



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Caring & Sharing Learning School

1951 SE 4TH ST

Gainesville, FL 32641

352-372-1004

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

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
94%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
99%

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## School Grades History

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**2013-14**  
C

**2012-13**  
B

**2011-12**  
F

**2010-11**

**2009-10**

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Caring & Sharing Learning School

##### Principal

Curtis Peterson

##### School Advisory Council chair

Charlie Jackson

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Curtis Peterson	Principal
Luther Lee	FCIMS Coordinator
Tova Peterson	Title 1 Lead Teacher
Major Kiner	ESE Consult Teacher

#### District-Level Information

##### District

Alachua

##### Superintendent

Mr. Hershel Lyons

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Charlie Jackson, Chair  
 Deloris Rentz, Secretary  
 Liz Coleman-Hayes  
 Angela Terrell  
 Walter Jackson

The SAC membership consist of the Caring and Sharing Learning School Board. However, teachers, staff, community members and parents participate in meetings and provide valuable input. No Charter board member is an employee of the school.

#### Involvement of the SAC in the development of the SIP

The SAC met regularly to review the previous year SIP. The SAC reviewed previous goals. data and input from various stakeholders of the school. Upon review of this information, the SAC assisted in

setting current goals and a budget within the SIP to ensure feasibility and the accomplishment of the goals for the upcoming year.

**Activities of the SAC for the upcoming school year**

The SAC will review the SIP progress at each meeting to monitor progress and make recommendation when needed.

**Projected use of school improvement funds, including the amount allocated to each project**

The SAC- Charter School Board will review the approved budget at all meetings to ensure accuracy and appropriate expenditures of all funds.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Curtis Peterson**

Principal

Years as Administrator: 12

Years at Current School: 6

**Credentials**

Educational Specialist in Educational Leadership K-12 Leadership Certification, ESOL Endorsement  
 Trainings: Clinical Educator, Leadership University, Quality Leadership, Organizing an effective middle school, Data Driven Schools, Conflict resolution, Team Building, Webbs Depth of Knowledge, True Color Personality Type and many other leadership trainings.

**Performance Record**

Over 20 years of experience in education as a teacher and school administrator. He has been instrumental in schools that have made AYP for 11 years. Current School has received a School letter grade of "B".  
 Caring and Sharing was the first and only school in Alachua County to exit SINI. In addition, Caring and Sharing recieved the 2010 Title 1 National Distinguished School Award. Expertise and experience in working with students from different culture and economic backgrounds.

**Classroom Teachers****# of classroom teachers**

9

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**# Highly Qualified Teachers**

100%

**# certified in-field**

9, 100%

**# ESOL endorsed**

9, 100%

**# reading endorsed**

0, 0%

**# with advanced degrees**

4, 44%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

2, 22%

**# with 6-14 years of experience**

5, 56%

**# with 15 or more years of experience**

1, 11%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Caring and Sharing Learning School Administrator attends local job fairs and has an ongoing relationship with local and other state College of Education employees that assist with viable candidates for Teaching positions. Caring and Sharing is a Charter school that has a pay scale and benefits comparable with the local district scale. In addition, Caring and Sharing employees participate in the State of Florida Retirement program.



## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Caring and Sharing Mentor Teacher is an exemplary teacher selected by the campus administrator to work on a regular basis with one or more teachers new to the Caring and Sharing Learning School. Their major role is to support and guide the new teacher throughout the first- third year. New Teacher - Our new teachers work with the assigned mentor and complete a variety of helpful recommended mentor program activities. The type of support and activities may vary based on the campus new teacher's needs and/or experience.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Principal, FCIMS Coordinator and the Title 1 Lead Teacher meet every Monday to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

### Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Select General Education Teachers (1 Primary and 1 Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

FCIMS Coordinator: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation

monitoring.

Title 1 Lead Teacher: assist with the data interpretation and ensures that all students that meet the selected criteria of services are scheduled with appropriate personnel.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The RTI Leadership Team met with the School Advisory Council and the Charter Schools' Board to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

MTSS will be monitored and reviewed on a weekly basis during the school leadership meeting. Students progress and school systems will be evaluated and adjusted as needed.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

RTI data will be based on series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the MacMillian Benchmark Assessments, the Big Idea Math series, the district formative assessment program for math and science, and writing prompts developed for district use. FAIR Assessments are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of year, the data presentation will be migrated into the district's Local Instructional Information System.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

All staff will attend pre-planning RTI training. In addition, Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year on an ongoing basis. The Rtl team will also evaluate staff Professional Development needs during the weekly RTI Leadership Team meetings. The RTI process will be discussed at Title 1 Annual meeting and reviewed at parent conferences on an ongoing basis.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program  
**Minutes added to school year:** 2,500

Select lowest performing students will attend before and after school tutoring in Math and/or Reading.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data will be collected and analyzed on a monthly basis to determine the effectiveness of the tutorial program.

**Who is responsible for monitoring implementation of this strategy?**

The Title 1 lead teacher will monitor the implementation of this strategy.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Curtis Peterson	Principal
Luther Lee	FCIMS Coordinator
Tova Peterson	Title 1 Lead Teacher
Mavis Muhammad	Language Arts Department Chair

**How the school-based LLT functions**

The team will meet twice monthly to discuss the current data and processes. In addition, the Department Chair, FCIMS Coordinator and Title 1 Lead Teacher will attend local trainings to assist with monitoring and implementing the latest best practices related to reading and comprehension.

**Major initiatives of the LLT**

To research and implement best practices that increase reading scores on FCAT by 20% in each grade and / or to have 80% of the class scoring 80% or higher on FAIR end of the year assessments. In addition, the LLT this year will initiate biweekly focus lessons that would mirror FCAT-style questions. Although the focus would be on reading instruction, the lessons themselves will touch upon all common core subject areas.

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

Caring and Sharing Learning School will ensure Reading across the curriculum on a daily basis. All classes will infuse the Kidbiz online reading program and develop criteria to reflect participation in the class overall grading system. In addition, Science and Social Studies classes will implement the Weekly Reading newspaper into their daily plans.

### Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

We believe that early interventions are necessary to assure a smooth transition into elementary school. Caring and Sharing hosts "Kindergarten Round-Up". Parents and incoming kindergartners attend an informational session, fill out necessary paperwork, have questions answered meet the kindergarten teacher, Para and Principal. At the "meet the teacher day" parents are provided with activities and materials to promote teaching and learning activities at home. ie..Recommended reading lists, reading, writing and math strategies for at home. Informal contacts are deliberately initiated with parents picking up their children after school by the Title I lead teacher, pre VPK and Kindergarten teachers to inform parents on a one to one basis about the expectations of VPK and/or Kindergarten and the things parents can do to better prepare their preschool age students at home. The Kindergarten teacher, VPK teacher and Principal will stay abreast of current practices in pre-kindergarten curriculum to better assist the transition to kindergarten.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	55%	Yes	47%
American Indian				
Asian				
Black/African American	42%	54%	Yes	48%
Hispanic				
White		50%		
English language learners				
Students with disabilities		38%		
Economically disadvantaged	38%	50%	Yes	45%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	29%	39%
Students scoring at or above Achievement Level 4	18	23%	33%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	43	80%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	11	92%	90%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	12	57%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	52%	No	60%
American Indian				
Asian				
Black/African American	53%	51%	No	58%
Hispanic				
White		50%		
English language learners				
Students with disabilities		38%		
Economically disadvantaged	53%	48%	No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	33%	43%
Students scoring at or above Achievement Level 4	13	16%	25%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	34	63%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		70%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		20
Participation in STEM-related experiences provided for students	10	100%	100%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	4	16%	10%
Students who are not proficient in reading by third grade	6	25%	15%
Students who receive two or more behavior referrals	10	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	2%	2%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Caring and Sharing Learning School will increase opportunities to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the Title 1 program. The Parent Involvement Committee is a group whose main focus is on increasing parent involvement and overseeing parent and school relations.

Caring and Sharing will continue to have a parent/community involvement staff person who represents the school at all meetings and events. A variety of survey instruments, parent meetings, monthly newsletters and other activities will be used to solicit input from parents regarding the implementation of the Title 1 Program and how Title 1 funds are spent.

Parent surveys will be administered to parents at the beginning of each semester. The results of these surveys will be used to plan ways to increase parental involvement. Additionally, parents will be given opportunities to provide input at Title 1 Annual meeting, parent data meetings, parent conferences, and parent involvement meetings.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Caring and Sharing will increase parent volunteers at the school.	120	100%	100%
Personal contacts will increase by 10% during the school year.	149	100%	100%
Caring and Sharing will increase the number of parents attending the school wide data chats	40	100%	100%



## Goals Summary

- G1.** Caring and Sharing Learning School will implement an Extended Learning Time for students in Reading, Math and Science
- G2.** Teachers will increase their background knowledge in the the areas of Lesson Planning, Common Core, Kagan and other best practices.
- G3.**
- G4.** Caring and Sharing Learning School will increase FCAT scores of students scoring 3 or higher by 20% in each tested area in grades 3rd-6th. 80% of the K-6th grade students at Caring and Sharing will increase their end of the year FAIR scores by 20% or

## Goals Detail

**G1.** Caring and Sharing Learning School will implement an Extended Learning Time for students in Reading, Math and Science

### Targets Supported

### Resources Available to Support the Goal

- Select teachers and students will attend extended day intervention hour

### Targeted Barriers to Achieving the Goal

- Student lack of content knowledge in Math, Reading and Science

### Plan to Monitor Progress Toward the Goal

Student beginning, mid and end of the year benchmark assessments will be reviewed for progress

### Person or Persons Responsible

Student scores

### Target Dates or Schedule:

Each assessment period

### Evidence of Completion:

Student FAIR, District Math and Science Benchmark assessments.

**G2.** Teachers will increase their background knowledge in the the areas of Lesson Planning, Common Core, Kagan and other best practices.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

**Resources Available to Support the Goal**

- District and Site based workshops related to the implementation of new standards and current best practices

**Targeted Barriers to Achieving the Goal**

- Teacher knowledge of latest best practices.

**Plan to Monitor Progress Toward the Goal**

100% of the instructional staff will implement 100 % of the skills obtained in workshop

**Person or Persons Responsible**

All instructional staff

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

PCG Lesson plans aligned to common core and state standards

**G3.**

**Targets Supported**

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G4.** Caring and Sharing Learning School will increase FCAT scores of students scoring 3 or higher by 20% in each tested area in grades 3rd-6th. 80% of the K-6th grade students at Caring and Sharing will increase their end of the year FAIR scores by 20% or

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Science - Middle School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

### Resources Available to Support the Goal

- After school small group instruction four days a week.
- Implementation of the Achieve 3000 Reading program for grades 2nd-6th .
- FCAT explorer
- Increase involvement of community and faith based organization to provide mentoring and tutorial.
- Implement the new district reading series.
- 

### Targeted Barriers to Achieving the Goal

- Student lack of content area skills and background knowledge.

## Plan to Monitor Progress Toward the Goal

Review District Benchmark Assessments, FAIR Assessments and other data.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Agenda, meeting logs and school end of the year profile.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Caring and Sharing Learning School will implement an Extended Learning Time for students in Reading, Math and Science

**G1.B1** Student lack of content knowledge in Math, Reading and Science

**G1.B1.S1** Select students will attend an extended intervention hour outside of the school day to focus on Math, Reading and Science skills.

#### Action Step 1

Students will attend extended interventions to focus on needed skills

#### Person or Persons Responsible

Students

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student attendance roster

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

Teacher attendance rosters will be monitored on a daily basis to to ensure student participation

#### Person or Persons Responsible

Students

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Teacher daily attendance logs

## Plan to Monitor Effectiveness of G1.B1.S1

Student attendance will be compared with progress

### Person or Persons Responsible

FCIMS, Principal and Title 1 lead teacher

### Target Dates or Schedule

Assessment periods

### Evidence of Completion

Attendance roster and assessment scores.

**G2.** Teachers will increase their background knowledge in the the areas of Lesson Planning, Common Core, Kagan and other best practices.

## G2.B1 Teacher knowledge of latest best practices.

**G2.B1.S1** To provide trainings one week prior to pre planning for teachers to attend that are key to the success of the current school year.

### Action Step 1

Summer staff training will take place during pre planning to address the latest best teaching practices

### Person or Persons Responsible

All instructional staff

### Target Dates or Schedule

1 week prior to Pre Planning

### Evidence of Completion

Sign In sheets, Follow up activity, Survey

### Facilitator:

Curtis Peterson

### Participants:

Instructional Staff

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

Principal will review staff surveys and monitor implementation of staff development

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

End of the the first grading period

#### Evidence of Completion

Survey, Follow up activity, lesson plans

### Plan to Monitor Effectiveness of G2.B1.S1

Teacher lesson plans will be monitored to ensure understanding of workshop

#### Person or Persons Responsible

Teachers and Principal

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans in PCG lesson planner and team meetings

**G4.** Caring and Sharing Learning School will increase FCAT scores of students scoring 3 or higher by 20% in each tested area in grades 3rd-6th. 80% of the K-6th grade students at Caring and Sharing will increase their end of the year FAIR scores by 20% or

**G4.B1** Student lack of content area skills and background knowledge.

**G4.B1.S1** Provide additional resources for parents to use at home that coincide with school IFC.

#### Action Step 1

Will provide monthly IFC to each student.

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

IFC will be provided at the beginning of each month.

#### Evidence of Completion

Teacher note book documenting items sent home for the year.

## **Action Step 2**

Will purchase new district reading series.

### **Person or Persons Responsible**

Principal

### **Target Dates or Schedule**

Start of school year.

### **Evidence of Completion**

Purchased text books being used in classroom by walk through and teacher lesson plans.

## **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Will receive and review monthly notebooks from teachers.

### **Person or Persons Responsible**

Principal

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

1. IFC 2. Various usage logs from computer based programs. 3. Student home usage logs

## **Plan to Monitor Effectiveness of G4.B1.S1**

Will review various beginning, middle and end of the year data results.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

School master note book.



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A:

These monies are used to integrate programs to assist the school in meeting the Federal requirements. Our students receive additional support through part A funding in the way of utilizing a FCIM Facilitator, Teacher tutor, parent involvement workshops, and staff development for teachers.

#### Title I, Part C- Migrant:

Migrant support resource advocates for school and family. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title II:

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

#### Title III:

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

#### Title X- Homeless:

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education

#### Supplemental Academic Instruction (SAI):

SAI funds will be coordinated with district funds to provide summer school for third grade students and training for teachers.

#### Violence Prevention Programs:

All administrators and Staff members have completed in-service in RTI, violence prevention, bullying and second step curriculum which are implemented on campus.

#### Nutrition Programs:

The school participates in the USDA School breakfast/lunch program. In addition, Caring and Sharing was awarded a USDA Fresh Fruit and Vegetable grant for 2013-2014.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** Teachers will increase their background knowledge in the the areas of Lesson Planning, Common Core, Kagan and other best practices.

**G2.B1** Teacher knowledge of latest best practices.

**G2.B1.S1** To provide trainings one week prior to pre planning for teachers to attend that are key to the success of the current school year.

### **PD Opportunity 1**

Summer staff training will take place during pre planning to address the latest best teaching practices

#### **Facilitator**

Curtis Peterson

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

1 week prior to Pre Planning

#### **Evidence of Completion**

Sign In sheets, Follow up activity, Survey

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Caring and Sharing Learning School will implement an Extended Learning Time for students in Reading, Math and Science	\$7,100
G2.	Teachers will increase their background knowledge in the the areas of Lesson Planning, Common Core, Kagan and other best practices.	\$5,000
G4.	Caring and Sharing Learning School will increase FCAT scores of students scoring 3 or higher by 20% in each tested area in grades 3rd-6th. 80% of the K-6th grade students at Caring and Sharing will increase their end of the year FAIR scores by 20% or	\$10,412
Total		\$22,512

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1		\$12,100
FTE		\$10,412
Total		\$22,512

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Caring and Sharing Learning School will implement an Extended Learning Time for students in Reading, Math and Science

**G1.B1** Student lack of content knowledge in Math, Reading and Science

**G1.B1.S1** Select students will attend an extended intervention hour outside of the school day to focus on Math, Reading and Science skills.

#### Action Step 1

Students will attend extended interventions to focus on needed skills

#### Resource Type

Evidence-Based Program

#### Resource

Students will use Go Math Online Intervention, Kidbiz 3000 and FCAT explorer during the extended learning time.

#### Funding Source

Title 1

#### Amount Needed

\$7,100

**G2.** Teachers will increase their background knowledge in the the areas of Lesson Planning, Common Core, Kagan and other best practices.

**G2.B1** Teacher knowledge of latest best practices.

**G2.B1.S1** To provide trainings one week prior to pre planning for teachers to attend that are key to the success of the current school year.

**Action Step 1**

Summer staff training will take place during pre planning to address the latest best teaching practices

**Resource Type**

Evidence-Based Program

**Resource**

Teachers will attend a one week training prior to school pre planning to focus on Common Core, PCG Lesson Planner and other best practices.

**Funding Source**

Title 1

**Amount Needed**

\$5,000

**G4.** Caring and Sharing Learning School will increase FCAT scores of students scoring 3 or higher by 20% in each tested area in grades 3rd-6th. 80% of the K-6th grade students at Caring and Sharing will increase their end of the year FAIR scores by 20% or

**G4.B1** Student lack of content area skills and background knowledge.

**G4.B1.S1** Provide additional resources for parents to use at home that coincide with school IFC.

**Action Step 2**

Will purchase new district reading series.

**Resource Type**

Evidence-Based Program

**Resource**

Purchase district reading series

**Funding Source**

FTE

**Amount Needed**

\$10,412