Carr Elementary & Middle School

2021-22 Schoolwide Improvement Plan

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Carr Elementary & Middle School

18987 NW SR 73, Clarksville, FL 32430

www.carrschool.org

Demographics

Principal: Karen Pitts

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (55%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Calhoun County School Board.

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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	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	No	8%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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 that has a school grade of D or F.

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.

The mission of Carr School is provide a safe, caring, stimulating, and student centered environment so each student may become a productive citizen.

Provide the school's vision statement.

The vision of Carr School is to create a place where rich heritage and expanding opportunities for the future enable our students to prepare for life. We strive to create a place that believes:
* learning never stops.
* high expectations and challenging curriculum lead to greater achievements.
* community/parental involvement is essential for successful schools.
* outstanding, highly qualified and dedicated personnel are critical to success.
* students' need drive decisions.
* students should be taught that everyone is responsible for his or her own actions.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Pitts, Karen	Principal	
Shelton, Stephanie	School Counselor	
O'Bryan, Lisa	Teacher, ESE	
Hammitt, Georgia	Teacher, K-12	
Morse, Christina	Teacher, K-12	
Leonard, Morgan	Teacher, K-12	

Demographic Information

Principal start date
Monday 7/1/2019, Karen Pitts

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
12

Total number of students enrolled at the school

223

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

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

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	20	23	21	23	20	25	25	29	0	0	0	0	211
Attendance below 90 percent	8	3	2	2	5	4	5	5	4	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	3	4	0	0	0	0	7
Course failure in ELA	0	0	2	2	0	1	5	1	0	0	0	0	0	11
Course failure in Math	0	0	1	2	0	2	3	1	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	7	12	2	8	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	9	9	2	6	0	0	0	0	29
Number of students with a substantial reading deficiency	12	0	4	4	2	7	0	0	0	0	0	0	0	29

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	1	2	1	4	7	1	4	0	0	0	0	20

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	4	1	1	1	0	1	0	0	0	0	0	0	0	8
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

Monday 9/27/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	26	19	25	19	24	26	28	20	0	0	0	0	211
Attendance below 90 percent	6	3	3	2	3	3	7	3	4	0	0	0	0	34
One or more suspensions	0	0	0	0	0	2	1	3	0	0	0	0	0	6
Course failure in ELA	0	3	1	0	2	0	0	2	0	0	0	0	0	8
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	3	4	1	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	1	5	3	0	0	0	0	13

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	1	0	0	1	2	4	3	0	0	0	0	11

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	2	3	0	0	0	0	0	1	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	26	19	25	19	24	26	28	20	0	0	0	0	211
Attendance below 90 percent	6	3	3	2	3	3	7	3	4	0	0	0	0	34
One or more suspensions	0	0	0	0	0	2	1	3	0	0	0	0	0	6
Course failure in ELA	0	3	1	0	2	0	0	2	0	0	0	0	0	8
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	3	4	1	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	1	5	3	0	0	0	0	13

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	1	0	0	1	2	4	3	0	0	0	0	11

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	2	3	0	0	0	0	0	1	0	0	0	0	0	6
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	62%	61%	63%	61%	60%
ELA Learning Gains				60%	61%	59%	61%	57%	57%
ELA Lowest 25th Percentile				52%	50%	54%	45%	44%	52%
Math Achievement				68%	64%	62%	65%	63%	61%
Math Learning Gains				69%	61%	59%	47%	50%	58%
Math Lowest 25th Percentile				48%	45%	52%	31%	40%	52%
Science Achievement				49%	57%	56%	52%	56%	57%
Social Studies Achievement				71%	75%	78%	77%	74%	77%

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
03	2021					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison						
04	2021					
	2019	76%	61%	15%	58%	18%
Cohort Comparison		-57%				
05	2021					
	2019	47%	57%	-10%	56%	-9%
Cohort Comparison		-76%				
06	2021					
	2019	52%	60%	-8%	54%	-2%
Cohort Comparison		-47%				
07	2021					
	2019	52%	53%	-1%	52%	0%
Cohort Comparison		-52%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	75%	70%	5%	56%	19%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	67%	-12%	62%	-7%
Cohort Comparison						
04	2021					
	2019	79%	70%	9%	64%	15%
Cohort Comparison		-55%				
05	2021					
	2019	50%	56%	-6%	60%	-10%
Cohort Comparison		-79%				
06	2021					
	2019	70%	64%	6%	55%	15%
Cohort Comparison		-50%				
07	2021					
	2019	64%	68%	-4%	54%	10%
Cohort Comparison		-70%				
08	2021					
	2019	75%	54%	21%	46%	29%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	47%	56%	-9%	53%	-6%
Cohort Comparison						
08	2021					
	2019	54%	56%	-2%	48%	6%
Cohort Comparison		-47%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	74%	-2%	71%	1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	66%	34%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Reading and Mathematics Diagnostic

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%		
	Economically Disadvantaged	14%		
	Students With Disabilities	0%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%		
	Economically Disadvantaged	0%		
	Students With Disabilities	0%		
	English Language Learners	n/a		

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%		
	Economically Disadvantaged	23%		
	Students With Disabilities	66%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%		
	Economically Disadvantaged	7%		
	Students With Disabilities	0%		
	English Language Learners	n/a		

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43%		
	Economically Disadvantaged	38%		
	Students With Disabilities	33%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%		
	Economically Disadvantaged	0%		
	Students With Disabilities	0%		
	English Language Learners	n/a		

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%		
	Economically Disadvantaged	33%		
	Students With Disabilities	0%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%		
	Economically Disadvantaged	17%		
	Students With Disabilities	0%		
	English Language Learners	n/a		

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%		
	Economically Disadvantaged	29%		
	Students With Disabilities	0%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%		
	Economically Disadvantaged	21%		
	Students With Disabilities	0%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a		
	Economically Disadvantaged	n/a		
	Students With Disabilities	n/a		
	English Language Learners	n/a		

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%		
	Economically Disadvantaged	24%		
	Students With Disabilities	0%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%		
	Economically Disadvantaged	24%		
	Students With Disabilities	0%		
	English Language Learners	n/a		

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%		
	Economically Disadvantaged	31%		
	Students With Disabilities	0%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%		
	Economically Disadvantaged	19%		
	Students With Disabilities	0%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	n/a		
	Economically Disadvantaged	n/a		
	Students With Disabilities	n/a		
	English Language Learners	n/a		

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31%		
	Economically Disadvantaged	30%		
	Students With Disabilities	14%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14%		
	Economically Disadvantaged	10%		
	Students With Disabilities	0%		
	English Language Learners	n/a		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a		
	Economically Disadvantaged	n/a		
	Students With Disabilities	n/a		
	English Language Learners	n/a		

Subgroup Data Review

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
SWD	23	38		27	56	60					
WHT	58	51	39	56	57	44	56	73	38		
FRL	56	49	25	53	55	43	37	72			
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
SWD	23	38	40	33	46	35	14				
WHT	62	59	48	70	71	48	50	71	61		
FRL	56	60	54	63	64	44	45	65	69		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	48	41	27	24	15	8				
MUL	64			73							
WHT	64	59	36	65	46	31	55	79	50		
FRL	61	64	48	57	43	29	44	75			

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
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	453
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

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%	

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%	

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%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

Based on progress monitoring and 2019 Florida Standards Assessment, English Language Arts proficiency has declined. In 2019, Carr School students were 61% proficient in ELA on the Florida Standards Assessment compared to 63% the year before. The Lowest 25th Percentile were 52% proficient in ELA and the state average for proficiency was 54%. 5th grade was 47% proficient in ELA compared to the state average of 56% proficient.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 Florida Standards Assessment and progress monitoring, English Language Arts needs improvement, especially the Lowest 25th Percentile.

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

Since 2018 our students have had their school years significantly interrupted. In 2018, our community was greatly affected by Hurricane Michael. Students missed three weeks of instruction due to the storm. In 2020, our students missed the entire last grading period due to the COVID pandemic. Quarantines continue to hinder some students from receiving the face to face instruction they need in order to close the achievement gaps. After school tutoring has been implemented to help close the gaps our students have. Small group instruction with our ESE teacher has also been implemented, as well as, SPIRE instruction for Tier III students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Learning gains in English Languages Arts showed improvement from 55% proficiency in 2018 to 60% proficiency in 2019 on the Florida Standards Assessment. iReady also shows learning gains for our students in English Language Arts.

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

Implementing after school tutoring, as well as, the SPIRE intervention facilitated by our ESE teacher has helped close some of our achievement gaps. After school tutoring for English Language Arts was offered to students in Kindergarten through 5th grade that were performing below grade level based on our progress monitoring data. SPIRE is for our students in 1st through 5th grades performing 2 or more grade levels below their current grade.

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

Small group instruction by the general education teachers and our ESE teacher will be implemented in Kindergarten through 5th grade to close achievement gaps and accelerate learning. After school tutoring will also continue to be offered to students in 1st through 5th grade that are in need of remediation.

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.

Kindergarten through 5th grade teachers have received professional development of the BEST standards in order to be prepared to teach the new standards effectively. Also, our district has adopted new English Language Arts curriculum from Savvas that our teachers have received and will continue to receive training on. Small group instruction was addressed in the Savvas trainings.

Teachers will receive additional professional development as needed based on their progress monitoring data.

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

After school tutoring and small group instruction, as well as, the SPIRE program for students in Kindergarten through 5th grade will continue to be implemented at Carr School in order to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our current level of performance is 45% proficiency in 4th grade English Language Arts and 27% proficiency in 5th grade English Language Arts as evidenced by the 2021 Florida Standards Assessment scores. As a result, we were 7% below the 4th grade English Language Arts state average of 52% and 27% below the 5th grade English Language Arts state average of 54%.
Measurable Outcome:	Increase the percentage of fourth and fifth grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points.
Monitoring:	Data chats will be conducted with teachers to review and monitor student progress on iReady at least three times during the school year. STAR Reading data will also be reviewed and monitored at the beginning of each grading period.
Person responsible for monitoring outcome:	Karen Pitts (karen.pitts@calhounflschools.org)
Evidence-based Strategy:	Collaboratively plan with classroom teachers for grade level, student centered complex tasks, deliberately planned with a trajectory of rigor and challenge, utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction. Progress monitor using iReady and STAR to ensure the use of appropriate curriculum and supportive strategies are being implemented to meet the needs of students. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery, focusing on a clustering process to meet student needs. Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services. The ESE teacher will assist the general education teacher in small group instruction by pulling the students performing below grade level.
Rationale for Evidence-based Strategy:	Collaboration among teachers and administration discussing progress monitoring data increases accountability among both groups. After reviewing progress monitoring data both parties can give input on how to shift instruction to best meet the needs of the students.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: Positive Culture & Environment

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

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

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

Parental involvement is the key to student success. The faculty and staff at Carr School are committed to family and community engagement. Carr School strives each year to collaborate with parents and community members in a effort to educate, empower, and support families to enable them to effectively reinforce learning at home with their child. Although this year will be a little different in terms of family engagement at the school level, we will continue to encourage our students and families to set goals in order to receive Accelerated Reader incentives, iReady incentives, SPIRE incentives, and Attendance and Honor Roll recognition. Parents were given Parental Involvement calendars at the beginning of the school year with details of important dates and information included. Parents were also provided with steps as to how to check grades using the FOCUS App, how to sign up for Accelerated Reader emails, and how to access information on the Carr School website. Parent Square log in information was also given out to keep parents actively engaged in their child's education. Carr School has a SWAT Club that promotes a tobacco free environment. Students Working Against Tobacco (SWAT) facilitates Red Ribbon Week the last week of October each year with daily messages and statistics regarding tobacco use provided to students on the morning announcements, as well as a booth at our Fall Festival with information about how harmful tobacco is.

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

Carr School has a volunteer that comes every Tuesday to help teachers with whatever is needed for grades 4th through 8th. Due to COVID concerns, many of our volunteers have decided not to participate in our volunteer program this year. Students Working Against Tobacco (SWAT) is an active club for middle school students that brings awareness of the dangers of smoking tobacco and vaping which promotes a positive school culture. Poplar Head Baptist Church located across the highway from Carr School, supports our school in several way. They help sponsor our chapter of Fellowship of Christian Athletes (FCA) which promotes positive character qualities. The church is also a place to shelter our students should we ever have a crisis. Our local school board member has donated many trees to help replenish the trees that were

lost during Hurricane Michael. We also have a local community member that grows trees and transplants them to our campus to further help replenish the trees that were lost during Hurricane Michael. The Calhoun County Extension Office comes to our campus to host garden day for grades Kindergarten through 5th. Students get to help plant raised garden beds. They also come to our campus to host the Florida Crunch event which encourages students to try and eat healthy foods.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00