**School Improvement Plan**

**Carr Elementary and Middle School**

**2016-2017**

# Current School Status

## School Information

### School Level Information

**School Name**: Carr Elementary and Middle School

**Principal**: Darryl Taylor, Jr.

**School Advisory Council Chair**: Maegan Russell

### Names and position titles of the School-based Leadership Team (SBLT):

|  |  |
| --- | --- |
| **Name** | **Title** |
| **Darryl Taylor, Jr.** | **Principal** |
| **Karen Pitts** | **Assistant Principal** |
| **Maegan Russell** | **1st Grade Teacher** |

**District-Level Information District: Calhoun**

**Superintendent**: Ralph Yoder

**Date of School Board Approval**: October 13, 2016

## School Advisory Council (SAC):

|  |
| --- |
| **Involvement of the SAC in the development of this SIP-**  The SAC committee is asked to review the school improvement goals that are created by the school leadership team and make suggestions for revisions. They also approve the final goals for the school year. The SACS team meets periodically throughout the school year to review the progress that is being made towards achieving the school goals.  Team Members:  Darryl Taylor, Maegan Russell, Lynn Terry, Claudia Bennett, Tory Foster, Cindy Carey, Sheila Spikes, Nicole Mathews, Kristy Pennington, Connie Hurst, and Kristy Chaffin. |
| **Activities of the SAC for the upcoming year-**  The committee will continue to meet periodically to review the progress made toward established goals and receive information concerning upcoming and current events. |
| **Projected use of school improvement funds and include-** |

No funds are allocated from the state for school improvement.

Carr School is in compliance with Section 1001.452 F.S., regarding the establishment duties of the School Advisory Council.

**HIGHLY QUALIFIED STAFF**

**Administrators**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Position** | **Name** | **Degree(s)/ Certification(s)** | **# of Years at Current School** | **# of Years as an Administrator** | **Prior Performance Record (include prior School Grades, FSA(High Standards, Learning Gains, Lowest 25%),** |
| **Principal** | **Darryl Taylor, Jr.** | **Bachelor degree in Social Science 6-12, Masters in Ed Leadership, and Certification in Guidance.** | **24** | **17** | 2013 School grade was an B.  Percent meeting high standards in  Reading (67), Math (61), Writing (55),  Science (64).  Percent making learning gains in Reading (55), and Math learning gains (57).  2014 school grade was an A. (No data available)  2015-2016 school grade was a B.  Points earned for Achievement: Reading-51, Math- 65, Science 64, Social Studies (Civics EOC)- 80, Acceleration Success (Algebra I EOC)- 24  Points Earned for Learning Gains:  Reading-56, Math- 68  Points Earned for Learning Gains of the Low 25%: Reading- 56, Math- 61 |
| **Assistant Principal** | **Karen Pitts** | **Bachelor degree in Elementary Education, Masters in Ed. Leadership, and Reading Endorsement.** | **25** | **12** |  |

**Instructional Coaches**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject Area** | **Name** | **Degree(s)/ Certification(s)** | **# of Years at Current School** | **# of Years as an Instructional Coach** | **Prior Performance Record (include prior School Grades, FSA (High Standards, Learning Gains, Lowest 25%)** |
| **Reading** | Robin Richards | Bachelor Degree in Elementary Education, a masters degree in Educational Leadership, and  Reading Endorsement. | 7 | 7 | 2013 School grade was an B.  Percent meeting high standards in  Reading (67), Math (61), Writing (55),  Science (64).  Percent making learning gains in Reading (55), and Math learning gains (57).  2014 school grade was an A. (No data available)  2015-2016 school grade was a B.  Points earned for Achievement: Reading-51, Math- 65, Science 64, Social Studies (Civics EOC)- 80, Acceleration Success (Algebra I EOC)- 24  Points Earned for Learning Gains:  Reading-56, Math- 68  Points Earned for Learning Gains of the Low 25%: Reading- 56, Math- 61 |

|  |  |  |
| --- | --- | --- |
| **Classroom Teachers** | **#** | **%** |
| **# of classroom teachers** | 20 |  |
| **# Highly Qualified Teachers** | 18 | 90 |
| **# certified in-field** | 18 | 90 |
| **# ESOL endorsed** | 5 | 35 |
| **# reading endorsed** | 11 | 55 |
| **# with advanced degrees** | 8 | 40 |
| **# National Board Certified** | 0 | 0 |
| **# first-year teachers** | 1 | .05 |
| **# with 1-5 years of experience** | 4 | 20 |
| **# with 6-14 years of experience** | 9 | 50 |
| **# with 15 or more years of experience** | 8 | 35 |

|  |  |  |
| --- | --- | --- |
| **Educational Paraprofessionals** | **#** | **%** |
| **# of highly qualified paraprofessionals** | 5 | 100 |

**Other Instructional Personnel**

|  |  |
| --- | --- |
|  | **# %** |
| **# of other instructional personnel** | 1 100 |

**Teacher Recruitment and Retention Strategies**

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Person Responsible** | **Timeline** |
| **New teachers will be partnered with veteran staff to act as mentor.**  **Beginning teachers will participate and complete the Beginning Teacher Program and Orientation. The Beginning Teacher Program and Orientation will be directed through the district.**  **Support will be provided by district coaches.** | **Principal**  **Principal, Assistant Principal, District Reading Coach** | **Yearly**  **As needed** |

**Teacher Mentoring Program/Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Mentor Name** | **Mentee Assigned** | **Rationale for Pairing** | **Planned Mentoring Activities** |
| Karen Pitts | All instructional teachers | Mrs. Pitts was a National Board Certified teacher, is Reading Endorsed Endorsed, and | Will assist teachers as needed |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Endorsed, has had twenty-five years of teaching experience in pre-k, second grade, fourth grade, and 6th, 7th and 8th grade reading. |  |
| Sue Leonard | School based teachers and other writing teachers in the district. | Mrs. Leonard’s student ELA scores have been consistently proficient during her years as an ELA teacher. | Mrs. Leonard will meet regularly with our 4th-8th grade teachers to discuss reading and writing. She will also assist middle school teachers with incorporating writing into the content area when needed. |
|  |  |  |  |
| Carylee Sewell | 3-5 Elementary Science Teachers | Mrs. Sewell is our 5th- 8th grade Science teacher. She has worked extensively with the science consultant in developing a curriculum map for grades 6-8. She is knowledgeable of concepts taught in grades 3 and 4 as well. | Will assist science teachers as needed. |

**Multi-Tiered System if Suports (MTSS)/ Response to Instruction/Intervention (RtI)**

**Describe your schoool’s data-based problem solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), and teacher support systems, and small group and individual student needs.**

|  |  |  |  |
| --- | --- | --- | --- |
| Students complete progress monitoring tests in core subjects periodically through the year. | | | |
| Teachers monitor these results and plan according to re-mediate deficiencies. Remediation | | | |
| occurs in small and whole group settings, and through revamping of curriculum to meet | |  | |
| student needs. Resources are allocated to core curricula and teacher support systems are | | |  |
| established to facilitate effective instruction and student progress monitoring. |  | | |

**What is the function and responsibility of each school-based leadership team member as related to the school’s MTSS and SIP.**

Principal/Assistant Principal: Provide a common vision for the use of data-based decision- making, ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Problem Solving Team Chair/Facilitator (RtI Coach or Guidance Counselor): Ensure that appropriate data are provided by the classroom teacher before proceeding with PST (Problem Solving Team) meeting, schedule the PST meeting and invite all relevant professionals, send letter inviting the parent to the PST meeting, manage the case file throughout the PST process, provide referral packet, log relevant dates, schedule future meetings as appropriate, call meeting to order, introduce team members, review purpose of meeting, summarize problem areas, support referring teacher throughout the process, follow-up within the first week to ensure the intervention implementation, record problem solving process, note contributions made by all members, allot specified amount of time per agenda item, monitor team progress, re-direct discussion, as necessary. Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, advise/deliver Tier 1 instruction, and collaborate with other staff to implement Tier 2/3 interventions.

Select Exceptional Student Education Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers.

Instructional Coaches: Provide guidance on scientifically based curriculum/behavior assessment and intervention approaches, identify patterns of student need, assist with whole school screening programs, assist in design and implementation of progress monitoring, data collection, and data analysis, participate in design and delivery of professional development, provide guidance on K-12 reading plan, support the implementation of Tier 1, 2, and 3 intervention plans.

Invited Specialists: provide expertise in specific areas of concern-academics, health, and behavior and collaborate with team to solve problems.

Referring Teacher: initiate contact with parent, collaborate with other professionals to clarify the nature of the problem and to seek solutions, implement Tier 1 and 2 interventions and possibly Tier 3 if resources permit, collect data through frequent progress monitoring, state concerns in observable and measurable terms, state expected behavior, collaborate with team to problem solve solutions.

Parent: Share perspective on developmental history, contributing factors, share interventions implemented in the home, share student’s concerns and perceptions, collaborate with team to problem solve solutions.

**Describe the systems in place that the leadership team uses to monitor the fidelity of the school’s MTSS and SIP.**

The RtI Leadership Team provided the RtI Plan to the SAC to help develop the SIP. The plan outlines expectations for achievement and the process for addressing the areas which are not meeting expectations. This process includes data collection, parent contacts and resource consultations, staff input and observations, and a decision making rubric for

school-wide screening.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance.)**

Baseline data: When a teacher has a significant concern relating to academics or behavior, it is important to learn as much as possible about the student in order to determine possible causes of the difficulty. Performance Matters, Focus, and/or the cumulative record should be reviewed to determine if there is a history of concerns in the following areas: attendance, enrollment history, vision, hearing, speech, language, health, academic deficits, behavior difficulties, limited English proficiency, etc. In addition the cumulative record will reveal if there is a history of assistance, whether a psycho educational evaluation has been previously completed, whether the student has an IEP, or whether the student has a 504 plan. I-Ready Reports can be accessed for reading and math for students in grades K-8. FAIR results can be accessed on the PMRN and FSA results are on Performance Matters. STAR reading and math will also establish a baseline.

Progress Monitoring (3 times per year): FAIR, STAR Reading and Math, Calhoun Writes Progress Monitoring weekly or every two weeks for students in MTSS.

End of Course District Assessments once a year for K-2.

Diagnostic: FAIR or ERDA and DAR as needed.

**Describe the plan to support understanding of MTSS and build capacity in data- based problem solving for staff and parents.**

The District MTSS works with the staff to improve and modify forms as needed. A meeting is conducted at the beginning of the year to get input from faculty for needs and modifications.

Robin Richards meets periodically with the School Based MTSS team to address student concerns.

On an as needed basis, a problem solving team meets with parents to inform and educate them on the MTSS process and data collection as it relates to their student.

Alicia Goodman, district ESE liaison, holds parent workshops periodically to offer support for parents with difficulties with academics and behavior.

## Increased Learning Time/Extended Learning Opportunities

Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). Describe what data is collected and how it is analyzed to determine effectiveness of strategies, including persons responsible.

Tutoring for reading and math are available before and after school using i-Ready software program. Tutoring for the Algebra I EOC is available as well.

Reading and math reports are collected and analyzed periodically from i-Ready to determine individual student progress. Progress monitoring reports from STAR Reading and Math are also used to determine if improvement is evident. School based administration monitors reports. The MTSS team uses these reports for screening and to inform decision making for students in the MTSS/ RTI process.

**Literacy Leadership Team (LLT):**

|  |  |
| --- | --- |
| **Name** | **Title** |
| **Darryl Taylor, Jr.** | **Principal** |

|  |  |
| --- | --- |
| **Karen Pitts** | **Assistant Principal** |
| **Sue Leonard** | Music Teacher/ ELA Instructional Coach |
| **Christina Morse** | **First Grade Teacher** |
| **Lisa O’Bryan** | **3rd Grade Teacher** |
|  |  |

**What will be the major initiatives of the LLT this year?**

Help implement and monitor the use of reading assessments such as STAR Reading, FAIR, and i-Ready growth monitoring assessments.

**Every Teacher Contributes to Reading Improvement**

**Describe how the school-based LLT functions**

The team meets once a quarter to monitor the implementation of the reading plan.

**Describe how the school ensures every teacher contributes to the reading improvement of every student.**

Every teacher must integrate reading strategies into their specific content area. The district reading coach is available to guide teachers and aid in obtaining appropriate resources to ensure effective integration. The music teacher/instructional coach shares non-fiction articles that are also utilized in content areas that introduce complex text.

**Preschool Transition**

**Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs.**

Carr School PK serves children who are ages three and four in the PK Handicapped Programs and children who are four years old in the Voluntary Pre-K program (VPK). The district hosts at least two Child Find PK screenings per year. The children are screened in the areas of motor, concepts, speech/language, vision, and hearing. Quality, researched based educational programs such as Big Day by Scholastic and Letterland are utilized. Parents of the PK Handicapped participate in IEP meetings at least one time per year and child/parent activities are planned throughout the year. The local FDLRS Center at PAEC works collectively with the district to host Child Find screens, the Early Steps Program also works closely with the district to identify children who need special education services by their third birthday, and the Technical Assistance and Training System for programs serving Prekindergarten children with Disabilities (TATS) project also support the district through trainings, observations, and materials.

**EXPECTED IMPROVEMENTS**

**Area: Reading**

|  |  |  |
| --- | --- | --- |
| **Group** | **2016 Actual**  **Points** | **2017 Target**  **%** |
| **All Students** | **51** | **54** |

**Florida Standards Assessment (FSA)**

|  |  |  |
| --- | --- | --- |
|  | **2016**  **Actual %** | **2017**  **Target %** |
| **Students scoring at Achievement Level 3** | 52 | 55 |
| **Students scoring at or above Achievement Level 4** | 35 | 38 |

**Florida Alternate Assessment (FAA)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2016**  **Actual #** | **2016**  **Actual %** | **2017**  **Target%** |
| **Students scoring at Levels 4, 5, and 6** | **N/A** |  |  |
| **Students scoring at or above Level 7** | **1** | **100** | **100** |

**Learning Gains**

|  |  |  |
| --- | --- | --- |
|  | **2016**  **Actual Points** | **2017**  **Target**  **Points** |
| **Students making learning gains (FSA and FAA)** | 56 | **59** |
| **Students in lowest 25% making learning gains (FSA)** | **56** | **59** |

**Comprehensive English Language Learning Assessment (CELLA) -N/A**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2016**  **Actual #** | **2016**  **Actual %** | **2017**  **Target %** |
| **Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a matter similar to non-ELL students).** | **N/A** |  |  |
| **Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students).** |  |  |  |
| **Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students).** |  |  |  |

**Area: Elementary/Middle School Mathematics**

|  |  |  |
| --- | --- | --- |
| **Group** | **2016 Actual**  **Points** | **2017 Target** |
| **All Students** | **65** | **68** |

**Florida Standards Assessment (FSA)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2016**  **Actual #** | **2016**  **Actual %** | **2017**  **Target %** |
| **Students scoring at Achievement Level 3** | **108** | **66** | **69** |
| **Students scoring at or above Achievement Level 4** | 58 | 37 | **40** |

**Florida Alternate Assessment (FAA)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2016**  **Actual #** | **2016**  **Actual %** | **2017**  **Target %** |
| **Students scoring at Levels 4, 5, and 6** | **N/A** |  |  |
| **Students scoring at or above Level 7** | **1** | **100** | **100** |

**Learning Gains**

|  |  |  |
| --- | --- | --- |
|  | **2016**  **Actual Points** | **2017**  **Target** |
| **Learning gains** | **68** | **71** |
| **Students in lowest 25% making learning gains (FCAT 2.0)** | **61** | **64** |

**Middle School Acceleration**

|  |  |  |
| --- | --- | --- |
|  | **2016**  **Actual Points** | **2017**  **Target Points** |
| **Middle School participation in high school Algebra I EOC** | **24** | **27** |

**Area: Civics EOC**

|  |  |  |
| --- | --- | --- |
| **7th Grade Students** | **2016**  **Actual Points** | **2017**  **Target Points** |
| **All** | **80** | **82** |

**Area: Elementary and Middle Science**

**FCAT**

|  |  |  |
| --- | --- | --- |
| **5th and 8th Grade Students** | **2016**  **Actual Points** | **2017**  **Target**  **Points** |
| **All** | **64** | 67 |

**FAA- N/A**

|  |  |  |
| --- | --- | --- |
|  | **2016**  **Actual** | **2017**  **Target** |
| **Students scoring at Levels 4, 5, 6** |  |  |
| **Students scoring at or above Level 7** |  |  |

**FAA- N/A**

|  |  |  |
| --- | --- | --- |
|  | **2016**  **Actual** | **2017**  **Target** |
| **Students scoring at Levels 4, 5, 6** |  |  |
| **Students scoring at or above Level 7** |  |  |

**Area: Early Warning Systems**

**Elementary**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2016**  **Actual #** | **2016**  **Actual %** | **2017**  **Target %** |
| **Students who miss 10% or more of available instructional time** | **33** | 19 | **16** |
| **Students retained** | 1 |  | **0** |
| **Students who are not proficient in reading in third grade** | **6** | 18 | **15** |
| **Students who receive two or more behavior referrals** | **11** | **15** | 12 |
| **Students who receive one or more behavior referrals that led to suspension.** | **2** | **.74** | **0** |

**Middle School**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2016**  **Actual #** | **2016**  **Actual %** | **2017**  **Target %** |
| **Students who miss 10% or more of available instructional time** | **17** | **19** | **16** |
| **Students retained** | **0** |  |  |
| **Students who fail a math, reading, or science course** | **2** | **.02** | **0** |
| **Students who receive two or more behavior referrals** | **10** | **2** | **1** |
| **Students who receive one or more behavior referrals that led to suspension.** | **5** | **11** | **8** |

**English Language Arts (ELA) GOAL**

**Identified Area(s) for Improvement:**

Based on the 2015-2016 Florida Standards Assessment (FSA) results, 51% of all students at Carr Elementary and Middle School taking the FSA ELA, were proficient with 56% of the tested students making a learning gain in ELA, and 56% of the lowest 25% making a learning gain in ELA.

**Objective Linked to Area of Improvement:**

On the 2016-2017 FSA ELA we will increase student proficiency and the amount of students making a learning gain by 3%.

### Action Step/Strategy:

1. Utilize the STAR, FAIR, and district benchmark baseline and progress monitoring reading assessments.
2. Utilize the Wonders Reading Program for K-5.
3. Utilize the Collections Reading Program for 6-8.
4. Implement reading and writing strategies learned in professional development.
5. Utilize the Performance Matters program.
6. Utilize i-Ready program.

### Person Responsible for Monitoring the Action Step:

1. Classroom Teacher
2. Classroom Teacher
3. Classroom Teacher
4. Reading Coach and Administration
5. Classroom Teacher
6. Classroom Teacher

### Process Used to Determine Effectiveness of Action Step:

1. Monitoring student reading assessment results
2. Monitoring student reading assessments results
3. Classroom observations and student performance
4. Classroom observations and student performance
5. Monitoring student reading assessment results
6. Monitoring student performance and growth monitoring assessment results.

### Evaluation Tool:

STAR, FAIR, FSA simulated tests, district monitoring assessments, and 2017 FSA ELA results.

## Professional Development Aligned with Objectives

**Objective addressed**: On the 2016-2017 FSA ELA we will increase student proficiency and the amount of students making a learning gain by 3%.

**Topic**: MS ELA Collaboration

**Facilitator:** Paulette Bryant and Karen Pitts

**Target Date**: June 1-3, 2016

**Strategy for Follow-up**: Classroom Observations

**Person responsible for Monitoring:** District Reading Coach/ School Based Administration

**Topic: K-3 Writing Workshop**

**Facilitators:** Ashley Everett, Renee Wallace, Starla Baggett

**Target Date: June 1, 2016**

**Strategy for Follow –up:** Lesson Observation

**Person Responsible for Monitoring:** School based Administration

**Topic:** Grades 4-5 ELA/ Writing

**Facilitators:** Cindy Alday

**Target Date:** June 2-3, 2016

**Strategy for Follow-Up:** Lesson Observation

**Person Responsible for Monitoring:** District Reading Coach/ School Based Administration

**Topic:** K-1 Reading Collaboration

**Facilitator:** Deanna Golden

**Target Date**: June 7-8, 2016

**Strategy for Follow-Up**: Lesson Observation

**Person Responsible for Monitoring**: District Reading Coach/ School Based Administration

**Topic:** Grades 2-3 Reading Collaboration

**Facilitators:** Cindy Alday and Robin Richards

**Target Date**: June 9-10, 2016

**Strategy for Follow-Up**: Lesson Observation

**Person Responsible for Monitoring**: District Reading Coach/ School Based Administration

**Topic**: 1st Grade Letterland Training and Planning

**Facilitator**: Debbie Van Lierop

**Target Date**: July 26-27, 2016

**Strategy for Follow-Up**: Lesson Observation

**Person Responsible for Monitoring**: District Reading Coach/ School Based Administration

**Topic**: i-Ready Training

**Facilitator:** i-Ready Representative

**Target Date**: August 3, 2016

**Strategy for Follow-Up**: Observation/ Monitor Student Usage

**Person Responsible for Monitoring**: School Based Administration

**Topic**: i-Ready Training

**Facilitator**: i-ready Representative

**Target Date**: September 20, 2016

**Strategy for Follow-Up**: Observation/ Monitor Student Usage

**Person Responsible for Monitoring**: School Based Administration

**Topic**: Best Practices in Reading/ Best Practices in Writing

**Facilitator**: Collaborative Classroom

**Target Date**: November 15, 2016

**Strategy for Follow-Up**: Lesson Implementation

**Person Responsible for Monitoring**: School Based Administration

**Topic**: Teaching the Whole Child

**Facilitator**: Collaborative Classroom

**Target Date**: December 8, 2016

**Strategy for Follow-Up**: Lesson Implementation

**Person Responsible for Monitoring**: School Based Administration

**Reading Budget**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence-based Program(s)/Material(s)** | | | | |
| **Description of Resources** | **Funding Source** | | **Available Amount** | |
|  |  | |  | |
| i-Ready Program | Title I Funds | | 6,900.00 | |
| Making Meaning/ Becoming a Writer | School Recognition | | 1,700.00 | |
| **Total:$8,600.00** | | | | |
|  | |  | |  |

**MATH GOAL**

**Math FSA and Algebra EOC Goal**

**Identified Area(s) for Improvement:**

Based 2015-2016 Florida Standards Assessment results, 65% of all students at Carr Elementary and Middle School taking the FSA Mathematics Assessment or Algebra End-of-Course Exam were proficient in math, with 68% of students making a learning gain in math, and 61% of the lowest 25% making a learning gain in math. At Carr, 17% of the 8th grade students participated in and passed the 2016 Algebra EOC.

**Objective Linked to Area of Improvement:**

On the 2016-2017 FSA Math assessment we will increase student proficiency and the amount of students making a learning gain by 3%. The percentage of students will be increased to 42% of current 8th graders for participation in Algebra and all be proficient on the 2016-2017 Algebra EOC.

### Action Step/Strategy:

1. Utilize math baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction
2. Effective implementation of the Harcourt Math Series
3. Effective implementation of the Florida Standards.
4. Collaboration with other grade level teachers in the district.
5. Continue use of the STAR Math assessment program as a tool to monitor progress for students in the RTI process.
6. Continue data analysis of reports from various software programs such as Performance Matters and STAR Math.
7. Effective implementation of the Go Math Elementary Math series using differentiated instruction.
8. Implement i-Ready program.

### Person Responsible for Monitoring the Action Step:

* 1. Classroom Teacher
  2. Principal and district director of instruction
  3. Principal and district director of instruction
  4. District and School Administrators
  5. Classroom Teacher and District RTI Coordinator
  6. Classroom Teacher
  7. Principal/ Assistant Principal
  8. Classroom Teacher/ Assistant Principal

### Process Used to Determine Effectiveness of Action Step:

* + 1. Monitoring student math assessments results
    2. Classroom observations and student performance
    3. Classroom observations and student performance
    4. Classroom observations and student performance
    5. Classroom observations and student performance
    6. Classroom observations and student performance
    7. Classroom observations and student performance
    8. Classroom observations and student performance

### Evaluation Tool:

Progress monitoring of student results on district assessments and 2017 Math FSA results.

Professional Development Aligned with Objectives

Objectives: On the 2016-2017 FSA Math assessment we will increase student proficiency and the amount of students making a learning gain by 3%.

The percentage of students will be increased to 42% of current 8th graders for participation in Algebra and all be proficient on the 2016-2017 Algebra EOC.

**Topic:** Grades 4-5 Math

**Facilitator:** Sandy Willis and Tiffany Nichols

**Target Date:** June 1-2, 2016

**Strategy for Follow-**Up: classroom observation

**Person Responsible for Monitoring:** School Based Administration

**Topic:** Algebra Nation for 6th and Algebra I

**Facilitator**:

**Target Date**: August 4, 2016

**Strategy for Follow-Up**: classroom observation

**Person Responsible for Monitoring:** School Based Administration

**Math Budget**

|  |  |  |
| --- | --- | --- |
| Evidence Based  Programs/ Materials | | |
| **Description of Resources** | **Funding Source** | **Available Amount** |
| i-Ready Program | Title I | $6,900.00 |
|  |  |  |

**Science Goal**

**Identified Area of Improvement:**

Based on the 2015-2016 FCAT Science Test results, 64% of the 5th and 8th grade students at Carr Elementary and Middle School taking the FCAT were proficient in Science.

**Objective Linked to Area of Improvement**:

On the 2016-2017 FCAT Science assessment, student proficiency will be increased by 3%.

### Action Step/Strategy:

1. Effective implementation of the revised science curriculum map
2. Effective implementation of the Next Generation Sunshine State Science Standards
3. Participate in science professional development and classroom observations with Dr. Szpyrka.
4. Utilize science baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction.

### Person Responsible for Monitoring the Action Step:

* 1. Classroom Teacher
  2. Classroom Teacher and Principal
  3. Principal and district director of instruction
  4. Classroom Teacher

### Process Used to Determine Effectiveness of Action Step:

1. Teacher observation of student performance
2. Classroom observations and monitoring student performance on baseline assessments
3. Classroom observations and monitoring student performance on baseline assessments
4. Monitoring student science assessments results

### Evaluation Tool:

Progress monitoring of student results on baseline assessments and 2017 Science FCAT results.

## Professional Development Aligned with Objectives

**Objective addressed**: On the 2016-2017 FCAT Science assessment, student proficiency will be increased by 3%.

**Topic**: Curriculum 4th and 5th Grades

**Facilitator**: Dr. Spzyrka

**Target Date**: August 5, 2016

**Strategy for Follow- Up**: classroom observations

**Person Responsible for Monitoring**: School Based Administration

**Topic:** Curriculum and Data Analysis for 3rd- 8th grades

**Facilitator:** Dr. Szpyrka

**Target Date:** September 29, 2016

**Strategy for Follow-Up:** classroom observations

### Person Responsible for Monitoring: School Based Administration

**Science Budget**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Description of Resources** | **Funding Source** | **Available Amount** |
|  | | |
| **Total $** | | |

**Civics Goal**

**Identified Area of Improvement:**

Based on the 2015-2016 Civics NGSSS End-of-Course (EOC) Assessment, 80% of the 7th grade students at Carr Elementary and Middle School taking the Civics EOC were proficient.

**Objective Linked to Area of Improvement:**

On the 2016-2017 Civics EOC, student proficiency will be increased by 2%.

**Action Step/Strategy**:

1. Effective Implementation of Civics curriculum map.
2. Participate in Civics professional development when available.
3. Utilize district progress monitoring assessments.

### Person Responsible for Monitoring the Action Step:

### Classroom Teacher

### District Curriculum Coordinator

### Classroom Teacher/ School Based Administration

### Process Used to Determine Effectiveness of Action Step:

### Classroom observation and student performance

1. Classroom observation and student performance
2. Classroom observation and student performance

**Parent Involvement Goal**

**Identified Area of Improvement:**

Due to the crucial link between parental involvement and student achievement, Carr Elementary and Middle School is committed to providing various opportunities at different times throughout the year for parents to become actively involved in their child’s education.

**Objective Linked to Area of Improvement:**

By May 2016, Carr Elementary and Middle School will provide at least 8 opportunities for parents to become actively involved in school activities.

### Action Step/Strategy:

* 1. An Open house will be conducted for the school year’s orientation.
  2. Back-to-School class nights- Kindergarten through 8th grade teachers will inform parents of classroom expectations and routines, Florida Standards, and the FSA Assessment.
  3. Parents are asked to be participants in the SACS Committee.
  4. The volunteer program is open to all parents.
  5. School conferencing and child study team meetings involve and require parent input.
  6. There will be periodic communication with parents from the office.
  7. Parents are welcomed to attend assemblies, programs, and field days.
  8. Several family ESE reading nights will be held.
  9. Recognize our school’s volunteers at the annual awards day program and host a luncheon honoring them during post school.
  10. Parents will be offered survey opportunities to give opinions concerning their child’s education.
  11. Parents will be sent frequent teacher newsletters that often include parenting information to encourage parental involvement and give tips on how to be involved in a child’s education.
  12. We will continue to produce a school annual to assist parents in becoming more familiar with school activities.
  13. The parent portal of the FOCUS grade management program will be shared with parents.
  14. A school-wide telephoning program is used to inform parents of school activities and announcements.

### Person Responsible for Monitoring the Action Step:

1. Teachers and administrators
2. Teachers and administrators
3. Administrators
4. Administrators
5. Guidance and Administrators
6. Guidance and Administrators
7. Administrators
8. Teachers and Administrators
9. Teachers and Administrators
10. Teachers and Administrators
11. Teachers and Administrators
12. Guidance and Administrators
13. Teachers
14. Teachers and Administrators
15. Teachers and Administrators
16. Administrators

### Process Used to Determine Effectiveness of Action Step:

1. Collection of participation data
2. Collection of participation data
3. Collection of participation data
4. Collection of participation data
5. Collection of participation data
6. Collection of participation data
7. Survey Parents
8. Survey parents and Collection of participation data
9. Collection of participation data
10. Collection of participation data
11. Collection of participation data
12. Collection of participation data
13. Survey Parents
14. Survey Parents and Collection of participation data
15. Collection of participation data
16. Survey Parents

### Evaluation Tool:

1. Parent Attendance sign-in sheets
2. Parent Attendance sign-in sheets
3. Parent Attendance sign-in sheets
4. SACS meeting minutes
5. Volunteer Sign in Sheets
6. Sign in sheet and minutes of the individual meetings
7. Parent Surveys
8. Parent Surveys
9. Parent Attendance sign-in sheets
10. Parent Attendance sign-in sheets
11. Parent survey
12. Parent Survey
13. Parent Survey
14. Parent Survey and records of participation
15. Parent Survey and records of participation
16. Parent Surveys

Professional Development Aligned with Objectives

**Objective addressed:** Provide at least eight parental experiences dealing with several facets of Carr School’s educational program. We will provide supplemental year-long activities for parents and students who live in isolated communities or our rural district through access to computers, books and enrichment reading opportunities.

**Topic**: Effective two way communication

**Facilitator:** Administration

**Target Date**: On-going

**Strategy for Follow-up**: Satisfaction survey from parents

**Person responsible for Monitoring**: Guidance and Administration

|  |  |  |
| --- | --- | --- |
| **Evidence-Based Programs/Materials** | | |
| **Description of Resources** | **Funding Source** | **Available Amount** |
| District ESE Liaison | No Cost | $0.00 |
|  |  |  |
|  |  |  |

## Coordination and Integration

Describe how federal, state, and local funds, services and programs will be coordinated and integrated in the school.

Title I, Part A

Title I, Part A provides financial assistance to local schools with a high number or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Services are provided to ensure students requiring additional remediation are assisted through the availability of resource teachers, software remediation and required hardware.

Title I,Part C- Migrant

Region I/PAEC Migrant Education Program’s goal is to link migrant families to services and programs that support the well being and education of their children. The Migrant Services staff coordinates with Title I and other programs to ensure student needs are met.

Title II

The purpose of Title II is to increase student academic achievement through strategies to improve teacher and principal quality. Funds are used to provide professional development activities to increase the number of highly qualified teachers in the classroom and principals and assistant principals in schools.

Title VI

The purpose of Title VI is to address the unique needs of rural school districts that frequently lack the personnel and resources to be effective in meeting their intended purposes. In the Calhoun County School District, funds are used to provide additional student academic needs to the schools who do not receive Title I funds.

Title X- Homeless

The District Homeless Liaison provides school supplies and social services referrals for students identified as homeless under the McKinney-Vento act to eliminated barriers for a free and appropriate education.