# Caring & Sharing Learning School

## 2016-17 School Improvement Plan

# Caring & Sharing Learning School

## 1951 SE 4TH ST, Gainesville, FL 32641

### http://caringandsharingschool.com

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3) |
|---|---|---|
| Elementary School PK-6 | Yes | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | Yes | 100% |

## School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| Grade | B | C* | C | B |

*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 10/18/2016.

## 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 a monitoring status of "Former F" (see page 4). 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.

# Table of Contents

# 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

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

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

## 2016-17 DA Category and Statuses for Caring & Sharing Learning School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Northeast - Dustin Sims | Not In DA - N/A |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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 and 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 and faculty meetings early release day each 1st Wednesday to collaborate on the school vision, mission and curriculum needs. CSLS will continue to implement the 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.

**b. 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.

**c. 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.

**d. 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.

## 3. 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).

### a. 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.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 1 | 2 | 2 | 6 | 2 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| One or more suspensions | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA or Math | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 5 | 6 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |

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

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

### c. 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.

## B. Family and Community Engagement

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).

### 1. 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).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/304968.

##### 2. Description

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

### 2. 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

## C. 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).

### 1. School Leadership Team

**a. Membership**
Identify the name, email address and position title for each member of the school leadership team.**:**

| Name | Title |
|------|-------|
| Peterson, Curtis | Principal |
| Lee, Luther | Other |
| Peterson, Tova | Teacher, K-12 |
| Hall, Clyde | Teacher, K-12 |
| Thomas, Mary | Teacher, K-12 |
| mcGraw, mark | Teacher, K-12 |

**b. Duties**

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

The leadership team meets Bi-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.

***2. 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 2016-2017 year.

## 2. School Advisory Council (SAC)

### a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

| 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 |

### b. Duties

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

*a. 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.

*b. 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.

*c. 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.

### 2. 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.

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

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

NA

## 3. Literacy Leadership Team (LLT)

### a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
|---|---|
| Peterson, Curtis | Principal |
| Lee, Luther | Teacher, K-12 |
| Thomas, Mary | Teacher, K-12 |
| Williams, Jeanne | Teacher, K-12 |

### b. Duties

### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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.

## D. 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).

### 1. 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.

### 2. 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.

### 3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### 1. 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. Teaches 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 a well known global agency.

## b. Instructional Strategies

*1. 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.

*2. 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 will provide extended day tutoring and enrichment each school day. At least 75% of students will attend the one hour Intensive Reading/Math hour at the end of each school day to focus on reading/language arts and math skills.

### Strategy Rationale

To increase proficiency in math, 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
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 at the beginning and ending of camp to monitor progress

## 2. Student Transition and Readiness

### a. 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).

### 1. 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.

### b. College and Career Readiness

***1. 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.

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

NA

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

NA

***4. 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

# II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. 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:

*No files were uploaded*

### 2. 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.

**B. 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.

**C. Strategic Goals**

# 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 update student computer lab with 7 windows 10 computers.

**G2.** Caring and Sharing Learning School will implement a summer camp for students in grades K-6th to focus on math,reading and science skills.

**G3.** Caring and Sharing Learning School will continue to increase the use of technology to enhance teaching and learning.

**G4.** Caring and Sharing Learning School will continue to foster a strong, positive school culture with a collaborative environment as we welcome increased parent involvement.

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

**G6.** Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Reading and Writing.

**G7.** 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Caring and Sharing Learning School will update student computer lab with 7 windows 10 computers. 1a

🔑 G085113

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|

### Targeted Barriers to Achieving the Goal 3
- Quality computers

### Resources Available to Help Reduce or Eliminate the Barriers 2
- Title 1 and school district research

**G2.** Caring and Sharing Learning School will implement a summer camp for students in grades K-6th to focus on math,reading and science skills. 1a

🔑 G085114

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSAA ELA Level 3 | 69.0 |
| FSAA Mathematics Level 3 | 69.0 |

### Targeted Barriers to Achieving the Goal 3
- Students attending other camps

### Resources Available to Help Reduce or Eliminate the Barriers 2
- Teachers and staff

### Plan to Monitor Progress Toward G2. 8

Pre and post assessments will be given to all students who attend.

**Person Responsible**
Luther Lee

**Schedule**
Monthly, from 6/12/2017 to 6/30/2017

***Evidence of Completion***
Data log

**G3.** Caring and Sharing Learning School will continue to increase the use of technology to enhance teaching and learning. 1a

🔑 G085115

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| 5Es Score: Quality of Student Discussion | |

### Targeted Barriers to Achieving the Goal 3

- teacher background skills

### Resources Available to Help Reduce or Eliminate the Barriers 2

- purchase two T3 Hoover Cams

### Plan to Monitor Progress Toward G3. 8

Teachers will meet and discuss pros and cons of using the Hoover cam during team and department meetings.

**Person Responsible**
Luther Lee

**Schedule**
Monthly, from 8/15/2016 to 6/9/2017

***Evidence of Completion***
Team and department meeting notebook

**G4.** 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`

🔍 G085116

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Level 1 - All Grades | 20.0 |

## Targeted Barriers to Achieving the Goal `3`

- Parent schedules
- Lack of motivation when addressing school functions

## Resources Available to Help Reduce or Eliminate the Barriers `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

## Plan to Monitor Progress Toward G4. `8`

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

**Person Responsible**
Luther Lee

**Schedule**
Quarterly, from 9/1/2016 to 6/10/2017

***Evidence of Completion***
Surveys and sign in logs

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

🔑 G085117

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| AMO Math - All Students | 73.0 |
| Math Lowest 25% Gains | 80.0 |

## Targeted Barriers to Achieving the Goal 3

- Student lack of previous knowledge base.

## Resources Available to Help Reduce or Eliminate the Barriers 2

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

## Plan to Monitor Progress Toward G5. 8

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

### Person Responsible
Khaled Mohammed

### Schedule
Weekly, from 8/17/2016 to 6/5/2017

### *Evidence of Completion*
Campus lesson plans and teacher evaluations.

**G6.** Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Reading and Writing. 1a

🔑 G085118

## Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| AMO Reading - All Students | 65.0 |
| FAA Writing Proficiency | 60.0 |

## Targeted Barriers to Achieving the Goal 3

- Student lack of content knowledge in vocabulary and reading comprhension

## Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading street series

- Intervention books from reading series

- Achieve 3000 Reading

- Smartants Reading Program

- Level reader books

- Reading Pals program

- Pizza Hut Book it - Reading incentives

- FCIMS Teacher

## Plan to Monitor Progress Toward G6. 8

Student quarterly benchmark assessments will be reviewed for progress.

**Person Responsible**
Luther Lee

**Schedule**
Quarterly, from 9/1/2016 to 6/3/2017

***Evidence of Completion***
Student level assessments.

**G7.** Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Science. 1a

🔑 G085119

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSAA Science Achievement | 65.0 |

### Targeted Barriers to Achieving the Goal 3

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

### Resources Available to Help Reduce or Eliminate the Barriers 2

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

### Plan to Monitor Progress Toward G7. 8

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

**Person Responsible**
Luther Lee

**Schedule**
Monthly, from 9/1/2016 to 6/3/2017

**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 update student computer lab with 7 windows 10 computers. 1

🔑 G085113

**G1.B1** Quality computers 2

🔑 B226408

**G1.B1.S1** CSLS will purchase 7 computers to update the student computer lab. 4

🔑 S238834

**Strategy Rationale**

Stay current with technology

**Action Step 1** 5

Computer lab will be current with the latest computers

**Person Responsible**

Curtis Peterson

**Schedule**

On 9/16/2016

***Evidence of Completion***

**G2.** Caring and Sharing Learning School will implement a summer camp for students in grades K-6th to focus on math,reading and science skills. 1

🔍 G085114

**G2.B1** Students attending other camps 2

🔍 B226409

**G2.B1.S1** To recruit and enroll students early into camp to ensure that students do not loose math and reading skills over the summer. 4

🔍 S238835

**Strategy Rationale**

To be ahead of other camps enrollments

**Action Step 1** 5

Staff will implement a summer camp to students,

**Person Responsible**

Luther Lee

**Schedule**

Daily, from 6/12/2017 to 6/30/2017

***Evidence of Completion***

Summer attendance logs

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3.** Caring and Sharing Learning School will continue to increase the use of technology to enhance teaching and learning. 1

🔑 G085115

**G3.B1** teacher background skills 2

🔑 B226410

**G3.B1.S1** To write a digital plan to the state for funds to add a smart board an additional classroom. To implement document cameras is every classroom. 4

🔑 S238836

### Strategy Rationale

To request funds to purchase laptops.

**Action Step 1** 5

To complete digital plan to request funds for Hoover cams

#### Person Responsible

Curtis Peterson

#### Schedule

On 9/8/2016

#### *Evidence of Completion*

Digital Plan completed and forwarded to Alachua County schools district.

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

Principal will monitor the digital plan progression and implementation.

#### Person Responsible

Curtis Peterson

#### Schedule

Monthly, from 9/1/2016 to 6/10/2017

#### *Evidence of Completion*

Lesson plans and classroom observations will show evidence of implemention

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** `7`

Students will benefit from Hoover cams in classroom with increased time on task.

### Person Responsible

Tova Peterson

### Schedule

Quarterly, from 9/30/2016 to 6/10/2017

### *Evidence of Completion*

Observation

**G4.** 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

🔑 G085116

**G4.B1** Parent schedules 2

🔑 B226411

**G4.B1.S1** Programs will be delivered at various times and minutes of board meetings will be posted on school website. 4

🔑 S238837

### 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 9/2/2016 to 6/3/2017

***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 9/30/2016 to 9/30/2017

***Evidence of Completion***

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

Teachers logs and school logs will be reviewed to track progress

### Person Responsible

Luther Lee

### Schedule

Monthly, from 8/2/2016 to 6/9/2017

### *Evidence of Completion*

Monthly print out of logs

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

### Person Responsible

### Schedule

### *Evidence of Completion*

**G4.B1.S2** Classroom DOJO and Remind Me App `4`

🔑 S238838

### 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 G4.B1.S2** `6`

**Person Responsible**

**Schedule**

*Evidence of Completion*

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

🔑 G085117

**G5.B1** Student lack of previous knowledge base. `2`

🔑 B226413

**G5.B1.S1** Students will participate in the CSLS math club. `4`

🔑 S238840

**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 9/1/2016 to 6/3/2017

*Evidence of Completion*

Teacher will collect attendance and keep documentation of items covered.

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

Teacher will monitor progress of student skills

### Person Responsible

Khaled Mohammed

### Schedule

Monthly, from 8/22/2016 to 6/9/2017

### *Evidence of Completion*

Teacher will create a spreadsheet reflecting progress on skills

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

### Person Responsible

### Schedule

### *Evidence of Completion*

**G6.** Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Reading and Writing. 1

🔑 G085118

**G6.B1** Student lack of content knowledge in vocabulary and reading comprhension 2

🔑 B226414

**G6.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

🔑 S238841

### 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

Weekly, from 9/1/2016 to 6/3/2017

#### *Evidence of Completion*

Student attendance roster, Assessment data

### Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

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

#### Person Responsible

Luther Lee

#### Schedule

Weekly, from 8/18/2016 to 6/5/2017

#### *Evidence of Completion*

Teacher daily attendance logs, FCIMS Assessment logs.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** `7`

Student attendance will be compared with progress

### Person Responsible

Luther Lee

### Schedule

Monthly, from 9/1/2016 to 6/3/2017

### *Evidence of Completion*

Attendance roster and assessment scores.

**G6.B1.S2** Students will do computer based reading programs during school and after school hours. `4`

🔍 S238842

### 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 9/1/2016 to 6/5/2017

### *Evidence of Completion*

Achieve 3000 and Waterford time on task reports.

## Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

The FCIMS coordinator will review the achieve 3000 and Waterford log in reports on a weekly basis.

### Person Responsible

Luther Lee

### Schedule

Weekly, from 9/2/2016 to 6/5/2017

### *Evidence of Completion*

Achieve and Waterford usage reports

## Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

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

### Person Responsible

Luther Lee

### Schedule

Monthly, from 10/1/2016 to 12/31/2017

### *Evidence of Completion*

Sign in sheets

**G6.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

🔍 S238843

### 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 9/2/2016 to 6/5/2017

### *Evidence of Completion*

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

### Plan to Monitor Fidelity of Implementation of G6.B1.S3  6

End of the year spreadsheet of students and data will be produced for United way and school records

### Person Responsible

Curtis Peterson

### Schedule

Monthly, from 8/22/2016 to 6/9/2017

### *Evidence of Completion*

End of the year spread sheets

**Plan to Monitor Effectiveness of Implementation of G6.B1.S3** `7`

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G7.** Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Science. 1

🔑 G085119

**G7.B1** Student lack of prior science knowledge decrease the chance of scoring at or above grade level. 2

🔑 B226415

**G7.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

🔑 S238844

### 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 8/15/2017

***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 8/25/2016 to 6/5/2017

***Evidence of Completion***

Attendance roster

## Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

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

### Person Responsible

Luther Lee

### Schedule

Semiannually, from 8/24/2016 to 6/3/2017

### *Evidence of Completion*

Science department notebook and agendas.

## Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Teacher lesson plans will be monitored to ensure understanding of workshop

### Person Responsible

Luther Lee

### Schedule

Weekly, from 8/31/2016 to 6/3/2017

### *Evidence of Completion*

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

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2017** | | | | | |
| G2.B1.S1.MA1 🔍 M316205 | [no content entered] | | No Start Date | | No End Date one-time |
| G4.B1.S1.MA1 🔍 M316210 | [no content entered] | | No Start Date | | No End Date one-time |
| G5.B1.S1.MA1 🔍 M316214 | [no content entered] | | No Start Date | | No End Date one-time |
| G4.B1.S2.MA1 🔍 M316212 | [no content entered] | | No Start Date | | No End Date one-time |
| G6.B1.S3.MA1 🔍 M316221 | [no content entered] | | No Start Date | | No End Date one-time |
| G4.B1.S2.A1 🔍 A309341 | 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 🔍 A309338 | To complete digital plan to request funds for Hoover cams | Peterson, Curtis | 8/1/2016 | Digital Plan completed and forwarded to Alachua County schools district. | 9/8/2016 one-time |
| G1.B1.S1.A1 🔍 A309336 | Computer lab will be current with the latest computers | Peterson, Curtis | 9/9/2016 | | 9/16/2016 one-time |
| G6.MA1 🔍 M316223 | Student quarterly benchmark assessments will be reviewed for progress. | Lee, Luther | 9/1/2016 | Student level assessments. | 6/3/2017 quarterly |
| G7.MA1 🔍 M316226 | 100% of the instructional staff will implement 100 % of the skills obtained in workshop | Lee, Luther | 9/1/2016 | PCG Lesson plans aligned to common core and state standards | 6/3/2017 monthly |
| G4.B1.S1.A1 🔍 A309339 | 3rd- 6th grade students will be provided planners that will be reviewed by teacher and parent on a... | Peterson, Curtis | 9/2/2016 | Teacher, Team and Department notebooks | 6/3/2017 weekly |
| G5.B1.S1.A1 🔍 A309342 | Students will continue to participate in the after school math club in 5th grade. | Mohammed, Khaled | 9/1/2016 | Teacher will collect attendance and keep documentation of items covered. | 6/3/2017 weekly |
| G6.B1.S1.MA1 🔍 M316217 | Student attendance will be compared with progress | Lee, Luther | 9/1/2016 | Attendance roster and assessment scores. | 6/3/2017 monthly |
| G6.B1.S1.A1 🔍 A309343 | All students at CSLS will attend extended interventions for 1 hour daily to focus on Reading skills. | Peterson, Curtis | 9/1/2016 | Student attendance roster, Assessment data | 6/3/2017 weekly |
| G7.B1.S1.MA1 🔍 M316224 | Teacher lesson plans will be monitored to ensure understanding of workshop | Lee, Luther | 8/31/2016 | Lesson plans in PCG lesson planner and department/team meetings notebooks. | 6/3/2017 weekly |
| G7.B1.S1.MA1 🔍 M316225 | FCIMS teacher will attend science department meetings and monitor implementation of staff... | Lee, Luther | 8/24/2016 | Science department notebook and agendas. | 6/3/2017 semiannually |
| G5.MA1 🔍 M316216 | Lesson plans and classroom snapshots will be monitor to ensure implementation. | Mohammed, Khaled | 8/17/2016 | Campus lesson plans and teacher evaluations. | 6/5/2017 weekly |
| G6.B1.S1.MA1 🔍 M316218 | Teacher attendance rosters will be monitored on a daily basis to to ensure student particpation | Lee, Luther | 8/18/2016 | Teacher daily attendance logs, FCIMS Assessment logs. | 6/5/2017 weekly |
| G7.B1.S1.A2 🔍 A309347 | CSLS will continue to Implement a Science club | Lee, Luther | 8/25/2016 | Attendance roster | 6/5/2017 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G6.B1.S2.MA1 🔑 M316220 | The FCIMS coordinator will review the achieve 3000 and Waterford log in reports on a weekly basis. | Lee, Luther | 9/2/2016 | Achieve and Waterford usage reports | 6/5/2017 weekly |
| G6.B1.S2.A1 🔑 A309344 | Students will participate with fidelity in the Waterford and Achieve 3000 computer based reading... | Peterson, Tova | 9/1/2016 | Achieve 3000 and Waterford time on task reports. | 6/5/2017 biweekly |
| G6.B1.S3.A1 🔑 A309345 | 1st grade- 3rd grade students will participate in the United Way reading pal program. | Peterson, Curtis | 9/2/2016 | Reading pal sign in log, End of the year data log | 6/5/2017 weekly |
| G3.MA1 🔑 M316209 | Teachers will meet and discuss pros and cons of using the Hoover cam during team and department... | Lee, Luther | 8/15/2016 | Team and department meeting notebook | 6/9/2017 monthly |
| G4.B1.S1.MA1 🔑 M316211 | Teachers logs and school logs will be reviewed to track progress | Lee, Luther | 8/2/2016 | Monthly print out of logs | 6/9/2017 monthly |
| G5.B1.S1.MA1 🔑 M316215 | Teacher will monitor progress of student skills | Mohammed, Khaled | 8/22/2016 | Teacher will create a spreadsheet reflecting progress on skills | 6/9/2017 monthly |
| G6.B1.S3.MA1 🔑 M316222 | End of the year spreadsheet of students and data will be produced for United way and school records | Peterson, Curtis | 8/22/2016 | End of the year spread sheets | 6/9/2017 monthly |
| G4.MA1 🔑 M316213 | Attendance data and surveys will be reviewed after each activity on campus. | Lee, Luther | 9/1/2016 | Surveys and sign in logs | 6/10/2017 quarterly |
| G3.B1.S1.MA1 🔑 M316207 | Students will benefit from Hoover cams in classroom with increased time on task. | Peterson, Tova | 9/30/2016 | Observation | 6/10/2017 quarterly |
| G3.B1.S1.MA1 🔑 M316208 | Principal will monitor the digital plan progression and implementation. | Peterson, Curtis | 9/1/2016 | Lesson plans and classroom observations will show evidence of implemention | 6/10/2017 monthly |
| G2.MA1 🔑 M316206 | Pre and post assessments will be given to all students who attend. | Lee, Luther | 6/12/2017 | Data log | 6/30/2017 monthly |
| G2.B1.S1.A1 🔑 A309337 | Staff will implement a summer camp to students, | Lee, Luther | 6/12/2017 | Summer attendance logs | 6/30/2017 daily |
| G7.B1.S1.A1 🔑 A309346 | Summer staff training will take place during pre planning to address the latest best teaching... | Hall, Clyde | 8/11/2016 | Sign In sheets, Follow up activity, Survey | 8/15/2017 one-time |
| G4.B1.S1.A2 🔑 A309340 | Parents and students will receive information on how to access student progress on Achieve 3000 | Lee, Luther | 9/30/2016 | | 9/30/2017 annually |
| G6.B1.S2.MA1 🔑 M316219 | Teachers will meet with FCIMS coordinator for assistance in aligning reading passages to classroom... | Lee, Luther | 10/1/2016 | Sign in sheets | 12/31/2017 monthly |

# V. Professional Development Opportunities

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

**G4.** Caring and Sharing Learning School will continue to foster a strong, positive school culture with a collaborative environment as we welcome increased parent involvement.

**G4.B1** Parent schedules

**G4.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 9/2/2016 to 6/3/2017

### 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 9/30/2016 to 9/30/2017

**G6.** Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Reading and Writing.

**G6.B1** Student lack of content knowledge in vocabulary and reading comprhension

**G6.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

Weekly, from 9/1/2016 to 6/3/2017

**G6.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 9/1/2016 to 6/5/2017

**G7.** Caring and Sharing Learning School will continue to improve student performance proficiency on the FSA in Science.

**G7.B1** Student lack of prior science knowledge decrease the chance of scoring at or above grade level.

**G7.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 8/15/2017

# VI. Technical Assistance Items

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

## VII. Budget

| 1 | G1.B1.S1.A1 | Computer lab will be current with the latest computers | | | | $5,247.83 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0953 - Caring & Sharing Learning School | Title I, Part A | | $5,247.83 |
| **2** | **G2.B1.S1.A1** | **Staff will implement a summer camp to students,** | | | | **$3,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0953 - Caring & Sharing Learning School | Title I, Part A | | $3,000.00 |
| **3** | **G3.B1.S1.A1** | **To complete digital plan to request funds for Hoover cams** | | | | **$2,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0953 - Caring & Sharing Learning School | Title I, Part A | | $2,000.00 |
| | | | *Notes: To purchase 4 hoover cams for classrooms.* | | | |
| **4** | **G4.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 | 2016-17 |
| | | | District-Wide | Title I, Part A | | $0.00 |
| | | | *Notes: FCIMS teacher* | | | |
| **5** | **G4.B1.S1.A2** | **Parents and students will receive information on how to access student progress on Achieve 3000** | | | | **$0.00** |
| **6** | **G4.B1.S2.A1** | **Parents must sign up and sign in to appropriate apps.** | | | | **$0.00** |
| **7** | **G5.B1.S1.A1** | **Students will continue to participate in the after school math club in 5th grade.** | | | | **$0.00** |
| **8** | **G6.B1.S1.A1** | **All students at CSLS will attend extended interventions for 1 hour daily to focus on Reading skills.** | | | | **$24,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0953 - Caring & Sharing Learning School | Title I, Part A | | $24,000.00 |
| | | | *Notes: Stipends to pay 7 teachers to teach tutorial hour after school.* | | | |
| **9** | **G6.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 | 2016-17 |
|---|---|---|---|---|---|---|
| | | | District-Wide | Title I, Part A | | $0.00 |
| 10 | G6.B1.S3.A1 | 1st grade- 3rd grade students will participate in the United Way reading pal program. | | | | $0.00 |
| 11 | G7.B1.S1.A1 | Summer staff training will take place during pre planning to address the latest best teaching practices | | | | $0.00 |
| 12 | G7.B1.S1.A2 | CSLS will continue to Implement a Science club | | | | $0.00 |
| | | | | | Total: | $34,247.83 |