

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LITTLEWOOD ELEMENTARY SCHOOL

District Name: Alachua

Principal: Katherine Munn

SAC Chair: Jennifer Bracken

Superintendent: Dr. Dan Boyd

Date of School Board Approval:

Last Modified on: 10/22/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Katherine Munn	Bachelor's degree in Elementary Education from Florida International University and a Master's degree in Educational Leadership from Nova	5	7	<p>2011-2012 School Grade: A</p> <p>2010-2011 School Grade: A AYP: Overall 95% criteria met. Did not make AYP in reading with black students and in math with the economically disadvantaged.</p> <p>2009-2010 School Grade: A AYP: Overall 92% criteria met. Did not make AYP in reading and math with black students and in reading with the economically disadvantaged.</p> <p>2008-2009 School Grade: A AYP: Overall 90% criteria met. Did not make AYP in reading and math with black students and SWD.</p> <p>2007-2008 School Grade: A AYP: Overall 95% criteria met. Did not make AYP in reading and with SWD and writing.</p>

		Southeastern University.			2006-2007 School Grade: A Fort Clarke MS AYP: Overall 85% criteria met. Did not make AYP in reading and math with SWD, economically disadvantaged and black students. 2005-2006 School Grade: A AYP: Overall 87% criteria met. Made Provisional AYP with areas of concentration in reading with black students, economically disadvantaged and SWD and in math with black students and economically disadvantaged students.
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Technology	Nancy Sanders	BA-Elementary Education MA-Gifted National Board Certification	1	1	2006-07 /Norton Elementary/School Grade A 2007-08 /Norton Elementary/School Grade A 2008-09 /Norton Elementary/School Grade A 2009-10 /Norton Elementary/School Grade B 2010-11 /Norton Elementary/School Grade B

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	All new teachers to Littlewood participate in an orientation. They also meet regularly with the leadership team. Weekly team meetings are conducted for team planning.	Principal, leadership team, and team leaders.	April	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Three teachers are teaching out-of-field. Data from DOE hasn't been released on teachers that are not highly effective.	Staff development.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	6.1%(3)	24.5%(12)	34.7%(17)	34.7%(17)	59.2%(29)	100.0%(49)	8.2%(4)	14.3%(7)	24.5%(12)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Amber Purser	Stephanie Sorrels, Ke'Andra Clayton & Amanda Hall	This is a district program. District Mentors are paired with beginning teachers based on experience of the mentor.	Weekly meetings, foraml observations, classroom snapshots and conferences. The Teacher Induction Program is also completed.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through double doses of reading during the school day and after-school tutoring programs. Title 1 teachers work with students as needed (determined by assessment data and classroom teacher recommendation). The district also coordinates with Title II and Title III in ensuring staff development needs are met. CIMS coordinator helps teachers with data collection, staff development and follow-up strategies.

Title I, Part C- Migrant

Migrant Support Resources Advocates provide services and support to students and parents when needed. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs.

Title II

The district receives supplemental funds for reading coaches, mentor coaches and digital educators.

Title III

The school works with the district to coordinate supplementary materials and instructional services to improve the education of English Language Learners. Language dictionaries are given to each ELL students.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Littlewood also participates in the Food Book Bag program.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with district funds to provide training for third grade teachers.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling and classroom activities. Littlewood also has a no bullying policy and we participate in the Red Ribbon Week Campaign in October.

Nutrition Programs

Littlewood follows the district's nutrition program and participates in the Food Back Pack program and the summer meal program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Katherine Munn, Principal: Provides leadership and direction for students to meet NCLB requirements and teachers to have the training to increase student achievement 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), ensures that intervention support is available based on the data (by the teacher and Title 1 additional support), co-leads FCIM meetings to share data and promote dialogue on ways to meet individual needs, provides professional development opportunities to support the RtI implementation, and participates in Educational Planning Team (EPT) meetings with parents.

Dr. Beth Dovell, Guidance Counselor: Provides expertise in the RtI implementation and support to the Leadership Team in areas of interventions needed to address specific student's needs. Works with outside agencies to ensure student's academic, emotional, behavioral and social needs are addressed. Also is an active participant in EPT and IEP meetings and works closely with teachers and parents.

Tanya Sesock, Curriculum Resource Teacher: Provides expertise in the State of Florida Benchmarks and grade level curriculum to ensure students are taught on their instructional level and provide remedial or enrichment activities to the teacher. She also assists in the collection of assessment data from all K-5 students in the areas of reading, writing, and math and in science for 5th grade.

Tonya Futch, Behavioral Resource Teacher: Assists students having difficulty adjusting to school or class requirements. Meets with students, teachers and parents to develop plans to assist with student success.

Beth Siegel, Amy Winfrey and Nancy Logan, Title 1 Teacher: Assists teachers in collecting data on students and provides guidance.

Cathy Weaver & Tammy DeVoe, ESE Teacher: Assists teachers in collecting data on students and provides guidance.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The leadership team meets weekly to discuss student data, professional development ideas, review the implementation of the School Improvement Plan and review RtI data.

The school's FCIM Team's (Principal, CRT, BRT, Guidance Counseling, ESE Teacher, Title I teachers, CIMS coordinator) function is to collect data from teachers and district assessments, analyze student progress towards meeting state benchmarks, assisting with differentiated instructional strategies, and ensuring the Florida Continuous Improvement Model and calendar are followed.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Team Leader meetings are held monthly and specific SIP committee meetings are held throughout the year to monitor implementation of the plan. At least one member of the RtI Leadership team is also a member on these committees.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data is collected in September (K-5) FAIR; (K) FLKERS, (K-2)Harcourt Math; (3-5) District On-Track Math; (5) On-Track Science. Starting in October (K-5) Macmillan Reading Benchmark assessments are given.

Mid-Year: FAIR (K-5); Macmillan Reading Benchmark Test (1-5); Harcourt Math (K-2); On-Track Math (3-5); and On-Track Science (5) is administered.

End of the Year: FAIR (K-5); Macmillan Reading Benchmark Test (1-5); Harcourt Math (K-2); and On-Track Math (3-5).

Baseline, Mid-Year, and End of Year data is analyzed by strand, student gender, race, SES, ESE, etc.

In addition between the three benchmark assessments:

All math chapter and unit tests are scored and an item analysis is done by K-5 teachers. These scores and analysis are then forwarded to the CRT and Principal to review. Data is shared at the FCIM meetings when additional support is needed.

All reading theme/unit, and fluency results are also scored and analyzed by K-5 teachers and then forwarded to the CRT and Principal to review. Data is shared at the FCIM meetings when additional support is needed.

All 1st-5th grade students will be given a Science Benchmark Assessment 3 times a year and the results shared.

Describe the plan to train staff on MTSS.

The School Psychologist will inservice the faculty on the RtI process for the 2011-2012 school year. Faculty will be given the district's testing calendar and pacing guides to plan the curriculum. The Guidance Counselor and Psychologist will work with the Principal in providing additional staff training during faculty meetings and grade level FCIM meetings throughout the year. The CRT will help facilitate implementation and review test data.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Katherine Munn, Tanya Sesock, Beth Dovell, Nancy Logan, Amy Winfrey, Beth Siegel, and Tonya Futch.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT serves as a resource for teachers. Weekly meetings with rotating grade levels are held with teams to discuss student data and strategies to increase student performance.

What will be the major initiatives of the LLT this year?

The LLT will meet with teams to discuss student data and student performance. The team will plan and implement staff development using teaching strategies to increase student achievement.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The third Wednesday of April, the district holds "Kindergarten Round-Up" at each elementary school. It is advertised through posters, local newspapers, school marquees, radio and television. Each elementary school hosts "Kindergarten Round-Up" for incoming kindergarten students that are zoned to their school. Parents and incoming kindergartners attend an informational session, fill out necessary paperwork, have questions answered and in most cases meet the kindergarten team and tour the schools.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The school counselor teaches lessons on career planning.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2013, at least 74% of students will score a 3 or above on the FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (68)	74% (200)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated instruction not being provided daily for individual student needs	Continue working on Literacy Work Stations	Principal/CRT/CIMS Facilitator	FAIR test and Benchmark tests results	Lesson plans, classroom snapshots, formal observations
2	Attendance/tardies	Monitoring of attendance/school incentives/parents contacted	Principal/CRT/BRT/Classroom teacher	Monitoring attendance weekly	Infinite Campus attendance reports
3	Students aren't getting enough vocabulary practice.	Teachers are using Fry vocabulary sight word charts daily. Holly Lane training.	Principal/CRT/Classroom and Title 1 teachers.	FCAT and FAIR test scores.	Test scores.
4	Immediate disaggregated data/monitoring of data.	All teachers will keep a data notebook for their class to utilize the FCIMs model for instructional needs.	Classroom Teachers/Principal/CRT/ESE teachers.	Review data notebooks-RTI.	Progress monitoring.
5	Students not getting as much practice with complexity of questions.	Staff Inservice on Webb's Depth of Knowledge.	Principal/CRT/Teachers/District coach	CWT to see if teachers are using the higher-order questions.	Higher-order questions are documented in lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In 2013, at least 25% of FAA students will score a 4,5,or 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	25% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance.	Have parent conference or IEP, involving the truancy officer, to discuss the importance of attendance.	Classroom teacher/BRT.	Attendance reports.	Regular attendance increases.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2013, at least 74% of students will score a 4 or 5 on FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (117)	74% (200)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not getting much practice with complexity of questions	Continue Staff Inservices and discussions on Webb's Depth of Knowledge and Goal Setting	Principal/CRT/CIMS Coordinator/Classroom Teachers	Classroom Snapshots	Lesson plans with higher-ordered questions posted
2	Student's knowledge of higher order thinking strategies	Continue using Marzano, Kagan, CRISS strategies.	CIMS Facilitator/Principal/CRT	FAIR data, informal assessments and Reading Benchmarks	Lesson plan monitoring/Walk-Throughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	In 2013, 38% of FAA students will score a 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2)	38% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Have parent conference or IEP, involving the truancy officer, to discuss the importance of attendance.	Classroom teacher/BRT	Attendance reports	Attendance increases.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2013, at least 74% of students will make learning gains on FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (123)	74% (142)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and tardies	Monitoring attendance and tardies/school incentives	BRT/CRT/Classroom Teachers/Principal	Monitoring attendance monthly	Infinite Campus Reports/Attendance Reports
2	Some students performing below grade level.	Lion's Pride After School Tutoring Program	CRT/CIMS Facilitator	CIMS (LLT) Meetings	FAIR & Benchmark testing results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In 2013, 100% of FAA students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3)	100% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Have parent conference or IEP, involving the truancy officer, to discuss the importance of attendance.	Classroom teacher/BRT	Attendance reports	Attendance increases.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	All sub-groups will make learning gains in the area of reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (31)	74% (37)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, Tardiness, Mobility	Monitoring attendance/tardies using a reward system for improved student attendance.	CRT, BRT, Principal and teachers	Data meetings	Attendance report & FAIR & On-Track Data
2	Students not demonstrating necessary growth on FCAT	Small group differentiated instruction and Lion's Pride program.	Title 1 Teachers, CIMS Facilitator	Quarterly monitoring of reading growth	FAIR test, benchmark and basal assessments
3	Lack of knowledge for parents to help with homework	Lion's Pride After School Tutoring Program	CRT/CIMS Facilitator	CIMS (LLT) Meetings	FAIR & Benchmark testing results
4	Students aren't getting enough vocabulary practice.	Teachers are using Fry vocabulary sight word charts daily.	Holly Lane training.	Principal/CRT/Classroom and Title 1 teachers.	FCAT and FAIR test scores. Test scores.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Littlewood will reduce the achievement gap by 50% by the year 2017 (85%). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students proficient in reading will increase to 74% as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 33% (1) Black 55% (37) Hispanic 36% (10) Indian 100% (1) White 21% (30)	74% (180)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of test-taking skills, vocabulary and background knowledge.	To increase test-taking skills, vocabulary and background knowledge through classroom small group instruction.	Reading Teachers	Informal Assessments	FAIR testing, basal assessments
2	Lack of home support	Lion's Pride After School Tutoring Program	CRT/CIMS Facilitator	CIMS (LLT) Meetings	FAIR & Benchmark testing results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		Students proficient in reading will increase to 74% as measured by the FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29% (2)		74% (5)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students aren't getting enough vocabulary practice.	Teachers are using Fry vocabulary sight word charts daily. Holly Lane training.	Principal/CRT/Classroom and Title 1 teachers.	FCAT and FAIR test scores.	Test scores.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		Students proficient in reading will increase to 74% as measured by the FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
65% (26)		74% (30)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students aren't getting enough vocabulary practice.	Teachers are using Fry vocabulary sight word charts daily. Holly Lane training.	Principal/CRT/Classroom and Title 1 teachers.	FCAT and FAIR test scores.	Test scores.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		Students proficient in reading will increase to 74% as measured by the FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
44% (61)		74% (104)			
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students aren't getting enough vocabulary practice.	Teachers are using Fry vocabulary sight word charts daily. Holly Lane training.	Principal/CRT/Classroom and Title 1 teachers.	FCAT and FAIR test scores.	Test scores.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Letter Sounds Training	K-2	Holly Lane	All K-2 teachers and paraprofessionals	October 2012	Small group discussions	Principal
Building Vocabulary Training	K-5	Title 1 Team	All K-5 teachers	October 2012	Discuss in FCIMs meetings.	Principal
Enriching students beyond the basil.	K-5	Blake Beckett	All K-5 teachers	November 2012	Small group discussions	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Letter Sounds Training	Holly Lane (UF)	N/A	\$0.00
Building Vocabulary Training	Title 1 Team	N/A	\$0.00
Enriching students beyond the basil.	Teacher	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			In 2013, 62% of ELL students will score proficient in listening/speaking.		
2012 Current Percent of Students Proficient in listening/speaking:					
50% (4)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied levels of English Proficiency amongst ELL students.	Utilize research-based instructional ESOL strategies in the classroom to help students with language acquisition.	Principal/CRT	Classroom snapshots and monitoring of lesson plans.	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			In 2013, 62% of ELL students will score proficient in reading.		
2012 Current Percent of Students Proficient in reading:					
50% (4)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied levels of English Proficiency amongst ELL students.	Utilize research-based instructional ESOL strategies in the classroom to help students with language acquisition.	Principal/CRT	Classroom snapshots and monitoring of lesson plans.	CELLA

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			In 2013, 62% of ELL students will score proficient in writing.		
2012 Current Percent of Students Proficient in writing:					

50% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied levels of English Proficiency amongst ELL students.	Utilize research-based instructional ESOL strategies in the classroom to help students with language acquisition.	Principal/CRT	Classroom snapshots and monitoring of lesson plans.	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	in 2013, at least 72% of students will score a 3 on FCAT mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (88)	72% (195)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated instruction not being provided daily for individual student needs	Continue working on math stations	Principal/CRT/CIMS Facilitator	On Track and Big Idea tests	Lesson plans, snapshots, formal observations
2	Attendance/tardies	Monitoring of attendance/school incentives/parents contacted	Principal/CRT/BRT/Classroom teacher	Monitoring attendance weekly	Infinite Campus attendance reports
3	Immediate disaggregated data/monitoring of data.	All teachers will keep a data notebook for their class to utilize the FCIMs model for instructional needs.	Classroom Teachers/Principal/CRT/ESE teachers.	Review data notebooks-RTI.	Progress monitoring.
4	Students haven't acquired math fluency.	Using Reflex Math.	Classroom Teacher/CRT	On Track and Big Idea tests	FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	In 2013, at least 50% of FAA students will score a 4,5,or 6 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3)	50% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance.	Have parent conference or IEP, involving the truancy officer, to discuss the importance of attendance.	Classroom teacher/BRT.	Attendance reports.	Regular attendance increases.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 2013, at least 72% of students will score a 4 or 5 on FCAT mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (91)	72% (195)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase of higher order thinking strategies	Implementing Go Math series, utilizing additional math resources such as GEMS and V-Math	Principal/CRT/Classroom Teachers	Chapter test and Big Idea tests	Big Idea tests
2	Students haven't acquired math fluency.	Using Reflex Math	Classroom Teacher/CRT	On-Track and Big Idea Tests	FCAT Scores
3	Differentiated instruction not being provided daily for individual student needs	Continue working on math stations	Principal/CRT/CIMS Facilitator	On-Track and Big Idea Tests	Lesson plans, snapshots, formal observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In 2013, at least 50% of FAA students will score a 6 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	25% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Have parent conference or IEP, involving the truancy officer, to discuss the importance of attendance.	Classroom teacher/BRT	Attendance reports	Attendance increases.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2013, at least 72% of students will make learning gains on FCAT mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (108)	72% (140)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and tardies	Monitoring attendance and tardies/school incentives	BRT/CRT/Classroom Teachers/Principal	Monitoring attendance monthly	Infinite Campus Reports/Attendance Reports
2	Differentiated instruction not being provided daily for individual student needs	Continue working on math stations	Principal/CRT/CIMS Facilitator	On Track and Big Idea tests	Lesson plans, snapshots, formal observations
3	Students haven't acquired math fluency.	Using Reflex Math	Classroom Teacher/CRT	On-Track and Big Idea tests	FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In 2013, at least 100% of FAA students will score learning gains in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	100% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Have parent conference or IEP, involving the truancy officer, to discuss the importance of attendance.	Classroom teacher/BRT	Attendance reports	Attendance increases.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2013, 72% of all subgroups will make learning gains in the area of mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (27)	72% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, Tardiness, Mobility	Monitoring attendance/tardies using a reward system for improved student attendance.	CRT, BRT, Principal and teachers	Data meetings	Attendance report & On-Track Data
2	Students not demonstrating necessary growth on FCAT	Small group differentiated instruction. Calendar Math/AIMS/GEMS/V-Math	Title 1 Teachers, CIMS Facilitator	Quarterly monitoring of math growth using STAR Math	On-Track, Chapter, and Big Idea tests
3	Students haven't acquired math fluency.	Using Reflex Math	Classroom Teacher/CRT	On-Track and Big Idea Tests Scores	FCAT and On-Track scores
4	Differentiated instruction not being provided daily for individual student needs.	Continue working on math stations.	Principal/CRT/CIMS Facilitator	On Track and Big Idea tests	Lesson plans, snapshots, formal observations

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Littlewood will reduce the achievement gap by 50% by the year 2017 (83%).				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	72%	75%	77%	80%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students proficient in mathematics will increase to 72% as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 0% (0) Black 60% (40) Hispanic 46% (13) Indian 100% (1) White 21% (30)	72% (182)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students haven't acquired math fluency.	Using Reflex Math	Classroom teacher/CRT	On-Track and Big Idea tests	FCAT Scores
2	Immediate disaggregated data/monitoring of data.	All teachers will keep a data notebook for their class to utilize the FCIMS model for instructional needs.	Classroom Teacher/Principal/CRT/ESE Teachers	Review data notebooks-RTI.	Progress Monitoring
3	Attendance/tardies	Monitoring of attendance/school incentives/parents contacted	Principal/CRT/BRT/Classroom teacher	Monitoring attendance weekly	Infinite Campus attendance reports
	Differentiated instruction not being	Continue working on math stations	Principal/CRT/CIMS Facilitator	On Track and Big Idea tests	Lesson plans, snapshots, formal

4	provided daily for individual student needs.			observations
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Students proficient in mathematics will increase to 72% as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (3)	72% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students haven't acquired math fluency.	Using Reflex Math.	Classroom Teachers/CRT	On-Track and Big Idea tests	FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students proficient in mathematics will increase to 72% as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (20)	72% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students haven't acquired math fluency.	Using Reflex Math	Classroom Teachers/CRT	On-Track and Big Idea Tests	FCAT Scores
2	Immediate disaggregated data/monitoring of data.	All teachers will keep a data notebook for their class to utilize the FCIMS model for instructional needs.	Classroom Teachers/Principal/CRT/ESE teachers.	Review data notebooks-RTI.	Progress monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Students proficient in mathematics will increase to 72% as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:

46% (64)		72% (101)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of test-taking skills and math vocabulary.	To increase test-taking skills and vocabulary through classroom small group instruction.	Classroom teachers/CRT/Principal	Informal Assessments and Big Ideas test	Chapter test, On-Track and Math Big Ideas test
2	Students not demonstrating necessary growth on FCAT	Small group differentiated instruction. Calendar Math/AIMS/GEMS/V-Math	Classroom Teachers, CIMS Facilitator	Quarterly monitoring of math growth using STAR Math	Chapter test, On-Track and Math Big Ideas test
3	Differentiated instruction not being provided daily for individual student needs	Continue working on math stations	Principal/CRT/CIMS Facilitator	On Track and Big Idea tests	Lesson plans, snapshots, formal observations

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Math in a PLC	K-5	Amy Winfrey	All math teachers K-5	November 2012	Lesson Plan check	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Review basic math facts on Good Morning Littlewood	Math Fact Cards	N/A	\$0.00
Subtotal:			\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core in a math PLC	Common Core Math Book	Title 1	\$1,000.00
Subtotal:			\$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$1,000.00

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			In 2013, at least 35% of students will score a 3.0 or above on FCAT science test.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
28% (25)			35% (31)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not demonstrating the use of the scientific method.	Students will gain use of the scientific method. School-wide Curriculum Fair held in February.	Principal/CRT	Progress monitoring and FCAT Science scores.	Benchmark tests, chapter tests and FCAT Science test scores.
2	Concepts are abstract and too difficult to grasp.	Teaching reading strategies.	Title 1 teachers/Classroom teachers	Progress monitoring and FCAT Science scores.	Benchmark tests, chapter tests and FCAT Science test scores.
3	Science vocabulary is unfamiliar to students.	Teaching vocabulary strategies (using context clues to increase vocabulary). Implement new district adopted Science curriculum.	Classroom teacher/CRT	Progress monitoring and FCAT Science scores.	Benchmark tests, chapter tests and FCAT Science test scores.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:			In 2013, at least 100% of FAA students will score a 4,5, or 6 in science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
50% (1)			100% (2)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are not	Students will gain use	ESE	Progress monitoring in	FAA

1	demonstrating the use of the scientific method.	of the scientific method. School-wide Curriculum Fair held in February.	Teacher/CRT/Principal	science.	
2	Attendance.	Have parent conference or IEP, involving the truancy officer, to discuss the importance of attendance.	Classroom teacher/BRT	Attendance reports	Regular attendance increases.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2013, at least 30% of students will score a 4 or 5 on the FCAT science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (22)	30% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more knowledge of the Scientific Method.	To increase student's knowledge of the Scientific Method. School-wide Curriculum Fair with emphasis on Science.	Principal/CRT	Progress monitoring and teacher observation.	Benchmark tests, chapter tests and FCAT scores.
2	Science vocabulary is unfamiliar to students.	Teaching vocabulary strategies (using context clues to increase vocabulary). Implement new district adopted Science curriculum.	Classroom teacher/CRT	Progress monitoring and FCAT Science scores.	Benchmark tests, chapter tests and FCAT Science test scores.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In 2013, at least 100% of FAA students will score a 7 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	100% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are not demonstrating the use of the scientific	Students will gain use of the scientific	ESE Teacher/CRT/Principal	Progress monitoring in science.	FAA

1	of the scientific method.	method. School-wide Curriculum Fair held in February.			
2	Attendance.	Have parent conference or IEP, involving the truancy officer, to discuss the importance of attendance.	Classroom teachers/BRT	Attendance Reports	Regular attendance increases.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SMART Response Clicker training	Classroom Teachers	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2013, at least 95% of students will score a 3.0 or above on FCAT writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (97)	95% (102)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to edit and rewrite prompts to maximize writing techniques.	Small group instruction in writing to maximize editing and rewriting strategies using Kathy Robinson program.	Classroom Teachers	Progress monitoring and writing prompts.	Graded writing prompts and FCAT Writing scores.
2	Attendance/tardies	Monitoring of attendance/School incentives	BRT/CRT/Classroom Teachers/Principal	Monitoring attendance monthly	Infinite Campus attendance reports
3	Transfer of information from brain to paper	Kagan activities and Kathy Robinson graphic organizers	Classroom Teachers	Scoring rubrics	Writing rubrics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	In 2013, at least 50% of FAA students will score a 4 in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	50% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Regular attendance.	Have parent conference or IEP, involving the truancy officer, to discuss the importance of attendance.	Classroom teacher/BRT.	Attendance reports.	Regular attendance increases.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District Writing Inservice	Teacher Training	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase average daily attendance from 95.07% (758) to 96% (586).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
PK-88.43% KG-94.33% 1-95.53% 2-93.91% 3-96.51% 4-96.05% 5-95.89%	96% (586)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
128	No more than 100 students

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
122	No more than 90 students				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents who don't put importance on coming to school and/or being on time to school.	Reward system for increasing attendance, monthly newsletter articles and review importance of attendance with parents. Using BRT and attendance officer to share importance of attendance with parents.	BRT, Classroom Teachers and Principal	Review Infinite Campus reports and correlating with FCAT data.	Attendance reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Importance of attendance	Pre-K through 5th grade	BRT	Classroom Teachers	First Semester	Infinite Campus Reports during Team Meetings	BRT/Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for students	Purchase incentives for students	AP	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Importance of Attendance Training	Training	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:	Littlewood will reduce the number of referrals from 2012-2013 by 10%.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
15	12				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
15	12				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
103	95				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
54	50				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility (students who register after the beginning of school)	Review of school rules, expectations and rewards to all incoming students	BRT/ CRT/Guidance Counselor/Principal	Reduction in number of referrals	Infinite Campus Discipline Report
2	Students that were at Littlewood under zoning exceptions.	After the first offence a parent conference is held and if a second referrals is received, the zoning exception will be revoked.	BRT/Guidance/Principal/Classroom Teachers	Reduction in number of referrals	Infinite Campus Discipline Report

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal # 1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To increase parent involvement to 74% to improve student achievement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
72% (509)	74% (445)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of transportation for parents to get after school events.	To hold a parent involvement activity in community.	Title 1 Team/Principal	Increase parent participation percentage	Sign in sheets
2	Lack of motivation by parents to attend school activities after hours	Offer dinner and school supplies to parents. Plan activities that meet parent's requests.	Title 1 Team/Principal	Increase parent participation percentage	Climate Survey/Parent Evaluation Forms

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Family Engagement	Pre-K through 5	Beth Siegel	School-wide	January 2013	Parent Participation (Goal reached)	Title 1 Team/Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train teachers, parents and students to use planners for organization.	Planners for students.	Title 1	\$3,200.00
PLC on Family Engagement.	101 Ways to Create Real Family Engagement.	Title 1	\$3,000.00
			Subtotal: \$6,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide dinner for parents.	Food	Title 1	\$300.00
Provide take-home school supplies for families.	School supplies and books.	Title 1	\$1,000.00
			Subtotal: \$1,300.00
			Grand Total: \$7,500.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM STEM Goal #1:		Improve student achievement in Science, Technology, Engineering and Mathematics		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Review basic math facts on Good Morning Littlewood	Math Fact Cards	N/A	\$0.00
Attendance	Incentives for students	Purchase incentives for students	AP	\$300.00
				Subtotal: \$300.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Letter Sounds Training	Holly Lane (UF)	N/A	\$0.00
Reading	Building Vocabulary Training	Title 1 Team	N/A	\$0.00
Reading	Enriching students beyond the basil.	Teacher	N/A	\$0.00
Mathematics	Common Core in a math PLC	Common Core Math Book	Title 1	\$1,000.00
Science	SMART Response Clicker training	Classroom Teachers	N/A	\$0.00
Writing	District Writing Inservice	Teacher Training	N/A	\$0.00
Attendance	Importance of Attendance Training	Training	N/A	\$0.00
Parent Involvement	Train teachers, parents and students to use planners for organization.	Planners for students.	Title 1	\$3,200.00
Parent Involvement	PLC on Family Engagement.	101 Ways to Create Real Family Engagement.	Title 1	\$3,000.00
				Subtotal: \$7,200.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Provide dinner for parents.	Food	Title 1	\$300.00
Parent Involvement	Provide take-home school supplies for families.	School supplies and books.	Title 1	\$1,000.00
				Subtotal: \$1,300.00
				Grand Total: \$8,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/14/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC plans to support instructional activities as requested by teachers, fund and promote Lion's Pride (after school tutoring program) and purchase Science Fair display boards.	\$5,000.00

Describe the activities of the School Advisory Council for the upcoming year

To hold regular meetings and to discuss matters such as the Parent Climate Survey, Parent Involvement Plan, and make decisions about budgets in order to benefit Littlewood.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Alachua School District LITTLEWOOD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	84%	98%	67%	333	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	77%	64%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	65% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					599	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District LITTLEWOOD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	83%	94%	74%	333	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	61%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	57% (YES)			119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested