

Calhoun County School District

Carr Elementary & Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Carr Elementary & Middle School

18987 NW SR 73, Clarksville, FL 32430

www.carrschool.org

School Board Approval

This plan was approved by the Calhoun County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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	
Leonard, Morgan	Teacher, K-12	
Morse, Christina	Teacher, K-12	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Carr School has a School Advisory Council that consists of teachers, staff, parents, and community members that meet quarterly in order to discuss the needs of our school and ways to promote a positive school culture and environment. Members of the School Advisory Council are nominated and voted on by teachers, staff, parents, and community members. Members serve on the council for three years. The School Advisory Council is given the opportunity to provide suggestions and revisions to the School Improvement Plan before approving it for implementation. The School Advisory Council will be presented iReady, Star, and FAST data in order to see where the greatest improvements and declines are. This data is used to determine our plan for improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Carr School's principal, Karen Pitts, will regularly monitor the effective implementation of our School Improvement Plan. Mrs. Pitts will monitor classroom instruction regularly by conducting walk-throughs to ensure the district approved curriculum is being used with fidelity in all classrooms. Mrs. Pitts will conduct data chats with general education and ESE teachers quarterly in order to monitor student progress. Classroom instruction will be adjusted as needed to address the greatest areas of need based on the data. Instructional strategies and the use of the intervention resource, SPIRE, will be discussed and monitored to ensure fidelity.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	8%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	11	8	7	7	3	5	7	6	9	63
One or more suspensions	0	0	0	0	0	0	3	9	4	16
Course failure in English Language Arts (ELA)	0	1	1	1	0	1	0	1	0	5
Course failure in Math	0	3	0	0	2	1	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	4	4	3	8	7	7	33
Level 1 on statewide Math assessment	0	0	0	0	4	5	10	9	5	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	6	5	7	4	5	7	10	5	56

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	4	3	2	4	1	6	10	6	40

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	4	4	5	1	4	3	5	5	38
One or more suspensions	0	0	0	0	0	0	0	5	1	6
Course failure in ELA	0	0	0	1	2	0	2	1	0	6
Course failure in Math	0	0	0	1	0	0	1	1	1	4
Level 1 on statewide ELA assessment	0	0	0	0	3	4	8	12	5	32
Level 1 on statewide Math assessment	0	0	0	0	4	5	11	11	4	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	0	3	1	4	1	8	12	5	42

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	2	1	4	7	2	17

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	4	4	5	1	4	3	5	5	38
One or more suspensions	0	0	0	0	0	0	0	5	1	6
Course failure in ELA	0	0	0	1	2	0	2	1	0	6
Course failure in Math	0	0	0	1	0	0	1	1	1	4
Level 1 on statewide ELA assessment	0	0	0	0	3	4	8	12	5	32
Level 1 on statewide Math assessment	0	0	0	0	4	5	11	11	4	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	0	3	1	4	1	8	12	5	42

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	2	1	4	7	2	17

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	54	53	44	50	55	57		
ELA Learning Gains				42			51		
ELA Lowest 25th Percentile				35			37		
Math Achievement*	47	54	55	47	34	42	53		
Math Learning Gains				46			55		
Math Lowest 25th Percentile				35			40		
Science Achievement*	55	54	52	23	53	54	48		
Social Studies Achievement*	71	59	68	73	54	59	74		
Middle School Acceleration	67	63	70	40	49	51	38		
Graduation Rate		94	74		47	50			
College and Career Acceleration		71	53		68	70			
ELP Progress			55		61	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	2
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	59			
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	3	1
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	43			
FRL	46			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			47			55	71	67			
SWD	31			17							2	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	51			47			55	76	67		6	
FRL	46			47			52	67			5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	44	42	35	47	46	35	23	73	40			
SWD	22	29	27	19	21	0	8					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT	44	43	36	48	48	38	24	73	36			
FRL	43	46	44	45	48	41	24	79	42			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	57	51	37	53	55	40	48	74	38			
SWD	23	38		27	56	60						
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	58	51	39	56	57	44	56	73	38			
FRL	56	49	25	53	55	43	37	72				

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	59%	-11%	54%	-6%
07	2023 - Spring	39%	47%	-8%	47%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	54%	45%	9%	47%	7%
04	2023 - Spring	74%	58%	16%	58%	16%
06	2023 - Spring	46%	56%	-10%	47%	-1%
03	2023 - Spring	54%	52%	2%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	50%	60%	-10%	54%	-4%
07	2023 - Spring	43%	59%	-16%	48%	-5%
03	2023 - Spring	62%	62%	0%	59%	3%
04	2023 - Spring	43%	53%	-10%	61%	-18%
08	2023 - Spring	43%	42%	1%	55%	-12%
05	2023 - Spring	48%	54%	-6%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	50%	38%	12%	44%	6%
05	2023 - Spring	61%	51%	10%	51%	10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	51%	29%	50%	30%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	58%	9%	66%	1%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Grade 7 showed the lowest performance on the Florida's Assessment of Student Thinking ELA Reading. 36% of the students in Grade 7 were proficient on the FAST ELA Reading assessment in May of 2023. There has been a trend of low proficiency in ELA for this particular group of students over the years. These students were in 3rd grade in 2018 when our community was greatly affected by Hurricane Michael causing students to lose three weeks of instruction. This group also missed the entire last grading period of their 4th grade year due to the COVID pandemic. Quarantines continued to hinder some students from receiving face to face instruction into the 2020-2021 school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies Achievement showed the greatest decline from the prior year. 73% of our students were proficient on the Civics EOC given in May of 2022. 67% of our students were proficient on the Civics EOC given in May of 2023. The group taking the Civics EOC is the same group of students that missed a significant amount of crucial instruction since 2018 due to a major hurricane and the global pandemic.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The average scale score of Grade 4 students on the Florida's Assessment of Student Thinking Mathematics assessment given in May of 2023 was 9 scale score points lower than the state average. Carr School's Grade 4 FAST Mathematics scale score average was 306 and the state scale score average was 315.

Which data component showed the most improvement? What new actions did your school take in this area?

5th and 8th grade Science, collectively, improved from 23% proficient in May of 2022 to 55% proficient in May of 2023 on the Next Generation Sunshine State Standards Statewide Science Assessment. In order to accomplish this improvement, whole group and small group instruction was designed and implemented based on evidence-based principles. Targeted planning and instruction was determined by the progress monitoring data. Study Island was utilized to supplement instruction of the required state standards. The principal ensured instructional supports were in place for all students during core instruction such as small group instruction on Study Island based on progress monitoring data by conducting walk-through observations and facilitating monthly data chats with the Science teachers. Students were offered Science tutoring each morning during the second semester in order to close gaps.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on Carr School's Early Warning Systems data, the number of students in Kindergarten through 8th grade that were absent 10% or more days was 63 therefore attendance is an area of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase the percentage of current 8th graders proficient in ELA Reading.
2. Increase proficiency of SWD in English Language Arts for grades 3-8.
3. Increase proficiency of SWD in Mathematics for grades 3-8.
4. Decrease the number of students absent 10% or more days.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on Carr School's Early Warning System data from the 2022-2023 school year, the number of students absent 10% or more days in grades Kindergarten through 8th grade was 63.

Measurable Outcome:

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

The number of students absent 10% or more days in Kindergarten through 8th grade will decrease by 20% for the 2023-2024 school year.

Monitoring:

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

Attendance will be monitored weekly and classes with the highest percentage of students in attendance each week will receive an award. The percentage of students in attendance for each grade level will be posted on a bulletin board in the main hallway. The class with the highest percentage of students in attendance for each month will receive a pizza party. Letters will be sent home to parents of students with excessive absences that are outside of the allowed number of days missed during a grading period.

Person responsible for monitoring outcome:

Stephanie Shelton (stephanie.shelton@calhounflschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A series of attendance of videos from various viewpoints was sent out to parents by our district in order to emphasize the importance of students being at school on time every day possible. New attendance videos will be sent out periodically throughout the school year again. Rewards are provided for classes with the highest percentage of students in attendance weekly and monthly. Students receive recognition and a certificate at honor assemblies for having regular and perfect attendance each grading period.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that attendance is an important factor in student achievement. We want our children at school as much as possible so that the least amount of instruction is missed.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide parents and students with the attendance policy and have them sign acknowledging their understanding of the Calhoun County School District Attendance Policy.

Talk to students daily and let them know we are happy to have them at school. Build relationships with students that have attendance issues so that they know they are missed when they are not at school.

Provide a safe and positive environment for our students so that they look forward to coming to school each day.

Person Responsible: Stephanie Shelton (stephanie.shelton@calhounflschools.org)

By When: May of 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The current level of proficiency among the students in the subgroup of students with disabilities on the 2023 Florida's Assessment of Student Thinking ELA Reading is 22%. This percentage of proficiency is the same as the 22% of SWD proficient on the 2022 Florida Standards Assessment for ELA Reading. The current level of proficiency among the students in the subgroup of students with disabilities on the 2023 Florida's Assessment of Student Thinking Mathematics is 12%. This percentage of proficiency is 7% lower than the 19% of SWD proficient on the 2022 Florida Standards Assessment for Mathematics.

Measurable Outcome:

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

The percentage of students with disabilities that are proficient in ELA Reading will increase by 9% and the percentage of students with disabilities that are proficient in Mathematics will increase by 15% on the FAST assessment in the Spring of 2024.

Monitoring:

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

Monthly meetings with grade level general education teachers and the ESE teacher to monitor students with disabilities' data on iReady Reading and Mathematics, Star Reading and Mathematics, as well as FAST PM 1 and 2 ELA Reading and Mathematics. Instructional strategies and the use of the intervention resource, SPIRE, will be discussed and monitored to ensure fidelity.

Person responsible for monitoring outcome:

Karen Pitts (karen.pitts@calhounflschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaboratively plan with general education and ESE teacher student centered complex tasks that are deliberately planned with a trajectory of rigor and challenge while utilizing appropriate ESE strategies such as higher level questioning and explicit vocabulary instruction.

Progress monitoring using iReady, Star, and FAST to ensure the use of appropriate curriculum and supportive strategies are being implemented to meet the needs of our students with disabilities.

Implement a process for placing students with disabilities in the master schedule first in order to optimize service delivery, focusing on a clustering process to meet student needs.

Provide opportunities for the ESE teacher and the general education teachers to co-plan for differentiated instruction and support delivery of services. The ESE teacher will assist the general education teachers in small group instruction to fill in the learning gaps of our students with disabilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Inclusion support for our students with disabilities must remain consistent in order to best meet the needs of our students. The ESE and general education teachers must collaborate when reviewing data and planning in order to pinpoint the specific areas of need for all students with disabilities.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide instruction that is specifically designed to meet the students with disabilities' IEP goals using research based resources and curriculum such as SPIRE.

Use evidence-based practices for students with disabilities to strengthen foundational literacy and math skills.

Collect data and monitor progress towards IEP goals on an intentional and regular schedule. Adjust accommodations and support as needed.

Provide multiple opportunities for students with disabilities to engage in and respond to instruction. Embed strategies into content-based instruction to teach students memory and engagement processes they can use to access, retain, and generalize important content.

Person Responsible: Karen Pitts (karen.pitts@calhounflschools.org)

By When: May of 2024 when the FAST ELA PM is administered.

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 Florida's Assessment of Student Thinking ELA Reading data, grade 7 showed the lowest performance with 36% students performing proficiently. The performance on the grade 7 FAST ELA Reading was the lowest area for our school.

Measurable Outcome:

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

The current grade 8 students will increase their proficiency on the 2024 Florida's Assessment of Student Thinking ELA Reading by 6 percentage points. The proficiency of this group of students will increase from 36% to 42% on the Florida's Assessment of Student Thinking ELA Reading PM 3 in May of 2024.

Monitoring:

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

Data chats will be conducted with teachers to review and monitor student progress on the progress monitoring assessments given for grade 8 ELA Reading. This data will include PM 1 and PM 2 of FAST ELA Reading, Diagnostic 1 and 2 of iReady Reading, and Star Reading quarterly. Targeted planning and instruction will be determined by the progress monitoring assessment data and the implementation of the required instruction will be monitored monthly through lesson plans and classroom walk-throughs by the principal.

Person responsible for monitoring outcome:

Karen Pitts (karen.pitts@calhounflschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Whole group and small group instruction will be monitored regularly to ensure instruction is designed and implemented according to evidence-based principles. The implementation of the curriculum map and the K-12 district wide reading plan will be monitored to ensure all required standards are being taught with fidelity.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaboration among teachers and administration discussing progress monitoring data increases the 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ensure instructional supports are in place for all students during core instruction as well as during small group instruction based on FAST, iReady, and Star data.

Provide monthly feedback to individual teachers based on walkthrough observations.

Strengthen student skills through the implementation of higher-order questioning during class discussions and problem solving activities.

Person Responsible: Karen Pitts (karen.pitts@calhounflschools.org)

By When: May of 2024 when the FAST ELA PM 3 is administered.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Stakeholders reviewed academic, behavioral, and attendance data, both from EOY 2022 and 2023 as well as ongoing progress monitoring data. Based on the data, stakeholders determined areas of needed improvement. Title I funds will be used throughout the school year to provide before school and afterschool tutoring to grade levels/subject areas that were indicated to need additional support. .

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The SAVVAS Reading curriculum will be used with fidelity following the countywide curriculum map. The new Reading Horizon's curriculum will be used with fidelity in order to fill in the gaps in foundational reading skills. The SPIRE intervention program will be used with students that need remediation in phonics. Fluency practice that correlated with what is being taught in class is sent home weekly with students to practice each night.

Based on the 2023 FAST PM 3 data, 15% of Kindergarten students are not on track to score a level 3 on the FAST ELA Reading statewide assessment.

Based on the 2023 FAST PM 3 data, 48% of 1st grade students are not on track to score a level 3 on the FAST ELA Reading statewide assessment.

Based on the 2023 FAST PM 3 data, 32% of 2nd grade students are not on track to score a level 3 on the FAST ELA Reading statewide assessment.

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

The SAVVAS Reading curriculum will be used with fidelity following the countywide curriculum map. The new Reading Horizon's curriculum will be used with fidelity in order to fill in the gaps in foundational reading skills for specific students that are in need of remediation. The SPIRE intervention program will be used with students that need remediation in phonics. Fluency practice that correlated with what is being taught in class is sent home weekly with students to practice each night.

46% of 3rd graders scored below a level 3 on the 2023 FAST PM 3 for ELA Reading.

27% of 4th graders scored below a level 3 on the 2023 FAST PM 3 for ELA Reading.

55% of 5th graders scored below a level 3 on the 2023 FAST PM 3 for ELA 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 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 Measurable Outcomes

Our current level of performance as evidenced by the 2023 FAST Reading Data is:

K - 85% proficient on the 2023 FAST Reading assessment.

1st - 52% proficient on the 2023 FAST Reading assessment.

2nd - 68% proficient on the 2023 FAST Reading assessment.

Grades 3-5 Measurable Outcomes

Our current level of performance as evidenced by the FAST ELA Data is:

3rd - 54% proficient on the 2023 FAST ELA Reading assessment.

4th - 73% proficient on the 2023 FAST ELA Reading assessment.

5th - 45% proficient on the 2023 FAST ELA Reading assessment.

As a result of using the B.E.S.T. ELA Standards to drive instruction, as well as differentiating instruction and providing interventions to students with a reading deficiency, the percentage of students scoring proficient on the 2024 FAST ELA Reading PM3 assessment for Grade 5 will increase by 8 percentage points.

Monitoring

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 impact student achievement outcomes.

The administrator will conduct walk-throughs in classrooms to monitor the use of the district approved English Language Arts curriculum. Feedback will be given by the administrator to the teachers in a timely

manner. Data chats will occur with the administrator and teachers quarterly in order to monitor the progress of students. Classroom instruction will be adjusted as needed to address the greatest areas of need based on the data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Pitts, Karen, karen.pitts@calhounflschools.org

Evidence-based Practices/Programs

Description:

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. §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?

Monitor instruction to ensure district approved curriculum is being used with fidelity in all 90 minute reading blocks according to research based principles ensuring rigorous tasks and alignment to the B.E.S.T. standards.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The SAVVAS Reading curriculum is a research based program that is designed to teach the Florida B.E.S.T. standards through systematic and explicit instruction. The Reading Horizon curriculum is a research based program designed to close the gaps in reading foundational skills through systematic and explicit instruction.

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
Ensure teachers have a clear understanding of the B.E.S.T. English Language Arts standards.	
Increase teacher knowledge of the science of reading and evidenced-based practices.	
Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, frequently monitoring progress to close gaps early.	Pitts, Karen, karen.pitts@calhounflschools.org
Engage in ongoing professional development on the implementation of the high-quality curricular materials, including constructive feedback.	

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan will be presented for approval to the Carr School School Advisory Council. The School Advisory Council will have an opportunity to provide suggestions and revisions to the School Improvement Plan. Once the SIP has been approved by the SAC, a printed copy will be provided to all stakeholders on the council. A printed copy of the SIP will also be placed in the front office for viewing by any stakeholders. A brochure that outlines the SIP and parental involvement opportunities for Carr School is sent home with students. The SIP and brochure are also placed digitally on our school website, carrschool.org.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Carr School provides many opportunities for parents, families, community members, and other stakeholders to visit our school and be a part of the school environment. Positive relationships are built by conducting parent teacher conferences after the first month of school once teachers have data for their students. Parents and families are also invited to our schoolwide honor assemblies each grading period. The ParentSquare app is also utilized by teachers in order to communicate with parents and families. The Carr School Family Engagement Plan is presented to the Carr School Advisory Council for approval and the council is given the opportunity to offer suggestions and revisions to the plan. Once approved, a printed copy of the Family Engagement Plan will be provided to all stakeholders on the council. A printed copy of the Family Engagement Plan will also be placed in the front office for viewing by any stakeholders. A brochure that outlines the SIP and Family Engagement Plan for Carr School is sent home with students. The Family Engagement Plan and brochure are also placed digitally on our school website, carrschool.org.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

By focusing on the importance of attendance, Carr School plans to strengthen our academics and quality of learning. Research shows that attendance is an important factor in student achievement. We want our children at school as much as possible so that the least amount of instruction is missed. Carr School provides students with tutoring in the mornings and afternoons periodically throughout the school year in order to fill in some achievement gaps our students are facing. A Kindergarten Acceleration Camp is offered to upcoming kindergarteners and STEM Camp is offered to students in grades 4-8 in the month of June to provide enrichment and accelerated curriculum for our students. Students in 5th grade are given the opportunity to visit Gulf Coast State College and 7th grade students are given the opportunity to visit Chipola College as an enrichment activity.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with the Calhoun County School District's K-12 Reading Plan.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No