

Alachua County Public Schools

Caring & Sharing Learning School



2022-23 Schoolwide Improvement Plan

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Caring & Sharing Learning School

1951 SE 4TH ST, Gainesville, FL 32641

<http://caringandsharingschool.com>

Demographics

Principal: Curtis Peterson

Start Date for this Principal: 1/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students
School Grades History	2021-22: A (80%) 2018-19: D (40%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Caring & Sharing Learning School

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<http://caringandsharingschool.com>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		D	D

School Board Approval

N/A

SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Alachua County Public Schools:

We are committed to the success of every student!

Caring and Sharing Learning School:

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

Provide the school's vision statement.

Alachua County Public Schools:

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

Caring and Sharing Learning School:

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Peterson, Curtis	Principal	
Muhammad, Mavis	Instructional Coach	
Epps, Kareem	Assistant Principal	
Peterson, Tova	Parent Engagement Liaison	

Demographic Information

Principal start date

Tuesday 1/1/2008, Curtis Peterson

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

NA

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

NA

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

225

Identify the number of instructional staff who left the school during the 2021-22 school year.

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	34	30	36	27	24	0	0	0	0	0	0	0	181
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	4	1	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	2	2	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	2	3	2	2	0	0	0	0	0	0	0	0	0	9

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 9/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment				3	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment				0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency				0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	53%	56%				45%	59%	57%
ELA Learning Gains	73%						42%	57%	58%
ELA Lowest 25th Percentile	83%						33%	49%	53%
Math Achievement	74%	40%	50%				39%	60%	63%
Math Learning Gains	92%						33%	61%	62%
Math Lowest 25th Percentile	100%						44%	49%	51%
Science Achievement	63%	54%	59%				44%	57%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	57%	-26%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	55%	55%	0%	58%	-3%
Cohort Comparison		-31%				
05	2022					
	2019	36%	55%	-19%	56%	-20%
Cohort Comparison		-55%				
06	2022					
	2019	60%	53%	7%	54%	6%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	58%	-10%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	55%	60%	-5%	64%	-9%
Cohort Comparison		-48%				
05	2022					
	2019	16%	57%	-41%	60%	-44%
Cohort Comparison		-55%				
06	2022					
	2019	40%	52%	-12%	55%	-15%
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	55%	-11%	53%	-9%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-44%				

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
BLK	74	75	83	74	92	100	65				
FRL	70	72	83	71	94	100	61				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK	48	59		53	72		48				
FRL	42	57		47	61		37				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	44	42	33	41	35	44	45				
FRL	38	48	20	32	34	55	38				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	80
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	79
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All grade levels had upward trends and met or exceeded projected goals for the year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is reading comprehension.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The school will continue to implement EDI and small group instruction throughout the year and summer school.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The lower 25% math excelled to 100% of them making learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

EDI and small group instruction throughout the year and summer.

What strategies will need to be implemented in order to accelerate learning?

EDI and small group instruction throughout the year and summer with the continued implementation of web based programs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Latest best practices that focus on cooperative learning and small group instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The school will continue to use flexible grouping methods based on pre assessment, monitoring and post assessment data driven decisions.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We analyzed the FSA data from the previous school year, and science was an area for our students to continue demonstrating growth. Our historical data indicates that we trend up and down from year to year. There will be an increase in proficiency on the grade 5 NGSSS State-Wide Science Assessment. The school leadership team and teachers analyzed NGSSS Statewide Assessment data and identified deficit areas. We will develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs through collaborative planning and coaching cycles. We use the district-created Instructional Focus Guide and science curriculum resources to discuss and align instructional pacing throughout the year. Teachers will share instructional strategies and interventions to differentiate instruction and meet individual learning needs during grade-level PLCs. Teachers will analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps. As we continue to progress, monitor, and analyze data will create instructional strategies and plans to meet our students' needs.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school will increase science at or above grade level scores by 15 % as measured on year end state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Weekly PLC meetings reviewing data and analyzing deficit areas, planning for reteaching
 Quarterly data chats - discuss areas of deficit and plans for intervention and support for reteaching

Person responsible for monitoring outcome:

Luther Lee (leel@gm.sbac.edu)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based science instruction will be taught daily by classroom teachers in grades K-5
 Fair Game Standards will be reviewed during classroom instruction and Specials Science Class rotation.
 Hands-on labs will reinforce science standards and connect science to the real world.
 Science instruction will be integrated into each core content area, where appropriate.
 Teachers will collaborate and align science instruction school-wide using Science Pacing Guide.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiated literacy centers will incorporate science-based literature and reinforce vocabulary and concepts.
 Create a school-wide STEM Fair involving individual participation in grades 3, 4 & 5 and class projects for grades K-2.
 Teachers will plan and instruct using a standards-based science program. The teacher will plan and instruct using differentiated instruction.
 As part of this instruction, our most at-risk students will be provided with skill target instruction. Teachers will focus on visible learning through teacher/student clarity of learning intentions and success criteria.
 Classroom teachers will participate in ongoing data chats with instructional coaches.
 Student assessment of the mini benchmarks data will be recorded on grade level spreadsheets, and item analysis will be completed. Assessments will be used to reteach specific standards that students have not mastered.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Discuss and evaluate individual student progress through an item analysis of progress monitoring data
- Develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs
 - Use the Science Pacing Guide to discuss and align instructional pacing throughout the year
 - Share instructional strategies and interventions to differentiate instruction and meet individual student learning needs
 - Share instructional flipcharts and resources
 - Share and analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps
 - Ongoing identification and implementation of MTSS plans for at-risk students (attendance, behavior, mental health and academics concerns)
 - Share effective school and district resources that support appropriate or needed interventions and strategies for at-risk students
 - All grade levels will have a representative on the Science Committee

Person Responsible

[no one identified]

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The new B.E.S.T. standards are being implemented at each grade level. The new implementation will be a new process to monitor and cross reference new standards with previous year data and alignment for tracking.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100 % of staff will attend trainings and implement the B.E.S.T standards.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Standards and best practices will be monitored on a weekly basis to ensure optimal performance.

Person responsible for monitoring outcome:

Curtis Peterson (petersonc1951@gmail.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Walk throughs, data chats and review of lesson plans will be ongoing.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To ensure new standards are being met and implemented.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor on a weekly basis. Will use a Intervention Teacher to pull small groups to assist with reading and use a Instructional Coach to assist teacher with implementing and data tracking.

Person Responsible

Curtis Peterson (petersonc1951@gmail.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

School will continue to implement a Intervention Teacher and Instructional Intervention coach. The school will continue to implement EDI for students in reading.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

School will continue to implement a Intervention Teacher and Instructional Intervention coach. The school will continue to implement EDI for students in reading.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Each grade will decrease targeted students scoring below level 3 in Reading at all grade levels by 10 %.

Grades 3-5: Measureable Outcome(s)

Each grade will decrease targeted students scoring below level 3 in Reading at all grade levels by 10 %.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Weekly, monthly and quarter data chats will review targeted students and interventions will be completed appropriate staff.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Barnes, catherine, cslsbarnesc@gmail.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Staff will research and implement the latest BEST practices and implement the District Adopted ELA textbooks.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

To increase reading scores

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

Literacy Leadership- Research and recommend the latest best practices.
 Assessment- Data chats and review to ensure fidelity
 Professional Learning- Staff will attend local and state trainings related to Reading.

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Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

Caring and Sharing Learning School has implemented Harmony SEL, a social-emotional learning program, in grades K-5. Classrooms utilize lessons and strategies with all students to build positive classroom culture and environment.

The School Social Worker, Mental Health Counselor, Behavior Specialist, Teachers, and Administration collaborate to meet students' social-emotional needs. Classroom guidance, counseling in small group settings, and one-on-one sessions are provided to students in grades K-5. We have one SEL liaison, one social worker, one home school liaison who meets individually with students and their families to address students' social-emotional needs. Our Multi-Tiered School Support team meets weekly to discuss student progress. Appropriate

interventions are implemented, and progress monitored to assess students' academic, behavior, social, and emotional needs. Data is shared with parents to get feedback and plan action steps.

CSLS Parent and Family Engagement materials and trainings are designed to assist parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. These meetings are held at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support students' needs. Additionally, technology, including social media and virtual meeting programs (Zoom, Teams, etc.), promote participation and awareness through live and recorded sessions to accommodate varying schedules. The district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

The full text and summary of this School wide Improvement Plan may be found online or as a hard copy by request. The summary is available in English and Spanish.

Parents and families are regularly invited to attend CSLS - School Advisory Council (SAC) to formulate suggestions and participate, as appropriate, in decisions relating to their children's education. CSLS responds to any such suggestions as soon as possible, as evidenced by meeting minutes and notes. If this school wide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing to document and submit any parents' comments.

Furthermore, a Title I Annual Meeting is scheduled for parents and families conveniently on September 8, at 6:00 PM. All parents are invited and encouraged to attend promptly in English and Spanish. To increase participation, we will have recordings of the meeting to share with families and the meeting will be translated for our Spanish speaking families. The purpose of the Title I Annual Meeting is to describe the school's participation in Title I, Part A program, and families' rights to be involved. During the Title I, Annual Meeting, information related to curriculum, the State's challenging academic standards, local and State assessments including alternative assessments, achievement levels, monitoring progress, and parents' right to know will also be provided.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Parent involvement and participation is maximized through in person or zoom meetings, conference calls, Classroom DOJO, emails, PTO, etc.

Parents Conferences are held with teachers, support staff, and administration. Home School Liaison, Mental Health Counselor, Administration, and teachers provide school and home support.