

Executive Summary

Our mission statement embodies our beliefs and provides us with the guidelines for our school improvement plan. Our 2008-2009 plan for Littlewood Elementary begins with our needs assessment, which considers parent and faculty surveys. We looked very closely at student achievement data from the district adopted tests, FCAT, Sunshine State Standards and Norm-Reference Tests.

Our School Improvement Plan addresses AYP and School grade. This year we will allocate more time, resources and training to improve math, reading, writing and sub-group scores. We will incorporate in all objectives, steps to identify as early as possible, potential Level 1 students for intervention and remediation. Specifically, measures are planned to provide maximum time, training for teachers and resources for academic achievement. Plans for after-school tutoring and parent "help" workshops, will lengthen the academic time on task for children and lower pupil teacher ratio, especially for the lowest quartile.

Additional school level objectives include inclusion and technology. We will look for ways to include exceptional education students with regular education through co-teaching, support facilitation and mainstreaming. We continue to promote a school-wide plan for inclusion. In addition, we will use student planners to link school and home for homework support. Our technology goal will include technology training for both teachers and students. The technology program, including hardware and software will be updated. New computers and a server will be purchased for the large lab, allowing for existing ones to be placed in classrooms. Our Title 1 plan is integrated with the School Improvement Plan, and our parent involvement plan will be funded in part with Title 1 resources.

We are pleased that we already have a highly qualified faculty who consistently updates their knowledge and use of best practices in education through various educational opportunities. Also, our paraprofessionals who are working with Title 1 children meet the required qualifications. They work under the direct supervision of a teacher and tutor children only when they would not otherwise be receiving instruction in the classroom. The administration and curriculum council will regularly monitor the professional development in-services to ensure effective strategies are being used with students. Our in-service plans are outlined in specific objectives throughout our School Improvement Plan.

After being identified for improvement, the school will revise its school improvement plan in consultation with parents, school staff, the district and outside experts. Technical assistance from the district staff will be given to the principal. The supervisor of Research and Evaluation will assist in data analysis. The district will also provide assistance with professional development and instructional strategies that have proven effective.

All funds available to the school will be directed to activities most likely to increase student achievement and remove the school from school improvement status. Our school budget, AP Lottery, Title 1 funds and PTA support will be used to provide funding for our objectives from the School Improvement Plan. The priorities for school improvement funds will be the Extended School Day Program "Lion's Pride" to provide tutoring, stipends and fees for training and conferences, and materials for FCAT preparation.

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN

School Name: LITTLEWOOD ELEMENTARY SCHOOL

District Name: Alachua

Principal: Katherine Munn

SAC Chair: Karen Gilland

Superintendent: Dr. Dan Boyd

Date of School Board Approval: August 28, 2008



**Dr. Eric J. Smith,
Commissioner**

Florida Department of
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325 West Gaines Street
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**Dr. Frances Haithcock,
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VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

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

We are committed to establishing a learning environment which allows every child the opportunity to reach his/her potential. The faculty and staff at Littlewood will encourage each student to see him/herself as a worthwhile individual with the qualities of character needed to assume a responsible place in the school and community. We will create an atmosphere 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 for all students.

SCHOOL PROFILE DEMOGRAPHICS

Littlewood is centrally located at the corner of NW 8th Avenue and NW 34th Street, convenient to both the University of Florida and downtown Gainesville. Littlewood will celebrate its 50th anniversary in the fall of 2009. The Littlewood family appreciates and encourages diversity. We have students from numerous countries around the world who share their cultures and traditions with each other. We provide a range of challenging programs, including Pre-K Varying Exceptionalities, Multiage Classrooms, and Gifted Language Arts, Math and Science programs. We offer a well-balanced curriculum that embraces an integrated activity based approach to education.

Parents participate at a high level, making these programs possible. Celebrations and programs such as the annual Carnival, Curriculum Fair, PE Festival, and grade level productions are made possible by active community support. Gainesville Association for the Creative Arts (GACA), Alachua County Scholastic Chess Association and Fun Languages offer many enrichment activities at the school site.

Business partners such as Papa John's, O2B Kids!, Capital City Bank, Kinko's Copies, Publix #125, Beef O'Brady's, Carrabba's Italian Grill, Texas Roadhouse and Applebee's provide incentives for student recognition. The University of Florida Department of Education has established a professional development community (PDC) with the Littlewood Faculty. Preinterns and interns are placed here with mentor teachers along with their seminar leaders for on-site training.

In the 2007-2008 school year a faculty of 50 worked with approximately 630 students. The average pupil teacher ratio for primary is approximate 18:1 for grades K-3 and 21:1 for grades 4-5. Littlewood is a schoolwide Title 1 school with a 42% free/reduced lunch rate.

The 2007-2008 School Public Accountability Report indicates that 40.9% of Littlewood

students were economically disadvantaged. The school's population of 648 students represent the following racial/ethnic groups: White (58.3 %), Black (26.5%), Hispanic (5.7%), Asian (3.4%), and multiracial (6.0%). The SPAR data indicates that 19.0% were identified as disabled, which is above the district (18.8%) but above the state (14.4%).

2008 FCAT data indicated the following:

? 84% of all fourth grade students scored Level 3.0 or above on FCAT Writing.

? 76 % of all students in grades 3-5 scored Level 3 or above on FCAT Reading.

? 79% of all students in grades 3-5 scored Level 3 or above on FCAT Math.

? 60 % of all standard students in grade 5 scored Level 3 or above on FCAT Science.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Katherine Munn, current principal, is certified in Elementary Education grades 1 - 6 and the School Principalship. She is also endorsed in ESOL. She received a Bachelor's degree in Elementary Education from Florida International University and a Master's degree in Educational Leadership from Nova Southeastern University. She has a total of 18 years in education. For two years she served as Assistant Principal for Curriculum at Fort Clarke Middle School. This is her second year as principal at Littlewood Elementary School. While at Littlewood, the school has maintained an "A" for the school grade.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. Stipends and substitutes are provided for teachers to participate in inservice training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading endorsement. Stipends or substitutes are provided for teachers to participate in most inservice training.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Littlewood uses Title 1 funds to provide supplemental instruction during the school day and after school tutoring. IDEA and Title II funds are used to provide training in RTI and Co-teaching strategies. Grants are also funded with Title II funds. Professional development is covered by Title 1 and Title II as dictated by curriculum needs. Title III provides support for our ELL students. Title 4 provided support for materials through the Safe and Drug Free Schools curriculum.

School Wide Improvement Model

Note: Required for Title I

Littlewood Elementary School is using the Florida Continuous Improvement Model (FCIM) which is an evidenced based and performance based school wide improvement model that has the following components:

- Data desegregation and analysis
- Instructional focus calendar

- Instructional focus lessons

- Tutorials and Enrichment

- Maintenance Activities

- Ongoing monitoring

Students in grade three, four and five are given the district "On-Track" benchmark assessments four times during the school year in reading and math. Students in grade five also are given a science assessment. Teachers and administrators meet weekly on a rotating basis with each grade level to discuss data and make instructional decisions. The teachers are provided an instructional focus calendar for reading, math and science.

NCLB Public School Choice

Note: Required for Title I

All Littlewood families were notified in writing about the school's Adequate Yearly Progress status. Parents were also informed about the NCLB choices. Additional communication with parents is frequent and varied: memos and fliers, computer aided messages, parent-teacher conferences. The principal sends a weekly newsletter that includes a calendar of upcoming events. Teachers also send 9 week letters describing curriculum implementation. Teachers schedule PMP (Progress Monitoring Plan) conferences for students at risk of not meeting grade level expectations. Progress reports and report cards are issued on a regular basis. Teachers offer web pages and email to interested parents.

[Show Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

Littlewood will participate in Kindergarten Round-Up in April where we will provide parents with an orientation about Kindergarten. We will also provide information about important skills needed for Kindergarten. During the summer, we will offer a Kindergarten Enrichment

Program.

At the beginning of school in August, the Kindergarten teachers, along with the CRT, will conduct the Kindergarten assessment to determine student readiness for school. Workshops for parents of incoming Kindergarten students will be held to help educate parents about activities that can be done at home to assist their child.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

All beginning teachers participate in the district induction program and are assigned a teacher mentor for the year. Grade levels are organized with grade level chairs who serve as mentors to their team. Curriculum committee chairs serve as models for inexperienced teachers in content areas. The Curriculum Resource Teacher (CRT), the Behavior Resource Teacher (BRT), the Guidance Counselor, and the Media Specialist serve as mentors in their areas of specialization. Paraprofessionals are mentored by supervising teachers, and outside tutoring and training is offered as needed.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Our after school tutoring program, "Lion's Pride," is offered to grades 3-5 twice per week from October to March. Additional instruction is offered in reading, math, and writing as well as computer assisted instruction during these sessions. Academic tutoring is also offered in the Extended Day Enrichment Program (EDEP). Summer school is offered for third grade

students who are either retained or need additional help in math, reading, or writing. Lottery and Title 1 monies provide summer school for additional grade levels as needed.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

*Note: Required for Title I
 Scroll down for school data

<p>*Needs Assessment:</p>	<p>Seventy-six percent (75%) of all students in grades 3-5 scored a level 3 or above on the Reading portion of the FCAT. 66% of black students and 70% of economically disadvantaged students scored a level 3 or above. However, only 49% of the students with disabilities scored a level 3 or above.</p>
<p>*Objective:</p>	<p>Sixty-five (65%) of students in each major demographic group will score at or above proficiency levels in reading. Students will make reading gains.</p>
<p>*Strategies:</p>	<ul style="list-style-type: none"> • Implement McMillan-McGraw Hill Florida Treasures Reading Program. • Use FCIM model and county "On-Track" Benchmark assessment to monitor student progress. • Review the major assessment data. • Hold weekly meeting with administrative teams that include the principal, the CRT, the reading coach (if applicable) and the guidance counselor. • Use student achievement data to make placement decisions for each student. • Schedule 90-minute blocks of reading instruction daily, using the scientifically research based comprehensive core reading program (Macmillan-McGraw Hill – Florida treasures) for whole group instruction and leveled instruction in small groups • Provide supplemental and intervention reading materials to be used with at-risk students to improve skills. • Utilize Macmillan-McGraw Hill Treasures above and below grade level readers in addition to the grade level materials. • Provide students with immediate intensive intervention in addition to the 90-minute reading block. Specific needs are determined through assessments. Immediate intensive intervention for struggling students is delivered in a small group. • Continue to use an inclusion model with co-teaching to incorporate ESE students into the regular classroom. • Train new teachers in CRISS strategies. • Continue use of leveled text sets to supplement science and social studies instruction. • Meet regularly with the CIM team and classroom teachers to review student achievement and progress monitoring in reading. Re-group students for instruction as needed. • Schedule an additional period for writing in addition to the 90-minute reading block. • Provide teachers with matrices of student academic history early in the year. • Provide extended reading instruction for the sub groups identified in NCLB/AYP, additional reading during the day through ESE, Reading Resource programs, after school tutoring, and extended school year, including enrichment class and Pre-K VE for students entering kindergarten. • Utilize instructional focus calendars and pacing guides. • Continue the use of diagnostic assessment (DIBELS) throughout the year for some grade levels, and substitutes will be provided. • Participate in

	<p>a reading assessment implementation study with the Florida Center for Reading Research in grade K-2. Substitutes will be provided for teachers to conduct assessments one-on-one with the students. • Provide training for teachers and paraprofessionals to support the students in the lowest quartile. • Provided extra reading instruction to targeted student through our after school tutoring program “Lion’s Pride”. • Schedule grades 3 and 4 for the computer lab each week to work on FCAT Explorer. • Continue to implement Kagan strategies to improve student engagement. • Explore the possibility of school-wide training in Kagan strategies. • Offer an enrichment summer class to incoming Kindergarteners. • Utilize peer observations of a variety of teaching strategies. Substitutes will be provided. • Reduce pupil-teacher ratio and schedule flexible grouping for instruction and remediation at all levels. • Provide training opportunities for parents to learn reading strategies to better assist their children. • Meet with ESE and classroom teachers to schedule students for instruction. Discuss each student individually to address student needs. • Utilize Macmillan-McGraw Hill Triumphs program to provide intervention assistance. • Provide students with intensive intervention in small groups or with individual tutoring. • Extended reading instruction will be provided for the sub groups identified in NCLB/AYP, additional reading during the day through ESE, Reading Resource programs, after school tutoring, and extended school year. • Continue “Summer Reading Nights” one night a week during the summer. • Conduct a book study on strategies to increase student achievement.</p>
<p>* Evaluation:</p>	<p>• FCAT Test – Grades 3, 4 and 5 • District “On-Track” Benchmark Assessment (September, October, January and May • MacMillan-McGraw Hill Assessments • STAR Reading assessment • FCRR Reading Assessment – Grade K, 1 and 2 • Ongoing mini-assessments • DIDEALS</p>
<p>* Evidence-based Program(s):</p>	<p>• Macmillan-McGraw Hill Treasures and Triumphs • CRISS Strategies • Kagan Structures • STAR Reading • Read Naturally • Accelerated Reader</p>
<p>* Professional Development:</p>	<p>Teachers and principals are required to include measurable goals addressing literacy and student achievement in their professional development plans. Teachers and principals will review progress monitoring data and make appropriate adjustments to classroom instruction. Evaluations are directly linked to the measurable goals established on the professional development plan. If goals are not met, the goals and the action steps are revised. The CIM Team will meet with each team during pre-planning to share data to assist instructional decisions. Teacher will be asked to include measurable goals addressing literacy and student achievement in their professional development plans. Teachers and principals will review progress monitoring data and make appropriate adjustments to classroom instruction. Evaluations are directly linked to the measurable goals established on the professional development plan. If goals are not met, the goals and the action steps are revised. Teachers will be trained in FCIM model and district benchmark testing. A McMillan consultant will be in the district every third Wednesday of the month to train teacher in the new reading program.</p>
<p>Budget:</p>	

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
Macmillan-McGraw Hill Kagan	District Lottery Title 1	\$400.00	
			Total: \$400.00

Technology

Description of Resources	Funding Source	Available Amount	
Accelerated Reader Read Naturally	Lottery Title 1	\$1,000.00	
			Total: \$1,000.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Kagan Book Study	Lottery Title 1 Create	\$600.00	
			Total: \$600.00

Other

Description of Resources	Funding Source	Available Amount	
Lion's Pride Tutoring, Release Time for DIBELS and FCRR Assessment, ESY, Summer Curriculum Planning	District Title 1 Lottery	\$9,000.00	
			Total: \$9,000.00
			Final Total: \$11,000.00

*** Non-Highly Qualified Instructors:** All reading teachers are certified by the State of Florida and are highly qualified.

End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	Seventy-nine percent (79%) of all students in grades 3-5 scored a level 3 or above on the math portion of the FCAT. However, only 64% of our African American population, 66% of our economically disadvantaged students and 65% of our students with disabilities scored at that level.
*Objective:	Sixty-eight percent (68%) of students in each major demographic group will score at or above proficiency levels on the mathematics portion of the FCAT.
*Strategies:	<ul style="list-style-type: none"> • Review and analyze achievement data to plan and implement best practices, identifying subgroups for intervention strategies. The CRT will provide matrices with data to classroom teachers. • Utilize a math calendar and pacing guide. • Conduct "On-Track" benchmark assessments four times during the school year. • Complete a daily review of math skills at all grade levels. • Participate in daily instruction of basic skills, focusing on problem solving strategies to

	<p>meet Sunshine State Standards. • Integrate daily lessons in math and science to meet Sunshine State Standards, using varied FCAT skill materials. • Schedule workshops to assist teachers with integrating math and science content. • Provided training in the use of manipulatives. • Utilize technology such as Harcourt, Quartermile Math, and Zoombini's Logical Journey to support instructional skills and to remediate skills not mastered. Faculty will add more math software for primary. • Reduce pupil-teacher ratio. Organize flexible grouping as needed. • Identify students with major needs and utilize strategies to supplement their basal with leveled materials. • Provide training to implement accommodations and modifications in the math series for needy students. • Provide extra math instruction to targeted students in our after school tutoring program "Lion's Pride". Gain scores will be used to identify students for Lion's Pride tutoring after school. • Schedule 5th grade students for the computer lab each week during the first half of the year to work on math skills using FCAT explorer. • Continue hand scheduling students with disabilities early. • Utilize co-teaching options using centers and parallel teaching. • Conduct regularly scheduled CIM meeting to discuss student progress. • Provide daily instruction of basic skills, focusing on problem solving strategies to meet Sunshine State Standards.</p>
* Evaluation:	<p>The faculty will use a variety of diagnostic and assessment materials to monitor student progress in math: • Harcourt Math Assessments • FCAT Practice Tests • "On-Track" Benchmark Assessments</p>
* Evidence-based Program(s):	<p>• Harcourt Math basal • A.I.M.S. • GEMS • CIM Model</p>
* Professional Development:	<p>New teachers will be provided training on the Harcourt Math Series. Other opportunities will be available for selected faculty: grade level curriculum planning time, teacher mentoring and coaching, accommodations and modifications in conjunction with the ESE department, and Title I Math summer workshops. A math consultant will assist teachers in making modifications and accommodations using the Harcourt math curriculum.</p>

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math	District Lottery	\$500.00
		Total: \$500.00

Technology

Description of Resources	Funding Source	Available Amount
Harcourt Software	District	\$0.00
		Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount
Math Consultant Kagan Training	District Title 1 Lottery	\$1,000.00
		Total: \$1,000.00

Other

Description of Resources	Funding Source	Available Amount
Lion's Pride After School Tutoring	Lottery Title 1	\$5,000.00
		Total: \$5,000.00

		Final Total: \$6,500.00
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*** Non-Highly**

All teachers are certified and highly qualified to teach mathematics.

Qualified Instructors:	
<i>End of Mathematics Goal</i>	
<p>Goal: Writing</p> <p>*Note: Required for Title I</p> <p>Scroll down for school data</p>	
* Needs Assessment:	Eighty-four (84%) percent of the 4th grade students scored 3.0 or above on the FCAT Writing test. However, only 73% of all students scored a 3.5 or above. This is a decrease from the previous year's scores and the school did not make AYP.
* Objective:	At least ninety percent (90%) of the fourth grade population will score Level 3 or above on the FCAT Writing Assessment OR the number of students in the total fourth grade population scoring Level 3 or above on the FCAT Writing will increase by 1%.
* Strategies:	<ul style="list-style-type: none"> • Provide early identification of low level writers based on August prompt and previous end of the year prompt. • Participate in writing training with Kathy Robinson and utilize strategies presented in the "Just Write" program. • Continue the use of the school-wide writing plan and add an elaboration skills section to the plan. • Assign and score writing prompts at least three times during the year. • Schedule a writing block beyond the 90 minute reading block. • Schedule cross grade level meetings for planning purposes. • Utilize a variety of differentiated instructional methods and materials. • Integrated technology to support writing in the content areas. • Integrate writing in all subject areas. • Utilize FCAT writing strategies in grades 1-5. • Provide small group instruction for targeted students. • Use reduced pupil-teacher ratio and flexible grouping to meet the needs of individual students. • Scheduled writing training during the school year for grade levels as needed. • Provided substitutes for 4th grade teachers prior to the FCAT Writing Test to facilitate one-on-one conferencing with students about writing. • Create or identify a writing scoring rubric.
* Evaluation:	Grade level teachers will score writing prompts using grade level rubrics in four areas (focus, organization, elaboration, conventions) at least three times during the year. Teachers in grade 3 and 4 will share writing prompts with a consultant and receive feedback. FCAT writing scores will meet or exceed state achievement levels.
* Evidence-based Program(s):	<ul style="list-style-type: none"> • CRISS Strategies • Kathy Robinson "Just Write" Strategies • Kagan Structures • Macmillan-McGraw Treasures
* Professional Development:	New teachers will receive training in current writing strategies. All teachers will receive writing training as needed. Third and fourth grade teachers will participate in writing workshops throughout the school year and work with a writing consultant. The CRT and one

third and one fourth grade teacher will attend a writing scoring training. They will share this information with the remaining teachers at the school.

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
Macmillan-McGraw Hill Kathy Robinson "Just Write" materials	Title 1 Lottery	\$1,000.00	
			Total: \$1,000.00

Technology

Description of Resources	Funding Source	Available Amount	
Kidspiration/Inspiration Alpha/Smart	Lottery	\$500.00	
			Total: \$500.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Kathy Robinson Writing training	Title 1	\$0.00	

Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount
Cross Curriculum planning, printing of prompts, stipends for scoring and teacher release time for conferencing	Lottery Title 1	\$1,500.00

Total: \$1,500.00

Final Total: \$3,000.00

End of Writing Goal

Goal: Science

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	Sixty percent of the standard students in grade 5 scored Level 3 or above on FCAT Science. This is the same score from the previous year.
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*Objective:	Eighty percent of the standard students in grades 3-5 will score 70% or better on end of unit science tests or performance rubrics. The number of fifth grade students scoring a level 3 or above will improve by at least 1 percent from the previous year.
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*Strategies:	<ul style="list-style-type: none"> • Provide funding for development or replenishment of activity boxes for grade level bench marks. • Arranged workshops as needed for faculty science needs. • Participate in a school wide
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	science fair • Utilize technology in grades 4 and 5 to complete science projects. • Purchase science boards for class projects. • Plan and implement school-wide science events and experiments 2 times a year. • Teach the appropriate science FCAT vocabulary and definitions for their grade level • Utilize the Littlewood greenhouse.
*Evaluation:	The faculty will use a variety of assessments: • Scott Foresman Science Tests • District "On-Track" Benchmark Assessment (Grade 5) • Teacher observations • Student performance assessments • Individual and group science projects.
*Evidence-based Program(s):	• Scott Foresman Science Basal • A.I.M.S. • GEMS
*Professional Development:	Training for the new teachers in the use of the Scott Foresman Science program. AIMS and GEMS training. Cross curriculum planning, accommodations and modifications in the inclusion setting, and teacher mentoring.

Budget:

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

Description of Resources	Funding Source	Available Amount
GEMS A.I.M.S	District Lottery	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Science supplies, greenhouse materials	Lottery	\$1,500.00
		Total: \$1,500.00
		Final Total: \$2,500.00

* Non-Highly Qualified Instructors:	All teachers are certified and highly qualified to teach science.
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End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

*Needs Assessment:	Approximately 300 of 600 parents returned the 2007-2008 Parent Climate Survey. Overall, parents responded favorably to the survey. Eighty-nine Percent (89%) of the parents agreed that students are able to communicate with various oral, written and technological methods. Seventy-five (75%) of the respondents agreed that Littlewood encourages student to develop literacy skills and lifelong reading habits. Eighty-two percent (82%) of parents agreed that there were high expectations for student behavior and achievement
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	at Littlewood. Only eighty-four percent (84%) agreed that Littlewood encourages students to use scientific information.
* Objective:	Parents will be informed about and involved in school activities.
* Strategies:	<ul style="list-style-type: none"> • Distribute the Title 1 Parent Compact, Littlewood’s Parent Involvement Policy, the Parents’ Right booklet and the Title 1 District Parent Plan. • Hold an annual meeting to explain the school’s participation in the Title 1 Schoolwide project. • Maintain records of contacts made with parents. Logs will list phone call, progress report, newsletter, home visit and written communication dates. • Continue to have “Family Reading Night” once a week during the summer to allow students to check out books and promote summer reading. • Distribute “Keys to Success” from each grade level to all parents at the beginning of the year and to new students throughout the year. • Advertise in the school newsletter “The Lion’s Roar” a calendar of SAC and PTA meetings, parent workshops, and other events for the year. The calendar will also be advertised on the district and Littlewood website. • Investigate holding a “Bring Your Parent to School Day” for each grade level to expose parents to classroom activities and promote a partnership between school and home. • Continue to hold a Curriculum Fair in the spring. • Continue to promote the Volunteer Program. • Conduct formal conferences with parents for appropriate students. • Continue grade level nine week letters and progress reports in addition to regular conferences. • Continue to plan parent workshops and curriculum meetings at flexible times on a regular basis. • Continue to solicit information from parents and faculty through surveys.
* Evaluation:	Data from the 2008-2009 Climate Survey and Title I parent involvement documentation will be used to assess parent involvement. 85% of parents will respond positively to survey questions on being informed about and involved in school activities. Volunteer hours will increase.
* Evidence-based Program(s):	The following training opportunities will be provided for teachers: Strategies for Increasing Parental Involvement, NCLB Parent Involvement Requirements and Strategies for Parents, Title One support materials.
* Professional Development:	Title 1 will train teachers to implement parent involvement activities.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Littlewood website,	District School	\$0.00

District website, email			
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
Parent workshops, SAC Training, PTA	Title 1 Lottery PTA	\$500.00	
			Total: \$500.00
Other			
Description of Resources	Funding Source	Available Amount	
Student materials, parent materials, stipends for teachers	Title 1	\$3,000.00	

Total: \$3,000.00

Final Total: \$3,500.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:	Our school's percentile ranking is currently at 82%.
Objective:	Our school's ROI percentile ranking will increase.
Strategies:	Strategies to improve annual learning gains: • Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff. • Identify the lowest quartile students early and provide additional assistance. • Provide strategies to parents for their student's academic improvement. • Continue to provide high quality teacher professional development and monitor its implementation. Strategies to lower the cost per weighted full time equivalent: • Reallocate school resources to better implement teaching, learning and class-size mandates. • Purchase evidence-based materials and use them effectively. • Continue participation in FCAT Explorer program. • Utilize school and district in-service training.
Evaluation:	The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI Index.
Evidence-based Program(s):	
Professional Development:	

End of Return on Investment Goal

ADDITIONAL GOALS

Additional Goal: Safety and Environment			
Needs Assessment:	The faculty and School Advisory Council have identified the following areas: consistent school-wide discipline plan, The Alachua County Character Education Program, conflict resolution, and campus safety.		
Objective:	The faculty and staff will ensure a safe environment for all students.		
Strategies:	<ul style="list-style-type: none"> • Teach classes on respect for others and self, including guidelines for how students should respect teachers, adults and peers. The BRT (Behavioral Resource Teacher) and Guidance Counselor will work with faculty on respect (i.e. morning meetings) for all grade levels. • Offer effective classroom management workshops. • Distribute guidelines to be followed by after school programs waiting on campus for transportation. • Advertise school rules and student behavior expectations in the school newsletter. • Provide a parent folder with information about school rules, school hours, parking and dress code. • Continue to use technology to chart bus referrals, playground referrals, and other locations of infractions by grade level. • Notify teachers of the status of bus and school referrals. • Pilot a new character education program, Project Wisdom. This program is a collection of messages to be delivered through morning announcements to promote student character development. • Purchased additional Project Wisdom materials as needed to support the program. • Advertise of the hours of supervision of students on campus and notify parents when students are dropped off early and picked up late. • Update rules and procedures for the café. 		
Evaluation:	Data from the 2008-2009 climate survey and the faculty Successful School Survey will be used to assess safety. 85% of parents will agree that Littlewood provides a safe environment.		
Evidence-based Program(s):	• Character Education • CPI		
Professional Development:	The following training opportunities will be provided for faculty and staff: • CPR and First Aid • Effective Classroom Management • CPI (Crisis Prevention and Intervention).		
Budget:			
Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	

No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	
Charting software	School	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Final Total: \$0.00

End of *Safety and Environment* Goal

Additional Goal: Technology

Needs Assessment:	The parent survey indicated that eighty-one percent (81%) of parents identified that the school uses computer technology as tools for learning and instruction. Both the technology chair and faculty have expressed the need to update computer hardware and software as well as provide training in the use of both.
Objective:	Teachers will participate in technology training workshops in the summer and throughout the year and use technology in their classrooms to support the curriculum.
Strategies:	<ul style="list-style-type: none">• Utilize On Course Lesson Plan software for lesson plans and class websites.• Integrate technology into the grade level curriculum units.• Provide multi-media production capabilities for students.• Update software to support literacy, science, and language arts.• Expand the PDC (Professional Development Community) partnership with UF to include pre-interns as well as graduate technology assistants.• Provide equipment/supplies as needed to support technology campus-wide.• Provide additional computers/Smartboards for the classrooms.• Provide training during summer workshops.• Utilize Brain Pop technology.
Evaluation:	Participation in local and system training by teachers will be monitored. Adequate progress will be achieved when eighty percent of teachers participate in technology training appropriate for technology resources being used, for example: Smartboards, OnCourse, Infinite Campus, Florida Treasures, Harcourt Math
Evidence-based Program(s):	<ul style="list-style-type: none">• Read Naturally• Accelerated Reader• STAR Reading
Professional Development:	The following training opportunities will be provided for teachers and staff: Infinite Campus, On Course Lesson Plan, Making the Grade, Harcourt Math, Florida Treasures, FETC attendance. Teachers and students will also participate in training in the following areas: mobile computer lab use, PowerPoint, iphoto, ipods, Inspiration/Kidspiration, computer basics, using digital camera, smart boards and projectors.

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
Inspiration/Kidspiration, Read Naturally, Stationary Studio, Accelerated Reader, Accelerated Math	Technology	\$3,000.00
Software for Literacy (Florida Treasures), science, language arts, software for mobile lab, math	Lottery Technology District	\$1,000.00
		Total: \$4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mobile lab use, PowerPoint, iphoto, Kidspiration, Stationary Studio, ipods, digital camera, FETC	Grant Technology	\$1,500.00

			Total: \$1,500.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$5,500.00

*End of **Technology** Goal*

Additional Goal: Health and Wellness

Needs Assessment:	The faculty, nurse, and P.E. teacher have identified the areas of healthy living habits including meals and snacks, regular exercise, health screenings, and preventive care as an important part of a comprehensive wellness plan. The school will maintain good indoor environmental quality (IEQ by ensuring clean and dry conditions, sufficient amounts of ventilation and control of hazardous chemicals).
Objective:	All students in grades K-5 will improve their overall fitness and health by participating in a health and physical fitness program as defined in the district's plan. Student health and fitness information will be communicated to parents as required. The school will report a safe indoor environmental air quality measure that meets or exceeds the criteria as defined in the district plan.
Strategies:	<ul style="list-style-type: none"> • All students in K-5 will participate in a health and physical fitness program. • Schedule 150 minutes of physical education per week. • Provide an opportunity for all students, families, and faculty to participate in a morning run/walk program. • Continue the "Morning Mile" program. • Provide healthy meals and snacks for students and staff in the cafeteria. • Solicit parent support for healthy meals at home through the school newsletter. • Provide hearing and vision screenings and other health related services. • Provide preventive care in the following areas: hand washing, dental care, personal hygiene, and safety. • Coordinates the Mendez Drug-Free Education

	Program and Red Ribbon activities. • Utilize community and guest resource speakers to support healthy living habits. • Keep doors and windows closed to ensure that the outdoor air entering the building is dehumidified and filtered by the heating, ventilation, and air-conditioning system. • Properly store chemicals at the work site. • Check ALL air filters monthly and replace as needed. • Ensure that surfaces are dusted and that mopping, carpet hot water extraction, thorough vacuuming and dusting are performed.
Evaluation:	Data from the physical fitness reports will be used to assess students' knowledge of healthy living habits. The annual safety casualty and sanitation report will include necessary corrective action with regard to maintaining indoor environmental quality. A faculty/staff survey will be generated for the purpose of gathering information about health/wellness and safety of the school.
Evidence-based Program(s):	• Presidential Physical Fitness Program • Mendez Drug-Free Education Program.
Professional Development:	The following training opportunities will be provided: • Wellness Program • C.P.R. and First Aid.

Budget:

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

Professional Development

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount
Physical fitness equipment and materials	District School Grant	\$500.00
		Total: \$500.00

Final Total: \$500.00

*End of **Health and Wellness** Goal*

Additional Goal: Inclusion

Needs Assessment:	Eighty-five percent (85%) of the teachers surveyed stated that participation in inclusion has been beneficial and effective in the social and academic development of the students. Research shows that if major adaptations are made in curriculum and instruction of the general education classroom, most students with disabilities benefit academically and socially.
Objective:	ESE students will participate in mainstream classes.

Strategies:	<ul style="list-style-type: none"> • Continue hand scheduling students with disabilities early. • Provide teachers with information about students to be included early in preplanning in order to meet with prior teachers for planning purposes. • Expand inclusionary practices on a school wide basis. • Continue to explore co-teaching options using centers and parallel teaching. • Discuss student progress at regularly scheduled grade level CIM meetings. • Use the components of the reading, math and writing programs to provide curriculum accommodations and modifications for students. They will work with math, reading, and writing committees to better implement these accommodations and modifications. • Provide released time once per nine weeks to plan for inclusionary practices. • Provide teachers with opportunities to attend conferences on inclusion. • Provide assistive technology devices to improve writing, math and reading skills with selected students.
Evaluation:	The faculty survey will evaluate the program and teachers will be able to discuss several inclusionary models. On the climate survey, 80% of respondents will indicate that students benefit socially and academically through inclusion.
Evidence-based Program(s):	"Inclusive Schools in Action" and numerous other resources document the educational benefits of inclusion.
Professional Development:	Teachers will have released time for planning inclusionary practices. The membership in the district inclusionary steering committee will continue, and appropriate in-service will be offered as a result of these meetings.

Budget:

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

No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
Differentiated Instruction, Co-teaching workshop, Kagan workshops	Lottery District	\$2,000.00	
			Total: \$2,000.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

End of Inclusion Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Macmillan-McGraw Hill Kagan	District Lottery Title 1	\$400.00
Mathematics	Harcourt Math	District Lottery	\$500.00
Writing	Macmillan-McGraw Hill Kathy Robinson "Just Write" materials	Title 1 Lottery	\$1,000.00
Parental Involvement	Littlewood website, District website, email	District School	\$0.00
Technology	Inspiration/Kidspiration, Read Naturally, Stationary Studio, Accelerated Reader, Accelerated Math	Technology	\$3,000.00
Technology	Software for Literacy (Florida Treasures), science, language arts, software for mobile lab, math	Lottery Technology District	\$1,000.00
			Total: \$5,900.00
Technology			

Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader Read Naturally	Lottery Title 1	\$1,000.00
Mathematics	Harcourt Software	District	\$0.00
Writing	Kidspiration/Inspiration Alpha/Smart	Lottery	\$500.00
Safety and Environment	Charting software	School	\$0.00
			Total: \$1,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Kagan Book Study	Lottery Title 1 Create	\$600.00
Mathematics	Math Consultant Kagan Training	District Title 1 Lottery	\$1,000.00
Writing	Kathy Robinson Writing training	Title 1	\$0.00
Science	GEMS A.I.M.S	District Lottery	\$1,000.00
Parental Involvement	Parent workshops, SAC Training, PTA	Title 1 Lottery PTA	\$500.00

Technology	Mobile lab use, PowerPoint, iphoto, Kidspiration, Stationary Studio, ipods, digital camera, FETC	Grant Technology	\$1,500.00
Inclusion	Differentiated Instruction, Co-teaching workshop, Kagan workshops	Lottery District	\$2,000.00
			Total: \$6,600.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Lion's Pride Tutoring, Release Time for DIBELS and FCRR Assessment, ESY, Summer Curriculum Planning	District Title 1 Lottery	\$9,000.00
Mathematics	Lion's Pride After School Tutoring	Lottery Title 1	\$5,000.00
Writing	Cross Curriculum planning, printing of prompts, stipends for scoring and teacher release time for conferencing	Lottery Title 1	\$1,500.00
Science	Science supplies, greenhouse materials	Lottery	\$1,500.00
Parental Involvement	Student materials, parent materials, stipends for	Title 1	\$3,000.00

	teachers		
Health and Wellness	Physical fitness equipment and materials	District School Grant	\$500.00
			Total: \$20,500.00
			Final Total: \$34,500.00

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, junior high 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.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The SAC approves distribution of approximately \$16,000 in combined Lottery and Advanced Placement funds. These funds support the core curriculum materials and fund after-school tutoring and professional development. The SAC is involved in an advisory capacity in all activities related to the school and its academic improvement.

SAC Members

Members
1) Katherine Munn, Principal

2) Karen Gilland, SAC Chair
3) Theresa Williams Raye, Teacher
4) Joshua White, Teacher
5) Beth Siegel, Teacher
6) Charles Jenkins, Teacher
7) Mary Scarborough, Business Member
8) Lieba Gouin, Business Member
9) Kristina Belvin, Parent
10) John Uman, Parent
11) Patti Locascio, Parent
12) Maria Ripol, Parent
13) Sue Keller, Community Member
14) Madeline Vallery, Community Member
15) Chris Richardson, School Support Personnel

IMPLEMENTATION EVALUATION

We will monitor student progress through us of the Florida Continuous Improvement Model (FCIM). Students in grades three, four and five will participate in the district "On-Track"

Benchmark Assessment four times during the school year. A baseline formative assessment will be administered in September, with other formative assessments following in October and January. A summative assessment will be given in May. Students in Kindergarten, first and second grade will participate in a reading assessment program with the Florida Center for Reading Research. An instructional focus calendar and pacing guide will be used to guide instruction. The principal and CIM facilitators will meet with each team weekly on a rotating basis to analyze data from the benchmark assessment, FCRR assessment and ongoing mini-assessments. Teachers will use the data to form remediation and enrichment groups.

REPORTING

No Attached Baseline Data Report

No Attached Mid-Year Report

No Attached School In Restructuring End Of Year Report

AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua LITTLEWOOD ELEMENTARY SCHOOL 0091											
Number of students enrolled in the grades tested: Click here to see the number of students in each						Read: 280 Math: 280		2007-2008 School Grade ¹ : A						Did the School make Adequate Yearly Progress?			NO								
This section shows the percent tested and performance for each group used to determine parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		
2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008
100	Y	100	Y	76	Y	79	Y	91	84	N			NA	27	24	NA	28	21	NA	70	NA	76			
100	Y	100	Y	82	Y	87	Y	90	78	N			NA	21	18	NA	18	13	NA	75	NA	79			
100	Y	100	Y	66	Y	64	Y			NA			NA	42	34	NA	46	36	NA	61	NA	67			
	NA		NA		NA		NA			NA			NA			NA			NA		NA				
	NA		NA		NA		NA			NA			NA			NA			NA		NA				
	NA		NA		NA		NA			NA			NA			NA			NA		NA				
100	Y	100	Y	70	Y	66	Y	91	84	N			NA	39	30	NA	44	34	NA	69	NA	65			
	NA		NA		NA		NA			NA			NA			NA			NA		NA				
100	Y	100	Y	49	N	65	Y			NA			NA	52	51	NA	46	35	NA	51	NA	58			

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua LITTLEWOOD ELEMENTARY SCHOOL 0091											
Number of students enrolled in the grades tested: Click here to see the number of students in each						Read: 320 Math: 320		2006-2007 School Grade ¹ : A						Did the School make Adequate Yearly Progress?			YES								
This section shows the percent tested and performance for each group used to determine parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		
2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007
99	Y	99	Y	73	Y	72	Y	88	91	Y			NA	33	29	NA	36	28	NA	70	NA	76			
100	Y	100	Y	79	Y	82	Y	92	90	Y			NA	26	22	NA	28	18	NA	78	NA	79			

	97	Y	97	Y	58	Y	54	N			NA			NA	50	42	NA	57	46	Y	55	NA	68
C	100	Y	100	Y		NA		NA			NA			NA			NA	28		NA		NA	
		NA		NA		NA		NA			NA			NA			NA			NA		NA	
N		NA		NA		NA		NA			NA			NA			NA			NA		NA	
CALLY NTAGED	98	Y	98	Y	61	Y	56	Y	85	91	Y			NA	40	40	NA	53	44	NA	58	NA	72
SE S		NA		NA		NA		NA			NA			NA			NA	50		NA		NA	
S WITH TIES	97	Y	97	Y	48	N	54	N	67					NA	65	50	Y	60	46	Y	47	NA	65

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2														Alachua LITTLEWOOD ELEMENTARY SCHOOL 0091									
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 331 Math: 331		2005-2006 School Grade ¹ : C		Did the School make Adequate Yearly Progress? ⁵					NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math			
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N			
TOTAL ⁴	100	Y	100	Y	73	Y	64	Y	87	88	Y			NA	22	27	NA	33	36	NA			
WHITE	100	Y	100	Y	80	Y	72	Y	89	92	NA			NA	13	20	NA	20	28	NA			
BLACK	99	Y	99	Y	57	Y	43	N			NA			NA	46	43	NA	65	57	Y			
HISPANIC		NA		NA		NA		NA			NA			NA			NA	37		NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA			
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA			
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	65	Y	47	N	83	85	Y			NA	39	35	NA	52	53	N			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA			
STUDENTS WITH DISABILITIES	99	Y	99	Y	49	Y	40	N		67	NA			NA	40	51	NA	51	60	N			

SCHOOL GRADE DATA

Alachua School District
 LITTLEWOOD ELEMENTARY SCHOOL
 2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	84%	73%	60%	301	Writing and Science: Takes into account the % scoring 3.5 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	62%	63%			125	3 ways to make gains: <ul style="list-style-type: none"> • 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)	52% (YES)			112	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.
Points Earned					538	
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
2006-2007**

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	79%	86%	60%	306	Writing and Science: Takes into account the % scoring 3.5 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	79%	73%			152	3 ways to make gains: <ul style="list-style-type: none"> • 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?	67% (YES)	80% (YES)			147	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.
Points Earned					605	
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
2005-2006**

	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	71%	92%	243	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	51%	58%		109	3 ways to make gains: <ul style="list-style-type: none"> • 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?	35% (NO)			35	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				387	
Percent Tested = 99%					Percent of eligible students tested
School Grade				C	Grade based on total points, adequate progress, and % of students tested