

Alachua County Public Schools

Caring & Sharing Learning School



2020-21 Schoolwide Improvement Plan

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Caring & Sharing Learning School

1951 SE 4TH ST, Gainesville, FL 32641

<http://caringandsharingschool.com>

Demographics

Principal: Curtis Peterson

Start Date for this Principal: 1/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: B (56%) 2016-17: A (65%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Alachua County Public Schools:

We are committed to the success of every student!

Caring and Sharing Learning School:

We are designed to foster learning through rigorous academics as well as through activities that link concepts and content to experience in an environment that stresses high expectations for students, including parent/family involvement, and school/community volunteerism so that students will acquire a base of real world experiences to maintain motivation toward becoming lifelong learners and community participants.

Provide the school's vision statement

Alachua County Public Schools:

We will graduate students who have the knowledge, skills and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

Caring and Sharing Learning School:

We will provide the best academic and personal education for students in an environment which promotes achievement, personal excellence and a sense of pride in the best traditions of the school. Students will leave Caring and Sharing Learning School and become positive school and community leaders in the global economy.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Peterson, Curtis	Principal	Instructional leader
Lee, Luther	Instructional Coach	Community Parent Liaison / Attendance
Muhammad, Mavis	Instructional Coach	FCIMS/Title 1 lead teacher/ Student support services
Booth, James	Assistant Principal	Facilities

Demographic Information

Principal start date

Tuesday 1/1/2008, Curtis Peterson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

12

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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Year	
Support Tier	
ESSA Status	CS&I

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Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	26	37	35	26	22	25	20	0	0	0	0	0	0	191
Attendance below 90 percent	0	0	0	3	0	0	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	3	4	8	4	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	4	4	3	3	0	0	0	0	0	0	14
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 5/24/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	40	40	25	25	24	20	0	0	0	0	0	0	199
Attendance below 90 percent	1	1	0	1	0	1	0	0	0	0	0	0	0	4
One or more suspensions	0	2	0	2	2	0	3	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	7	8	11	7	0	0	0	0	0	0	33

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	2	2	0	0	0	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	40	40	25	25	24	20	0	0	0	0	0	0	199
Attendance below 90 percent	1	1	0	1	0	1	0	0	0	0	0	0	0	4
One or more suspensions	0	2	0	2	2	0	3	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	7	8	11	7	0	0	0	0	0	0	33

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	2	2	0	0	0	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	59%	57%	53%	58%	56%
ELA Learning Gains	42%	57%	58%	56%	53%	55%
ELA Lowest 25th Percentile	33%	49%	53%	38%	40%	48%
Math Achievement	39%	60%	63%	73%	64%	62%
Math Learning Gains	33%	61%	62%	63%	58%	59%
Math Lowest 25th Percentile	44%	49%	51%	71%	45%	47%
Science Achievement	44%	57%	53%	38%	55%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	57%	-26%	58%	-27%
	2018	48%	56%	-8%	57%	-9%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2019	55%	55%	0%	58%	-3%
	2018	58%	54%	4%	56%	2%
Same Grade Comparison		-3%				
Cohort Comparison		7%				
05	2019	36%	55%	-19%	56%	-20%
	2018	55%	55%	0%	55%	0%
Same Grade Comparison		-19%				
Cohort Comparison		-22%				
06	2019	60%	53%	7%	54%	6%
	2018	54%	55%	-1%	52%	2%
Same Grade Comparison		6%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	58%	-10%	62%	-14%
	2018	76%	60%	16%	62%	14%
Same Grade Comparison		-28%				
Cohort Comparison						
04	2019	55%	60%	-5%	64%	-9%
	2018	79%	60%	19%	62%	17%
Same Grade Comparison		-24%				
Cohort Comparison		-21%				
05	2019	16%	57%	-41%	60%	-44%
	2018	68%	61%	7%	61%	7%
Same Grade Comparison		-52%				
Cohort Comparison		-63%				
06	2019	40%	52%	-12%	55%	-15%
	2018	62%	53%	9%	52%	10%
Same Grade Comparison		-22%				
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	55%	-11%	53%	-9%
	2018	36%	55%	-19%	55%	-19%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	44	42	33	41	35	44	45				
FRL	38	48	20	32	34	55	38				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	53	57	42	72	62	69	40				
FRL	53	59	38	71	62	69	37				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The school data results demonstrated that overall math and specifically 5th grade math had an unusually lowest performance of any comparison group. The class had a decline above 50% in every category. Upon reviewing the data, the team believes that one major contributing factor may be that the math teacher of the grade became ill mid year and the school and students did their best to adjust to the transition. The school has hired two new staff members (Teacher and Paraprofessional) for the upcoming year and believes that the downward trend will be rectified. The principal will also attend the department meetings with the staff to assist with planning an implementation of best practices.

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

Overall learning gains at each grade level and subject exhibited a tremendous decrease with Math learning gains decline of over 40%. During the past year, the school decreased the amount of time traditionally used for EDI and the number of paraprofessionals in the classrooms. The school will hire additional teachers and paraprofessionals for the upcoming year. In addition, the school will conduct school wide workshops on various classroom learning strategies and increasing educational rigor at each grade and subject.

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

The school data results demonstrated that 5th grade math had the greatest gap of any comparison group compared to the state average. Upon reviewing the data, the team believes that one major contributing factor may be that the math teacher of the grade became ill mid year and the school and students did their best to adjust to the transition. The school has hired two new staff members (Teacher and Paraprofessional) for the upcoming year and believes that the downward trend will be rectified.

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

The science area component showed the most improvement with an increase of 6% proficient. We attribute this to the school Summer STEM program that students attended, increased hands on activities and enrichment field trips. The school will continue with the instructor of last year in science and previous year process and strategies.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students background knowledge in the area of science, math and reading. The 5th grade class had a decrease of 52% with same grade and 63% decrease cohort comparison. The school will purchase additional materials, increase EDI and conduct various workshops on best practices and increasing rigor at all grade levels/subjects. We will implement a paraprofessional at each grade level on campus to assist with small group and differentiated learning strategies. The teachers and parents will meet during parent data night after each district benchmark assessment to monitor progress of students.

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

Caring and Sharing Learning School will increase all reading and math sub groups by an average of 30% as measured by the FSA school 2020 data results. We will obtain these results by hiring new staff members, attending various workshops, and implementing additional EDI strategies.

Caring and Sharing Learning School will increase 5th grade Science proficiency by 20% as measured on state assessment. We will continue to increase hands on activities, attend workshops and educational enrichment field trips. In addition, we will increase rigor at the earlier non FSA grades.

Caring and Sharing Learning School will implement all of the recommended strategies of the FSSAT to ensure a safe learning environment for students, staff and others on campus grounds.

Caring and Sharing Learning School will purchase two smart boards MX265 and Two Balt 37675 electric carts for 3rd and 5th grade classrooms. Smart boards will be used to engage students and assist with various learning styles. All staff will be trained on best practice and proper usage.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Teacher planning and lesson delivery are critical components in providing instruction that will augment student achievement and performance. This area was identified by lower FSA scores in the majority of subcategories than the prior prior year. We will continue to implement paraprofessionals in the classrooms, extended day instruction and teacher training focused on the latest best practices.

Measureable Outcome: Caring and Sharing Learning School will increase all sub categories in Math and ELA by 40% and Science by 20%.

Person responsible for monitoring outcome:

Curtis Peterson (petersonc@gm.sbac.edu)

Evidence-based Strategy:

Each class will implement a paraprofessional to provide differentiated small group instruction during core time.

75% of all students on campus will participate in EDI Math, ELA and/or Science sessions throughout the year.

Caring and Sharing Learning School believes that adding a paraprofessional to each class on campus will provide the classroom a lower ratio when students are in whole group, small group and intervention instruction.

Rationale for Evidence-based Strategy:

Students with disabilities are included more in classroom activities when paraeducators are present. The presence of paraeducators makes it possible for all students' instruction to be differentiated. General educators appreciate the presence of paraeducators, who are considered essential for supporting students eligible for special education, 504's and Tier III in their classrooms (Downing, Ryndak, & Clark, 2000; Giangreco, Broer, & Edelman, 2002; Marks et al., 1999; Mueller & Murphy, 2001; Piletic, Davis, & Aschemeier, 2005; Riggs & Mueller, 2001; Villa et al., 2008a).

Caring and Sharing Learning School has received numerous national awards when EDI was implemented at higher level than the past year. We believe that by going back to amount of time that was used for EDI in the past will ensure past results.

Research suggests that regular participation in EDI programs that provide academic and social activities contribute positively to children's academic and social development.

NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036

Action Steps to Implement

Implement the use of web based activities that are evidence based to increase skills in Reading and Math.

Person Responsible

Mavis Muhammad (mabaelsa@yahoo.com)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: A continued focus on staff development related to current trends and a laser like focus on content will increase teacher and staff confidence in implementing curriculum and classroom management.

Measureable Outcome: 100% of the teachers will attend and complete at least two training/workshops related to instructional practice, technology or classroom management.

Person responsible for monitoring outcome: Mavis Muhammad (mabaelsa@yahoo.com)

Evidence-based Strategy: Teachers will reflect on previous year student data and personal goals then create a professional development plan to set goals and focus on areas they would like to increase effectiveness.

Rationale for Evidence-based Strategy: CSLS strongly believes that a more knowledgeable and more confident staff member will be of greater impact on student achievement and the overall learning environment.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Caring and Sharing Learning School will continue to implement the use of a FCIMS Coordinator and Parent Liaison to monitor data driven instruction and increase parental/community engagement.

Measureable Outcome: Caring and Sharing Learning School will increase parental and community engagement by 10% by the end of the school year. FCIMS coordinator will assist teachers, students and parents in understanding the data driven model of decision making and thus increasing FSA and school based assessments to align with overall school goals.

Person responsible for monitoring outcome: Mavis Muhammad (mabaelsa@yahoo.com)

Evidence-based Strategy: The importance of data in decision lies in consistency and continual growth. It enables the teachers and students to predict future trends and produce actionable insights.

Rationale for Evidence-based Strategy: The rationale for focusing on this specific strategy will produce the intended outcome of stakeholder decision making being quantitatively sound versus randomly chosen lessons and objectives that lead to non goal outcomes.

Action Steps to Implement

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Historically, students in the economically disadvantage sub group have not fared well on state testing. CSLS students unfortunately mirrored the trend two years ago. This area was identified by lower FSA scores for the year in question. We will continue to implement paraprofessionals in the classrooms, extended day instruction and teacher training focused on the latest best practices.

Measurable Outcome: Students in the economically disadvantaged subgroup will increase by 20% as measured by the FSA.

Person responsible for monitoring outcome:

Curtis Peterson (petersonc@gm.sbac.edu)

Evidence-based Strategy:

Each class will implement a paraprofessional to provide differentiated small group instruction during core time.
75% of all students on campus will participate in EDI Math, ELA and/or Science sessions throughout the year.

Rationale for Evidence-based Strategy:

Various research has shown that lowering the teacher to student ratio has increased achievement in core area subjects.

Action Steps to Implement

A para professional or co teacher will be in every class on campus for core area subjects.

Person Responsible

Mavis Muhammad (mabaelsa@yahoo.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Principal will continue to seek additional staff members and resources to implement the goals, mission and vision of the school. Teachers and students will monitor district quarterly benchmark progression assessments as well as monthly Istation data. The school, teams and students will compile data notebooks that will be the basis of weekly and/or monthly data chats. The students will also conduct two student led parent data nights to review progression with parents and family members. Teachers will pre test prior to each skill and use the results to create intervention grouping. In addition, the FCIMS coordinator will create EDI groups for after school and Saturday school instruction. Upon completion of the skill/unit teachers will post test and discuss progression with the FCIMS coordinator and school principal.

The school will continue to research the latest best practices for school safety and continue to implement a monthly safe school committee meeting to review continuous improvement of safety plans and school overall safety.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Caring and Sharing Learning School prides itself on creating a positive school culture and exceptional environment. We strive to accomplish this by ensuring that all families, staff members and additional stakeholders are valued, cared for and respected daily. All stakeholders are charged with exhibiting and implementing through their actions. The school uses parent and community surveys to rely on for feedback for continuous improvement. To start the school day, all students eat breakfast in the classroom with their teacher. This time provides a relaxed atmosphere for students and staff to have informal conversations about current events and events that may have impacted the students life the day prior. Each school day during the first 15 minutes of class, stakeholders participate in a formal caring community lesson to discuss positive ways to deal with life lessons and team building. The school makes a concentrated effort to provide various meeting times for family conferences, tours and visits needed throughout the school year and summer. In addition, the principal and teachers are always only an email, text or phone call away from ensuring success of stakeholders needs. The school uses a community liaison to organize and provide leadership on the many formal and informal relationships with various community organizations, faith based organizations and professional community. Classrooms participate in weekly activities that focus on positive culture and relationships in the school environment and community abroad. Numerous organizations have partnered with the school to provide mentors, guest speakers and all types of campus volunteers from a plethora of backgrounds and skill sets.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$80,325.87
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0953 - Caring & Sharing Learning School	UniSIG	3.0	\$59,996.16

			<i>Notes: To provide four paraprofessionals to implement small group and differentiated instruction in a Kindergarten, First, Fourth and Fifth grade classroom. 4 paraprofessional X 6 hours per day X 186 days X \$13.44 per hour</i>			
	5100	210-Retirement	0953 - Caring & Sharing Learning School	UniSIG		\$5,999.62
			<i>Notes: Retirement benefits for 4 paraprofessionals @ 10%</i>			
	5100	220-Social Security	0953 - Caring & Sharing Learning School	UniSIG		\$4,589.70
			<i>Notes: Social Security benefits for 4 paraprofessionals @ 7.65%</i>			
	5100	230-Group Insurance	0953 - Caring & Sharing Learning School	UniSIG		\$4,000.00
			<i>Notes: Health Insurance for 4 paraprofessional @ \$1,000.00 each.</i>			
	5900	120-Classroom Teachers	0953 - Caring & Sharing Learning School	UniSIG	3.0	\$4,640.00
			<i>Notes: Contract with certified teachers to implement-after/before school EDI and planning time. 2 teachers @ \$20.00 X 1.5 hours per day X 58 days. 1 Instructional Intervention Coach @ \$20.00 x 1 hour per day X 58 days.</i>			
	5900	210-Retirement	0953 - Caring & Sharing Learning School	UniSIG	3.0	\$464.00
			<i>Notes: Retirement benefits for 3 EDI teachers @ 10%</i>			
	5900		0953 - Caring & Sharing Learning School	UniSIG	3.0	\$397.80
			<i>Notes: Social Security benefits for 3 EDI teachers @ 7.65%</i>			
	5100	510-Supplies	0953 - Caring & Sharing Learning School	UniSIG		\$238.59
			<i>Notes: To purchase additional classroom supplies, Universal Composition Book, College Rule, 7 1/2 X 9 3/4, White, 100 Sheets to support classroom journal lessons in Fourth and Fifth grade.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	310-Professional and Technical Services	0953 - Caring & Sharing Learning School	Title II		\$6,000.00
			<i>Notes: To contract with various trainers to conduct workshops with staff and teachers in the fields of STEM and ELA.</i>			
	5900	310-Professional and Technical Services	0953 - Caring & Sharing Learning School	Title IV		\$6,000.00
			<i>Notes: To contract with various trainers to conduct workshops with staff and teachers in the fields of STEM and ELA.</i>			
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems				\$126,046.48
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	100-Salaries	0953 - Caring & Sharing Learning School	Title, I Part A	2.0	\$100,337.00
			<i>Notes: Salary for a 1 Instructional Intervention Coach and 1 Home-School Liaison</i>			

	5100	210-Retirement	0953 - Caring & Sharing Learning School	Title, I Part A	2.0	\$10,033.70
			<i>Notes: Retirement @ 10 % x 2</i>			
	5100	220-Social Security	0953 - Caring & Sharing Learning School	Title, I Part A	2.0	\$7,675.78
			<i>Notes: Social Security @ 7.65% X 2</i>			
	5100	230-Group Insurance	0953 - Caring & Sharing Learning School	Title, I Part A	2.0	\$8,000.00
			<i>Notes: Insurance @ \$4,000 x 2</i>			
4	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
					Total:	\$221,978.98