CARR ELEMENTARY & MIDDLE SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Calhoun County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Karen Pitts

Position Title
Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #2

Employee's Name
Stephanie Shelton

Position Title

Student Services

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Lisa O'Bryan

Position Title

ESE Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Morgan Leonard

Position Title

K-12 Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Georgia Hammitt

Position Title

K-12 Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Christina Morse

Position Title

K-12 Teacher

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

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. *(ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**10.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: C** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	3	4	1	3	2	3	1	0	1	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	1	1	1	0	0	0	3
Course failure in Math	0	0	0	1	0	3	0	1	2	7
Level 1 on statewide ELA assessment	2	4	6	4	3	3	5	1	4	32
Level 1 on statewide Math assessment	2	6	2	5	2	3	5	1	3	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2024-25

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	0	1	0	1	1	3	0	1	2	9

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1	1	1	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last 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 school days	11	8	7	7	3	5	7	6	9	63
One or more suspensions							3	9	4	16
Course failure in ELA		1	1	1		1		1		5
Course failure in Math		3			2	1				6
Level 1 on statewide ELA assessment				4	4	3	8	7	7	33
Level 1 on statewide Math assessment					4	5	10	9	5	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	6	5	7						56

Prior Year (2023-24) As Last Reported (pre-populated)

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	4	4	3	2	4	1	6	10	6	40

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1								1	2
Students retained two or more times									1	1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60	56	58	50	54	53	44	50	55
ELA Grade 3 Achievement **	72	60	59	54	63	56			
ELA Learning Gains	59	55	59				42		
ELA Learning Gains Lowest 25%	71	64	54				35		
Math Achievement *	64	59	59	47	54	55	47	34	42
Math Learning Gains	64	58	61				46		
Math Learning Gains Lowest 25%	60	56	56				35		
Science Achievement *	43	60	54	55	54	52	23	53	54
Social Studies Achievement *	71	68	72	71	59	68	73	54	59
Graduation Rate		96	71		94	74		47	50
Middle School Acceleration	50	56	71	67	63	70	40	49	51
College and Career Readiness		78	54		71	53		68	70
ELP Progress			59			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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	614
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
61%	57%	43%	50%		60%	55%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	44%	No		
Multiracial Students	55%	No		
White Students	62%	No		
Economically Disadvantaged Students	62%	No		

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%
Students With Disabilities	24%	Yes	4	2
White Students	59%	No		
Economically Disadvantaged Students	54%	No		

		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%
Students With Disabilities	18%	Yes	3	1
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	43%	No		
Economically Disadvantaged Students	46%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	60%	72%	59%	71%	64%	64%	60%	43%	71%	50%			
Students With Disabilities	30%		29%		50%	65%							
White Students	62%	69%	58%	74%	66%	63%	52%	47%	69%				
Multiracial Students	55%				55%								
Economically Disadvantaged Students	61%	73%	67%	74%	58%	65%	63%	39%	60%				

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	54%			47%			55%	71%	67%			
Students With Disabilities	31%				17%								
White Students	51%	57%			47%			55%	76%	67%			
Economically Disadvantaged Students	46%	58%			47%			52%	67%				

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%			
Students With Disabilities	22%		29%	27%	19%	21%	0%	8%					
English Language Learners													
Native American Students													
Asian Students													
Hispanic Students													
Black/African American Students													
Multiracial Students													
Pacific Islander Students													
White Students	44%		43%	36%	48%	48%	38%	24%	73%	36%			
Economically Disadvantaged Students	43%		46%	44%	45%	48%	41%	24%	79%	42%			

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	68%	62%	6%	55%	13%
Ela	4	64%	51%	13%	53%	11%
Ela	5	29%	49%	-20%	55%	-26%
Ela	6	75%	58%	17%	54%	21%
Ela	7	56%	65%	-9%	50%	6%
Ela	8	58%	54%	4%	51%	7%
Math	3	58%	64%	-6%	60%	-2%
Math	4	55%	56%	-1%	58%	-3%
Math	5	25%	43%	-18%	56%	-31%
Math	6	95%	71%	24%	56%	39%
Math	7	83%	69%	14%	47%	36%
Math	8	80%	53%	27%	54%	26%
Science	5	38%	51%	-13%	53%	-15%
Science	8	42%	54%	-12%	45%	-3%
Civics		72%	74%	-2%	67%	5%
Algebra		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Mathematics achievement improved from 47% in the 2022-2023 school year to 64% in the 2023-2024 school year. Morning tutoring was implemented for students in grades 3rd through 5th in order to increase their mathematics skills and close any learning gaps. Morning and afternoon homework assistance for Mathematics for grades 6th through 8th was implemented in order to increase the understanding of mathematic skills taught in class in the previous day.

Lowest Performance

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

Science achievement decreased from 55% in the 2022-2023 school year to 43% in the 2023-2024 school year. The 5th and 8th graders that took the Science Statewide Assessment had a significant amount of students absent and/or tardy therefore those students lost a lot of instruction.

Greatest Decline

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

Science achievement decreased from 55% in the 2022-2023 school year to 43% in the 2023-2024 school year. The 5th and 8th graders that took the Science Statewide Assessment had a significant amount of students absent and/or tardy therefore those students lost a lot of instruction.

Greatest Gap

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.

Mathematics achievement for 5th grade has the greatest gap when compared to the state average. Carr School's 5th grade achievement was 25% and the state's achievement was 56%. Our 5th grade group of students had a significant amount of student absences therefore those students lost a lot of instruction time.

EWS Areas of Concern

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

The amount of Level 1's on the Statewide ELA assessment.

The amount of Level 1's on the Statewide Mathematics assessment.

Highest Priorities

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

1. Increase Science Proficiency
2. Decrease the number of Level 1's on the Statewide ELA assessment.
3. Decrease the number of Level 1's on the Statewide Mathematics assessment.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Carr School's current level of achievement as evidenced by the 2024 Next Generation Sunshine State Standards Statewide Science Assessment is 43%. This is a 12% decrease from the 2023 Statewide Science Assessment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of all students scoring a Level 3 or higher on the Statewide Science Assessment will increase from 43% to 55% as measured by the Next Generation Sunshine State Standards Statewide Science Assessment in the Spring of 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data chats will be conducted with teachers to review and monitor student progress on the progress monitoring assessments given for science three times a year. Targeted planning and instruction will be determined by the progress monitoring assessment data and the implementation of the required instruction will be monitored monthly. The use of Study Island to supplement instruction of the required state standards will be monitored regularly.

Person responsible for monitoring outcome
Karen Pitts

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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 created in conjunction with Dr. Szpyrka will be monitored to ensure all required standards are being taught.

Rationale:
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:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Ensuring Instructional Support

Person Monitoring:	**By When/Frequency:**
Karen Pitts	Each Grading Period

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure instructional supports are in place for all students during core instruction such as small group instruction on Study Island based on data.

Action Step #2
Monthly Feedback

Person Monitoring:	**By When/Frequency:**
Karen Pitts	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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.

Action Step #3
Utilizing the District Science Specialist

Person Monitoring:	**By When/Frequency:**
Karen Pitts	Each Grading Period

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regular meetings scheduled with Dr. Szpyrka to review data and receive suggestions on how to strengthen instruction in specific areas.

IV. Positive Culture and Environment

Area of Focus #1
Student Attendance

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on Carr School's Early Warning System data from the 2023-2024 school year, the number of students absent 10% or more days in grades Kindergarten through 8th grade was 18. 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.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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 8% for the 2024-2025 school year.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
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:
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:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Providing a safe and positive environment

Person Monitoring:	**By When/Frequency:**
Stephanie Shelton	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide a safe and positive environment for our students so that they look forward to coming to school each day. This will be monitored through conversations with students about how they feel when they are at Carr School. Students will also take a student survey that includes questions about their feelings on the school environment.

Action Step #2
Providing the attendance policy

Person Monitoring:	**By When/Frequency:**
Stephanie Shelton	By the end August, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide parents and students with the attendance policy and have them sign acknowledging their understanding of the Calhoun County School District Attendance Policy. Teachers will return the signed acknowledgments to the secretary and she will account for each student and parent. If a student does not return the signed form then another one will be sent home.

Action Step #3
Build relationships

Person Monitoring:	**By When/Frequency:**
Stephanie Shelton	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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. Have conversations with students to assess their thoughts on how the staff and other students feel when they are absent.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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.

Plans to Strengthen the Academic Program
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 II of the SIP. (ESEA Section 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.

How Plan is Developed
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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00