based on student data. These groups will be adjusted throughout the year.

**Action Step #2**

**Intervention Groups Established****Person Monitoring:**

Kristy Moreschi

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Intervention groups are established based on student data. These tier 2 and tier 3 groups will be assigned to various interventionists throughout the school, including Title 1 funded teachers and paraprofessionals and ESOL funded teacher and paraprofessionals. ESE students will also receive individualized services based on their goals, which may include support facilitation or ESE resource pullout. These groups will be served several times per week on a regular schedule, and groups will be adjusted as students move to mastery.

**Action Step #3**

Small Group Instruction Within the Classroom

**Person Monitoring:**

Justin Russell

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will continually adjust small groups in the classroom and serve these students with a combination of core and supplemental research based curriculum including but not limited to Benchmark Advanced, UFLI Foundations, AMIRA, IXL, and iStation, and Waggle.

## IV. Positive Culture and Environment

**Area of Focus #1**

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Based on our Early Warning Systems, 21% of our students missed 10% or more school days. Students can't learn when they are not in school.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Less than 10% of students will miss 10% or more school days.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Our school counselor and family liaison will meet with our truancy officer weekly to discuss students of concern. Students of concern will be discussed and interventions developed.

**Person responsible for monitoring outcome**

Nancy Dingus

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Implementation of a Tier 1 Positive Behavior Support and Attendance system that includes recognition of positive, pro-social behaviors, schoolwide social emotional instruction, and increased awareness of culturally responsive techniques for managing behavior and all interactions.

**Rationale:**

Creating a positive, warm culture and environment will make students want to be in school more. Students and families who feel a sense of community and acceptance at school will make every effort to be present when they are well.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Weekly attendance meetings that include district Truancy Officer and Title 1 funded Family Liaison

**Person Monitoring:**

Nancy Dingus

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Purpose of the meetings will be to review ongoing attendance, plan for tiered interventions and EPTs, and assess progress of efforts to decrease absences for those who are on watch.



## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

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

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

#### Plans to Strengthen the Academic Program

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

---

Students will have standards based instruction with the core curriculum, as well as Title 1 tutoring available in and outside of the classroom for tier 2/3 support. We will focus on alignment of instruction, differentiated instruction, and professional learning in the area of engagement and

executive functioning.

**How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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All students at our school are eligible to receive free breakfast and lunch regardless of family income.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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

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Littlewood has a full time school counselor who serves students as needed and refers to outside agencies for consistent services or regular counseling. Littlewood has a part time mental health counselor who checks in and meets with students weekly. We also partner with Meridian Mental Health services and allow Meridian counselors to serve students on campus, with parental permission. Littlewood also has school threat based management team and all members are trained under the state of Florida model. For students in crisis, the Alachua County Mobile Crisis Response team can be called upon.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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

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Non-applicable

#### **Addressing Problem Behavior and Early Intervening Services**

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

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Littlewood is a Positive Behavior Interventions and Supports (PBIS) school. PBiS is a three tiered, data driven approach designed to reduce problem behavior school-wide through the encouragement of positive behaviors. This program is led by the Behavior Resource Teacher, Amelia Hall, who works with community partners to provide rewards and incentives to students. The philosophy behind the program is that focusing on and highlighting the behaviors and expectations that we want is more powerful than focusing on negative behaviors. Functional Behavior Assessments are given to students, with parental consent, so that behavior plans can be developed, if data suggests that it is necessary.

#### **Professional Learning and Other Activities**

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Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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All new teachers are paired with an on-site based mentor teacher of the same subject area/grade level, and a district mentor coach who supports the mentors throughout a year long teacher induction program. Additionally, all teachers participate in job imbedded professional learning throughout the year. This year we will focus on alignment of instruction, differentiated instruction, engagement, and executive functioning.

### **Strategies to Assist Preschool Children**

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

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All pre-k students at Littlewood have Individualized Education Plans and all learning and other goals are established specifically for each child. At the end of their 4 year old pre-k year, all pre-k students have a transition meeting with their kindergarten school to ensure continuity of instruction. They discuss with the new school current academic and behavior levels and plan for appropriate placement.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

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There are a variety of ways that we measure the use of resources that support students. First, a bulk of our extra resources come from Title 1 which is heavily regulated through the district Title 1 office. We also have a Title 1 Lead Teacher/Instructional Intervention Coach who is continually evaluating our data and resources and making sure they are aligned. She engages with the teams during data chats to identify students who need support through the interventions/RTI process and/or tutoring. Students who become proficient are rotated out for students who are newly identified. Overall, our budget and Title 1 expenditures are also discussed with the School Advisory Council annually.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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Our two areas of focus are the ESSA subgroups of African American and Students with disabilities. We hope to increase the index for African American students from 32% to 41% and Students with disabilities from 36% to 41%. Our year long job imbedded professional development will be on the topic of engagement and executive functioning. We believe that these areas will help struggling learners improve. We also will focus on standards aligned instruction and this will be measured through trend walks that will be conducted regularly by the leadership team (monthly) and the district team (twice per year). Teachers will also receive feedback on alignment throughout the year through snapshots and formal observations. Finally, we are focusing on differentiation, specifically in the area of math. We expect that 90% of math lessons will contain a component of differentiated small group instruction.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00