

Calhoun County School District

Carr Elementary & Middle School



2019-20 School 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: 10/15/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: B 2014-15: B 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	TS&I
* 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.

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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Pitts, Karen	Principal	
Leonard, Sue	Instructional Coach	
Shelton, Stephanie	Guidance Counselor	
Bailey, Carylee	Teacher, K-12	
Shelton, Stephanie	SAC Member	

Early Warning Systems

Current Year

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Tuesday 10/15/2019

Prior Year - 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		
Attendance below 90 percent	2	3	11	3	5	8	3	4	6	0	0	0	0	45	
One or more suspensions	0	0	0	0	0	1	0	1	3	0	0	0	0	5	
Course failure in ELA or Math	0	0	1	1	1	2	0	1	2	0	0	0	0	8	
Level 1 on statewide assessment	0	0	0	0	2	13	6	9	4	0	0	0	0	34	

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	1	4	0	5	3	0	0	0	0	14

Prior Year - 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		
Attendance below 90 percent	2	3	11	3	5	8	3	4	6	0	0	0	0	45	
One or more suspensions	0	0	0	0	0	1	0	1	3	0	0	0	0	5	
Course failure in ELA or Math	0	0	1	1	1	2	0	1	2	0	0	0	0	8	
Level 1 on statewide assessment	0	0	0	0	2	13	6	9	4	0	0	0	0	34	

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	1	4	0	5	3	0	0	0	0	14

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	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%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (2)	0 (3)	0 (11)	0 (3)	0 (5)	0 (8)	0 (3)	0 (4)	0 (6)	0 (45)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (1)	0 (3)	0 (5)
Course failure in ELA or Math	0 (0)	0 (0)	0 (1)	0 (1)	0 (1)	0 (2)	0 (0)	0 (1)	0 (2)	0 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	0 (13)	0 (6)	0 (9)	0 (4)	0 (34)

Grade Level Data

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

NOTE: 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
03	2019	57%	62%	-5%	58%	-1%
	2018	68%	62%	6%	57%	11%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	76%	61%	15%	58%	18%
	2018	50%	60%	-10%	56%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		26%				
Cohort Comparison		8%				
05	2019	47%	57%	-10%	56%	-9%
	2018	50%	52%	-2%	55%	-5%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
06	2019	52%	60%	-8%	54%	-2%
	2018	57%	51%	6%	52%	5%
Same Grade Comparison		-5%				
Cohort Comparison		2%				
07	2019	52%	53%	-1%	52%	0%
	2018	76%	63%	13%	51%	25%
Same Grade Comparison		-24%				
Cohort Comparison		-5%				
08	2019	75%	70%	5%	56%	19%
	2018	70%	70%	0%	58%	12%
Same Grade Comparison		5%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	67%	-12%	62%	-7%
	2018	92%	77%	15%	62%	30%
Same Grade Comparison		-37%				
Cohort Comparison						
04	2019	79%	70%	9%	64%	15%
	2018	43%	65%	-22%	62%	-19%
Same Grade Comparison		36%				
Cohort Comparison		-13%				
05	2019	50%	56%	-6%	60%	-10%
	2018	50%	53%	-3%	61%	-11%
Same Grade Comparison		0%				
Cohort Comparison		7%				
06	2019	70%	64%	6%	55%	15%
	2018	46%	63%	-17%	52%	-6%
Same Grade Comparison		24%				
Cohort Comparison		20%				
07	2019	64%	68%	-4%	54%	10%
	2018	77%	71%	6%	54%	23%
Same Grade Comparison		-13%				
Cohort Comparison		18%				
08	2019	75%	54%	21%	46%	29%
	2018	87%	68%	19%	45%	42%
Same Grade Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	56%	-9%	53%	-6%
	2018	53%	62%	-9%	55%	-2%
Same Grade Comparison		-6%				
Cohort Comparison						
08	2019	54%	56%	-2%	48%	6%
	2018	52%	56%	-4%	50%	2%
Same Grade Comparison		2%				
Cohort Comparison		1%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	74%	-2%	71%	1%
2018	74%	77%	-3%	71%	3%
Compare		-2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	66%	34%	61%	39%
2018	0%	62%	-62%	62%	-62%
Compare		100%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

Subgroup Data

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 2016-17	C & C Accel 2016-17
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 2015-16	C & C Accel 2015-16
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

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Lowest 25th percentile in Math. No this is not a trend.

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

Social Studies Achievement. Instructional inconsistencies due to unforeseen circumstances. Students missed a month's worth of instruction due to Hurricane Michael.

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

Social Studies Achievement and Science Achievement. Instructional inconsistencies due to unforeseen circumstances. Student's missed a month's worth of instruction due to Hurricane Michael.

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

Math Learning Gains. We have implemented small group instruction as well as providing tutoring before and after school.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

School wide attendance has become an area of concern with students being on time as well as increased absences.

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

1. Social Studies
2. Science
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:**#1**

Title	Social Studies Achievement
Rationale	Social Studies Achievement was 7 percentage points below the state average.
State the measureable outcome the school plans to achieve	Social Studies Achievement will score at or above the state average.
Person responsible for monitoring outcome	Karen Pitts (karen.pitts@calhounflschools.org)
Evidence-based Strategy	Small Group Instruction and Cooperative Learning
Rationale for Evidence-based Strategy	Small group instruction usually follows whole group instruction and provides students with a reduced student-teacher ratio, typically in groups of two to four students. Small group instruction provides students with more of the teacher's focused attention and a chance to ask specific questions about what they learned.
Action Step	
Description	<ol style="list-style-type: none"> 1. Small Group/Cooperative Group Instruction 2. Study Island 3. Increased Student Attendance 4. After School Tutoring 5. Kahoot
Person Responsible	[no one identified]

#2**Title** Science Achievement**Rationale** Seven percentage points below the state average.**State the measureable outcome the school plans to achieve**

Science achievement will score at or above the state average.

Person responsible for monitoring outcome

Karen Pitts (karen.pitts@calhounflschools.org)

Evidence-based Strategy

Study Island Online Program

Rationale for Evidence-based Strategy

The Study Island program combines rigorous content that is highly customized to specific state standards in science with interactive features and games that engage students and reinforce and reward learning achievement.

Action Step**Description**

1. Study Island
2. STEM After School Program
3. After School Tutoring
4. Increased Student Attendance
5. Kahoot

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements**Additional Title I Requirements**

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

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

We provide Sanford Harmony which is a social emotional learning program for Kindergarten through second grade designed to foster communication, connection and community both in and outside the classroom, and develop boys and girls into compassionate and caring adults.

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students who are exhibiting problems socially or emotionally are counseled primarily by a teacher, the guidance counselor, assistant principal, or principal. If the student requires further help, counseling is available at the school from an outside agency. Contact is made with parents expressing the need or concern and arrangements are made if the parent consents. Students can receive counseling during the school day.

We have a district social worker that works with all schools. She is available to make contact with parents of students who require counseling services. She also connects families with other social services that are available to them in our community as needed.

We have a licensed mental health counselor that serves our district. Once a month we have Threat Assessment Team Meetings with her to discuss any mental health concerns among our population.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Teachers from the district teach a 5th grade transition class through the Panhandle Area Education Consortium. Students and their parents are invited to the school one night a week for five weeks to learn how to help children make a successful transition into 6th grade. Parents are treated to a light supper.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership meets periodically with all grade levels to discuss resources and curriculum needs and concerns. Teachers participate in data meetings after administration of i-Ready and STAR diagnostic assessments to examine student data and make changes as needed. Our teachers have common planning times which allow them to meet weekly or as needed to discuss student concerns. Mrs. Pitts and Mrs. Shelton discuss curriculum and student concerns with teachers on a regular basis. Mrs. Leonard meets with ELA teachers weekly to provide support and locate materials to assist with ELA instruction, analyze student performance, and address curriculum needs and concerns.

FOCUS is the student data system our district provides that enable school leaders to monitor student performance. FOCUS provides a variety of reports regarding retention, referrals, ESE and ESOL status, attendance, MTSS reports, early warning system, and up to

the minute academic performance across all subjects. In addition, FOCUS provides each student's standardized test history. This data can be readily exported to Excel for additional analysis.

School leadership monitors the data on FOCUS regularly. Data review and analysis begin during the summer months. The critical decisions regarding the master schedule, teacher assignments, personnel changes, and courses offered are all driven by student need. FSA data is analyzed as students are placed in classes. We identify our strengths and weaknesses and begin the discussion of how best to meet the needs of our students. Teacher certification, textbook, technology, and supplemental materials are all discussed, as are the available financial resources. There is much discussion with district leadership and teachers until a final plan is developed. Any identified problems or improvements are adapted. This process continues throughout the school year. Student progress is monitored by school leadership and teachers, problems or concerns are identified and changes are made as needed.

Monthly meetings with district personnel provide additional oversight and support. The organizational structure and communications processes link school and district leaders in regular and ongoing communication that facilitates the coordination and integration of resources and support for school improvement.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Middle school students are also enrolled in a college and Career Course.

Part V: Budget			
1	III.A	Areas of Focus: Social Studies Achievement	\$0.00
2	III.A	Areas of Focus: Science Achievement	\$0.00
Total:			\$0.00