

Alachua County Public Schools

Caring & Sharing Learning School



2015-16 School Improvement Plan

Caring & Sharing Learning School

1951 SE 4TH ST, Gainesville, FL 32641

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	F

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. 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

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

CSLS students and staff recognize, appreciate and capitalize on diversity so as to enrich the overall learning experience. Our goal is to foster a culturally inclusive learning environment that encourages all individuals – regardless of age, gender, ethnicity, religious affiliation, socioeconomic status, sexual orientation or political beliefs – We achieve this by developing personal contacts through various parent/teacher school functions such as "Meet the Teacher" the Friday before the first day of school. This provides an excellent opportunity for teachers, parents and students to initially meet and exchange information. Title 1 annual meeting- during the month of September. Parent Data Night in January and May of each year. Thanksgiving Feast in November and Family Arts Night in the Spring. In addition, CSLS continuously uses positive Interactions with students by usage of appropriate modes of addressing students and encouraging open and inclusive classroom discussions on a daily basis. Teachers have common team planning periods each Tuesday and faculty early release day each Wednesday to collaborate on the school vision, mission and curriculum needs. CSLS will continue to implement the 7 Habits student planner in grades 3rd-6th, classroom DOJO and Remind.com as key forms of parent/student/teacher communication as well as ongoing parent phone calls, weekly student folders and monthly school calendars.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Caring and Sharing has the unique opportunity for the staff to know each student on campus as a person. The small and intimate setting allows staff to spend time with students individually or in small

groups each day. The hallway and classrooms are filled with positive messages and quotes making it difficult for students in the school to not feel that they are each destined for greatness. The principal has an open door policy with students and parents. In addition, the principal is highly visible in classrooms, field trips and school events.

Students are praised often and provided many incentives for doing well as an individual and as a member of the class through the "Eagle of the Month" school wide behavior management program. The classroom learning system is built on accountability and growth instead of punishment. Students who exhibit inappropriate behaviors are provided a place to cool off, calm down and are provided a time to reflect about the unacceptable behavior.

Students and staff are aware of school security cameras locations and participate in monthly evacuation drills, bi-annual safety drills and security drills to ensure a sense of security if an emergence situation were to arise.

Parents are provided the opportunity to visit class upon checking in at the front desk of the school anytime they have a chance to increase the school and family bond.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Embedded in the CSLS mission is the idea to educate students to be knowledgeable, responsible, socially skilled, healthy, caring, and contributing citizens to society. This goal is met through a school wide way of work known as the Master Discipline Plan reviewed during pre-planning with teachers and during the first week of school with students. Student expectations are clear and many incentives are in place as each student reaches his or her goal. The "Eagle of the Month" and "Caught being good" programs are systematic processes that reward the students that are exhibiting appropriate standards on and off campus. At each team meeting teachers review and document student success and classroom processes to improve. Two staff meetings each year are dedicated to reviewing the school wide behavioral data. Staff attend state, district and school training's on the latest best practices related to behavior and increasing student engagement in the classroom.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

CSLS prides itself on educating the whole child. We believe that positive social and emotional development, safety, physical health and cognitive growth are essential to producing productive citizens. First, we ensure that the entire family of each student is involved in their child's education. We meet with every parent at enrollment and provide an individual tour of the school. This provides the foundation for open communication with parents and the school on various aspects that may affect the child. This communication continues when parents attend parent conferences, numerous family/school events and volunteering at the school. Second, students, teachers and families set academic/social goals and monitor them on an ongoing basis to increase the chances of achieving positive outcomes for children. Lastly, the school has extremely strong relationships with a variety of community partners such as the ACCESS, National Achievers, United Way, University of Florida Law School, Local Faith groups, local health programs, Fraternities, Sororities, local youth sports organizations and other community oriented programs. These partnerships provide the school , parents and the organizations paths to ensure that all children and family needs are being met.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance and Behavior referrals are monitored on a weekly basis by the FCIMS coordinator to maintain the school goal of less than 5% exceeding the early warning indicator criteria. Parents of students who exhibit early warning indicators are contacted by phone if student has had more than 3 absent days in a nine week period and each major referral infraction. Student academic grades are monitored at each interim and Nine week grading period to ensure a C or better in every course. Students who do not achieve a C or better or have received a level 1 on statewide assessments and/or teacher recommendation are provided 45 minutes a day intensive intervention in Reading and/or Math. If students are in grades 1st- 3rd they are the first to be provided a United Way reading pal.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	1	2	2	6	2	1	4	18
One or more suspensions	0	0	1	1	1	0	0	3
Course failure in ELA or Math	0	0	0	1	0	0	0	1
Level 1 on statewide assessment	0	0	0	10	3	9	2	24

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	3	4	5	6	
Students exhibiting two or more indicators	5	1	1	2	9

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

An Education Planning Team meets monthly to monitor all children on campus. The team reviews the data and meeting notes of each team and department on a monthly basis. Each classroom has cooperative learning, small group and differentiated instruction implemented on a daily basis. Grades VPK- 4th benefit by having a "Foster Grandparent" in their class for a half a day. Students that are scoring in the lower 25% in a subject area receive intensive instruction 45 minutes per day by the Title 1 Teacher Tutor , ESE teacher or attend After school tutoring. In addition, students in the lower 25% or attendance concerns meet with the FCIMS teacher on a bi-weekly basis to monitor success. Students that have frequent attendance or behavior indicators may also be placed on a improvement contract with the school.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174524>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

CSLS builds partnerships with the community by teachers, staff and students attending and/or hosting local community events and providing potential partners with school demographics, goals and achievements. The local programs align their expertise to the school needs to assist in meeting the mission of the school. The school sustains this relationship by providing data of participation to the agency and the success of the students due to the organizations involvement and impact. Stakeholders and community partners are kept abreast of events that CSLS participates in and are invited to all school functions.

- United Way Reading Pals
 - University of Law School
 - Omega Psi Phi- Project Manhood
 - National Forum of Black Public Administrators
 - Plum Creek Foundation
 - City of Gainesville
 - Gainesville Science Coalition
 - National Achievers
 - Florida A&M University Alumni Chapter of Alachua County
 - NAACP –Gator Chapter
 - Zeta Phi Beta Sorority
- Access Florida- Community Partner DCF

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Peterson, Curtis	Principal
Lee, Luther	Other
Peterson, Tova	Teacher, K-12
Hall, Clyde	Teacher, K-12
muhammad, mavis	Teacher, K-12
mcGraw, mark	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team meets weekly to discuss curriculum, behavior and other school needs. The leadership team helps to monitor and support curriculum implementation. In addition, the leadership team meets with departments and teams during their meeting scheduled meeting times.

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

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. In addition, ensures that the Parent Involvement plan activities are implemented.

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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.

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 and dinner program. In addition, Caring and Sharing is awarded a USDA Fresh Fruit and Vegetable grant for 2015-2016 year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Charlie Jackson	Business/Community
Angie Terrell	Business/Community
Deloris Rentz	Business/Community
Liz Coleman-Hayes	Parent
Jean Kiner	Teacher
Walter Jackson	Business/Community
Curtis Peterson	Principal
Jean Kiner	Education Support Employee
Simon Johnson	Business/Community
Tova Peterson	Teacher
Luther Lee	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC met quarterly to review the previous year SIP. The SAC reviewed previous goals and appropriate data. Based on results, along with input from various stakeholders of the school the SAC determined that the previous improvement plan was appropriate and a baseline for the upcoming year would be set.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The school's annual budget is reviewed in June of the previous year at the Charter Board Meeting. The end of the year expenses and revenues are used as baseline numbers to set goals for the following year. The needs assessments of the school are reviewed and the expected revenue for the upcoming year are calculated and each line item set and approved by the body for implementation.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

NA

Literacy Leadership Team (LLT)

Membership:

Name	Title
Peterson, Curtis	Principal
Lee, Luther	Teacher, K-12
Peterson, Tova	Teacher, K-12
muhammad, mavis	Teacher, K-12
Williams, Jeanne	Teacher, K-12
Reddick, Jameisha	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Meetings are held the 3rd Wednesday of each month to review and monitor progress of students. The LLT coordinates the reading pal program and guest speakers programs related to literacy. Lastly, the LLT has an ongoing charge to research and implement best practices that will assist in an increase of reading scores on state assessments by 20% in each grade and / or to have 80% of the class scoring 80% or higher on classroom end of the year assessments.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

CSLS prides itself on providing an atmosphere that embraces strong professional networks to share information among the staff. This atmosphere begins during pre-planning and is ongoing during monthly team, department and faculty meetings. Achievements, challenges, and uncertainty in work are openly shared and examined during these meetings in order to provide support and help for all. Teachers and staff are respected and ideas are valued in the shared leadership structure when addressing curriculum, personnel and building decisions. Each teacher on campus has a leadership role as a Department head, Team Leader, District Liaison or Community liaison and represent the school at meetings or workshops.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Caring and Sharing Learning School Administrator attend 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.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Caring and Sharing Mentor Teachers are exemplary teachers 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 through the district beginning teacher program. The type of

support and activities may vary based on the campus new teacher's needs and/or experience to implement the school vision.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Caring and Sharing ensures the core instructional programs meet with fidelity by using district approved textbooks and pacing guides that align to the Florida standards and only use personnel that are highly qualified by state and federal standards to implement instruction. Administrators and Teachers review monthly Florida DOE websites, CPLAMS, and other approved sites to stay abreast of current instructional standards and best practices. Teachers and staff attend district, state and national training related to curriculum and instruction yearly. In addition, Caring and Sharing Learning School is audited by the Curriculum department of the Alachua County School Board and has had continuous AdvancEd (SACS) accreditation since its opening in 1998 to validate school process and materials by an well known global agency.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Caring and Sharing is a data driven school. We use State assessments- FSA, Monthly Benchmark and School- Unit, Chapter, mini assessments as the basis of all instructional decisions. Teachers and staff ensure that all classroom assessment questions reflect both the rigor and format of the state standards to be assessed. Students are pre- tested at the beginning of each instructional unit. Teachers review this data along with state and district assessments to create flexible classroom and school groups to address each student need for enrichment or intensive intervention. The small groups then meet throughout the day or after school to focus on the particular groups needs. The assignment to a particular group is based on each unit or other ongoing assessment data. Therefore, students will fluctuate between the levels or groups on a unit by unit or assessment basis. Lastly, we offer Saturday school, extended hour and summer enrichment programs to further close the achievement gap funded by title 1 and other grants.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

The CSLS school day will be extended by one hour each day. All students will attend the one hour Intensive Reading hour at the end of each school day to focus on reading and language arts skills.

Strategy Rationale

To increase proficiency in reading/ language arts and science on state and district assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lee, Luther, leel@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Weekend Program

Minutes added to school year: 1,800

Saturday School

Strategy Rationale

To increase knowledge in Math, Reading/Lang Arts and Science

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lee, Luther, leel@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre and post test will be administered to monitor progress.

Strategy: Summer Program

Minutes added to school year: 18,000

Students will attend summer enrichment camp for the month of June and July to further their knowledge in academic areas.

Strategy Rationale

To increase proficiency in math, reading and science.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Peterson, Tova, petersont@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected at the beginning and ending of camp to monitor progress

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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 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.

During the spring of the 6th grade year, students attend local middle school magnet recruitment events and regular education programs to assess which program will be beneficial to their life goals. The parents and students meet with the CSLS principal to discuss final decision.

Caring and Sharing offers a summer camp for VPK -6th grade students during the months of June and July to provide a smoother transition to the next grade level and ensure no educational lag during the summer months.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The CSLS participates in Junior Achievement, National Achievers, United Way Reading Pals and schedules Bi- annual career days with community partners to discuss careers and paths to lead to achieving that career.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Caring and Sharing Learning School will continue to increase the use of technology to enhance teaching and learning.
- G2.** Caring and Sharing Learning School will continue to foster a strong, positive school culture with a collaborative environment as we welcome increased parent involvement.
- G3.** Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Math.
- G4.** Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Reading and Writing.
- G5.** Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Science.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Caring and Sharing Learning School will continue to increase the use of technology to enhance teaching and learning. 1a

G073476

Targets Supported 1b

Indicator	Annual Target
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5Es Score: Quality of Student Discussion

Resources Available to Support the Goal 2

- Lap top computers for 4th and 5th grade.

Targeted Barriers to Achieving the Goal 3

- Lack of funds

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Caring and Sharing Learning School will continue to foster a strong, positive school culture with a collaborative environment as we welcome increased parent involvement. 1a

G073477

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	20.0

Resources Available to Support the Goal 2

- The 7 Habits Planners in grades 3rd-6th
- School website- Calendar, Board meetings and marquee
- Community Programs
- Classroom DOJO- Behavior monitor app.
- Remind.com- Parent communication app
- Parent Data Chats
- Parent workshops
- Dads bring the children to school day

Targeted Barriers to Achieving the Goal 3

- Parent schedules
- Lack of motivation when addressing school functions

Plan to Monitor Progress Toward G2. 8

Attendance data and surveys will be reviewed after each activity on campus.

Person Responsible

Tova Peterson

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Surveys and sign in logs

G3. Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Math. 1a

G073478

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0
Math Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- CSLS will continue to implement a "math club".

Targeted Barriers to Achieving the Goal 3

- Student lack of previous knowledge base.

Plan to Monitor Progress Toward G3. 8

Lesson plans and classroom snapshots will be monitor to ensure implementation.

Person Responsible

Schedule

Weekly, from 8/17/2015 to 6/5/2016

Evidence of Completion

Campus lesson plans and teacher evaluations.

G4. Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Reading and Writing. 1a

G073479

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
FAA Writing Proficiency	60.0

Resources Available to Support the Goal 2

- Reading street series
- Intervention books from reading series
- Achieve 3000 Reading
- Waterford Reading Program
- Level reader books
- Reading Pals program
- Pizza Hut Book it - Reading incentives
- Title 1 Teacher Tutor
- FCIMS Teacher

Targeted Barriers to Achieving the Goal 3

- Student lack of content knowledge in vocabulary and reading comprehension

Plan to Monitor Progress Toward G4. 8

Student quarterly benchmark assessments will be reviewed for progress.

Person Responsible

Luther Lee

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student level assessments.

G5. Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Science. 1a

G073480

Targets Supported 1b

Indicator	Annual Target
FAA Science Proficiency	70.0

Resources Available to Support the Goal 2

- District and Site based workshops related to the implementation of Florida standards and current best practices in Science.

Targeted Barriers to Achieving the Goal 3

- Student lack of prior science knowledge decrease the chance of scoring at or above grade level.

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Luther Lee

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

PCG Lesson plans aligned to common core and state standards

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Caring and Sharing Learning School will continue to increase the use of technology to enhance teaching and learning. **1**

 G073476

G1.B1 Lack of funds **2**

 B191958

G1.B1.S1 To write a digital plan to the state for funds to implement laptops in classroom. **4**

 S203392

Strategy Rationale

To request funds to purchase laptops.

Action Step 1 **5**

To complete digital plan to request funds for laptops.

Person Responsible

Curtis Peterson

Schedule

On 9/8/2015

Evidence of Completion

Digital Plan completed and forwarded to Alachua County schools district.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal will monitor the digital plan progression and implementation.

Person Responsible

Curtis Peterson

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Lesson plans and classroom observations will be compared with the Achieve 3000 logs to monitor increased lexil levels.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Students will benefit from laptops in classroom with increased time on Achieve 3000 reading program.

Person Responsible

Tova Peterson

Schedule

Quarterly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Achieve 3000 time on task logs.

G2. Caring and Sharing Learning School will continue to foster a strong, positive school culture with a collaborative environment as we welcome increased parent involvement. 1

G073477

G2.B1 Parent schedules 2

B191959

G2.B1.S1 Programs will be delivered at various times and minutes of board meetings will be posted on school website. 4

S203393

Strategy Rationale

Parents need to access information at various times of the day.

Action Step 1 5

3rd- 6th grade students will be provided planners that will be reviewed by teacher and parent on a daily basis

Person Responsible

Curtis Peterson

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Teacher, Team and Department notebooks

Action Step 2 5

Parents and students will receive information on how to access student progress on Achieve 3000

Person Responsible

Luther Lee

Schedule

Annually, from 9/30/2015 to 9/30/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will read the book on their own then present findings to peers

Person Responsible

Curtis Peterson

Schedule

Monthly, from 12/2/2014 to 3/27/2015

Evidence of Completion

Chapter reviews

G2.B1.S2 Classroom DOJO and Remind Me App 4

 S203394

Strategy Rationale

Parents may access information from their cell phones at anytime

Action Step 1 5

Parents must sign up and sign in to appropriate apps.

Person Responsible

Luther Lee

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Parent/ Teacher sign in log

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible


Schedule

Evidence of Completion

G3. Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Math. 1

 G073478

G3.B1 Student lack of previous knowledge base. 2

 B191961

G3.B1.S1 Students will participate in the CSLS math club. 4

 S203396

Strategy Rationale

To increase knowledge in math and implement math in a fun way

Action Step 1 5

Students will continue to participate in the after school math club in 5th grade.

Person Responsible

Khaled Mohammed

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teacher will collect attendance and keep documentation of items covered.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

G4. Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Reading and Writing. 1

 G073479

G4.B1 Student lack of content knowledge in vocabulary and reading comprehension 2

 B191962

G4.B1.S1 Select students will receive additional 45 minutes 4-5 days a week of intensive reading and all students will attend an extended intervention hour outside of the school day to focus on Writing, Reading and Vocabulary skills. 4

 S203397

Strategy Rationale

Additional time on task each day will provide additional time to focus on areas of need.

Action Step 1 5

All students at CSLS will attend extended interventions for 1 hour daily to focus on Reading skills.

Person Responsible

Curtis Peterson

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student attendance roster, Assessment data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

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

Person Responsible

Luther Lee

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher daily attendance logs, FCIMS Assessment logs.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student attendance will be compared with progress

Person Responsible

Luther Lee

Schedule

On 6/3/2016

Evidence of Completion

Attendance roster and assessment scores.

G4.B1.S2 Students will do computer based reading programs during school and after school hours. 4

S203398

Strategy Rationale

Parents will ensure students are using time at home to increase academic achievement.

Action Step 1 5

Students will participate with fidelity in the Waterford and Achieve 3000 computer based reading programs.

Person Responsible

Tova Peterson

Schedule

Biweekly, from 9/1/2015 to 6/5/2016

Evidence of Completion

Achieve 3000 and Waterford time on task reports.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The FCIMS coordinator and Title 1 lead teacher will review the achieve 3000 and waterford log in reports on a weekly basis.

Person Responsible

Luther Lee

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Achieve and Waterford usage reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Teachers will meet with FCIMS coordinator for assistance in aligning reading passages to classroom instruction.

Person Responsible

Curtis Peterson

Schedule

Monthly, from 10/1/2015 to 12/31/2015

Evidence of Completion

Sign in sheets

G4.B1.S3 1st-3rd grade students will participate in the United Way reading pal program. Students will have a reading pal read with them one hour per week. 4

 S203399

Strategy Rationale

Additional community support will assist with kids excitement level - Students will want to read with an individual who meets with them once a week that is not their regular teacher.

Action Step 1 5

1st grade- 3rd grade students will participate in the United Way reading pal program.

Person Responsible

Curtis Peterson

Schedule

Weekly, from 9/2/2015 to 6/5/2016

Evidence of Completion

Reading pal sign in log, End of the year data log

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G5. Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Science. 1

G073480

G5.B1 Student lack of prior science knowledge decrease the chance of scoring at or above grade level. 2

B191963

G5.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. 4

S203401

Strategy Rationale

Build staff knowledge base on science best practices.

Action Step 1 5

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

Person Responsible

Clyde Hall

Schedule

On 8/15/2016

Evidence of Completion

Sign In sheets, Follow up activity, Survey

Action Step 2 5

CSLS will continue to Implement a Science club

Person Responsible

Luther Lee

Schedule

Weekly, from 8/25/2015 to 6/5/2016

Evidence of Completion

Attendance roster

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

FCIMS teacher will attend science department meetings and monitor implementation of staff development

Person Responsible

Luther Lee

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Science department notebook and agendas.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Teacher lesson plans will be monitored to ensure understanding of workshop

Person Responsible

Luther Lee

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Lesson plans in PCG lesson planner and department/team meetings notebooks.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	To complete digital plan to request funds for laptops.	Peterson, Curtis	9/1/2015	Digital Plan completed and forwarded to Alachua County schools district.	9/8/2015 one-time
G2.B1.S1.A1	3rd- 6th grade students will be provided planners that will be reviewed by teacher and parent on a daily basis	Peterson, Curtis	9/2/2015	Teacher, Team and Department notebooks	6/3/2016 weekly
G2.B1.S2.A1	Parents must sign up and sign in to appropriate apps.	Lee, Luther	9/1/2015	Parent/ Teacher sign in log	6/3/2016 weekly
G3.B1.S1.A1	Students will continue to participate in the after school math club in 5th grade.	Mohammed, Khaled	9/1/2015	Teacher will collect attendance and keep documentation of items covered.	6/3/2016 weekly
G4.B1.S1.A1	All students at CSLS will attend extended interventions for 1 hour daily to focus on Reading skills.	Peterson, Curtis	9/1/2015	Student attendance roster, Assessment data	6/3/2016 daily
G4.B1.S2.A1	Students will participate with fidelity in the Waterford and Achieve 3000 computer based reading programs.	Peterson, Tova	9/1/2015	Achieve 3000 and Waterford time on task reports.	6/5/2016 biweekly

Alachua - 0953 - Caring & Sharing Learning School - 2015-16 SIP
Caring & Sharing Learning School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S3.A1	1st grade- 3rd grade students will participate in the United Way reading pal program.	Peterson, Curtis	9/2/2015	Reading pal sign in log, End of the year data log	6/5/2016 weekly
G5.B1.S1.A1	Summer staff training will take place during pre planning to address the latest best teaching practices	Hall, Clyde	8/11/2015	Sign In sheets, Follow up activity, Survey	8/15/2016 one-time
G2.B1.S1.A2	Parents and students will receive information on how to access student progress on Achieve 3000	Lee, Luther	9/30/2015		9/30/2015 annually
G5.B1.S1.A2	CSLS will continue to Implement a Science club	Lee, Luther	8/25/2015	Attendance roster	6/5/2016 weekly
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Students will benefit from laptops in classroom with increased time on Achieve 3000 reading program.	Peterson, Tova	9/30/2015	Achieve 3000 time on task logs.	6/10/2016 quarterly
G1.B1.S1.MA1	Principal will monitor the digital plan progression and implementation.	Peterson, Curtis	9/1/2015	Lesson plans and classroom observations will be compared with the Achieve 3000 logs to monitor increased lexil levels.	6/10/2016 monthly
G2.MA1	Attendance data and surveys will be reviewed after each activity on campus.	Peterson, Tova	9/1/2015	Surveys and sign in logs	6/10/2016 quarterly
G2.B1.S1.MA1	Teachers will read the book on their own then present findings to peers	Peterson, Curtis	12/2/2014	Chapter reviews	3/27/2015 monthly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S2.MA1	[no content entered]			one-time	
G3.MA1	Lesson plans and classroom snapshots will be monitor to ensure implementation.		8/17/2015	Campus lesson plans and teacher evaluations.	6/5/2016 weekly
G3.B1.S1.MA1	[no content entered]			one-time	
G4.MA1	Student quarterly benchmark assessments will be reviewed for progress.	Lee, Luther	9/1/2015	Student level assessments.	6/3/2016 quarterly
G4.B1.S1.MA1	Student attendance will be compared with progress	Lee, Luther	9/1/2015	Attendance roster and assessment scores.	6/3/2016 one-time
G4.B1.S1.MA1	Teacher attendance rosters will be monitored on a daily basis to to ensure student participation	Lee, Luther	8/18/2014	Teacher daily attendance logs, FCIMS Assessment logs.	6/5/2015 weekly
G4.B1.S2.MA1	Teachers will meet with FCIMS coordinator for assistance in aligning reading passages to classroom instruction.	Peterson, Curtis	10/1/2015	Sign in sheets	12/31/2015 monthly
G4.B1.S2.MA1	The FCIMS coordinator and Title 1 lead teacher will review the achieve 3000 and waterford log in reports on a weekly basis.	Lee, Luther	9/2/2014	Achieve and Waterford usage reports	6/5/2015 weekly
G4.B1.S3.MA1	[no content entered]			one-time	
G5.MA1	100% of the instructional staff will implement 100 % of the skills obtained in workshop	Lee, Luther	9/1/2015	PCG Lesson plans aligned to common core and state standards	6/3/2016 monthly
G5.B1.S1.MA1	Teacher lesson plans will be monitored to ensure understanding of workshop	Lee, Luther	8/31/2015	Lesson plans in PCG lesson planner and department/team meetings notebooks.	6/3/2016 weekly
G5.B1.S1.MA1	FCIMS teacher will attend science department meetings and monitor implementation of staff development	Lee, Luther	8/24/2015	Science department notebook and agendas.	6/3/2016 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G2. Caring and Sharing Learning School will continue to foster a strong, positive school culture with a collaborative environment as we welcome increased parent involvement.

G2.B1 Parent schedules

G2.B1.S1 Programs will be delivered at various times and minutes of board meetings will be posted on school website.

PD Opportunity 1

3rd- 6th grade students will be provided planners that will be reviewed by teacher and parent on a daily basis

Facilitator

Curtis Peterson

Participants

3rd-6th grade teachers, parents and students.

Schedule

Weekly, from 9/2/2015 to 6/3/2016

PD Opportunity 2

Parents and students will receive information on how to access student progress on Achieve 3000

Facilitator

Luther Lee

Participants

3rd-6th parents and students.

Schedule

Annually, from 9/30/2015 to 9/30/2015

G4. Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Reading and Writing.

G4.B1 Student lack of content knowledge in vocabulary and reading comprehension

G4.B1.S1 Select students will receive additional 45 minutes 4-5 days a week of intensive reading and all students will attend an extended intervention hour outside of the school day to focus on Writing, Reading and Vocabulary skills.

PD Opportunity 1

All students at CSLS will attend extended interventions for 1 hour daily to focus on Reading skills.

Facilitator

District Trainers

Participants

all staff

Schedule

Daily, from 9/1/2015 to 6/3/2016

G4.B1.S2 Students will do computer based reading programs during school and after school hours.

PD Opportunity 1

Students will participate with fidelity in the Waterford and Achieve 3000 computer based reading programs.

Facilitator

Achieve 3000 and district trainers

Participants

K-6th teachers

Schedule

Biweekly, from 9/1/2015 to 6/5/2016

G5. Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Science.

G5.B1 Student lack of prior science knowledge decrease the chance of scoring at or above grade level.

G5.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

Luther Lee

Participants

Instructional Staff

Schedule

On 8/15/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	To complete digital plan to request funds for laptops.				\$0.00
2	G2.B1.S1.A1	3rd- 6th grade students will be provided planners that will be reviewed by teacher and parent on a daily basis				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$0.00
<i>Notes: FCIMS teacher</i>						
3	G2.B1.S1.A2	Parents and students will receive information on how to access student progress on Achieve 3000				\$0.00
4	G2.B1.S2.A1	Parents must sign up and sign in to appropriate apps.				\$0.00
5	G3.B1.S1.A1	Students will continue to participate in the after school math club in 5th grade.				\$0.00
6	G4.B1.S1.A1	All students at CSLS will attend extended interventions for 1 hour daily to focus on Reading skills.				\$28,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0953 - Caring & Sharing Learning School	General Fund		\$21,000.00
<i>Notes: Stipends to pay teacher to teach extend hour</i>						
			0953 - Caring & Sharing Learning School	Title I Part A		\$7,000.00
<i>Notes: Title 1 teacher tutor, FCIMS teacher and materials</i>						
7	G4.B1.S2.A1	Students will participate with fidelity in the Waterford and Achieve 3000 computer based reading programs.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$0.00
8	G4.B1.S3.A1	1st grade- 3rd grade students will participate in the United Way reading pal program.				\$0.00
9	G5.B1.S1.A1	Summer staff training will take place during pre planning to address the latest best teaching practices				\$0.00
10	G5.B1.S1.A2	CSLS will continue to Implement a Science club				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0953 - Caring & Sharing Learning School	Other		\$3,000.00
			<i>Notes: Grant-</i>			
Total:						\$31,000.00