

Calhoun County School District

Carr Elementary & Middle School



2017-18 School Improvement Plan

Carr Elementary & Middle School

18987 NW SR 73, Clarksville, FL 32430

www.carrschool.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	10%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Carr Elementary & Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Parents fill out registration packets when students are enrolled in school. Teachers have access to the information in these packets and use the information to gain an understanding of the student's family in order to build relationships. Teachers review the cumulative folders which helps them to build background knowledge of the students culture. This information can be used to build rapport with students and their families. We have Open House prior to the beginning of school where all families are invited to meet teachers and other faculty and staff. Student planners are provided by the school to encourage on going daily communication of classroom homework assignments and any other information that needs to be shared between school and home. Teachers schedule conferences to share pertinent information as needed with parents. Families are encouraged to attend family events such as Doughnuts for Dad, Muffins for Mom, Honor Assemblies, school programs, and our local track meet. We also have a Family Reading Event in May that we offer free books to students to encourage summer reading.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

At Carr Elementary and Middle School all Administrators, Faculty, and Support Staff, function to ensure the safety of all members of the school community. Our school campus is completely fenced. Only one entrance remains unlocked from the outside during the school day to ensure all visitors enter through the front door. Our school under went a safety inspection from an outside consultant to identify areas of safety concern and give recommendations for improvement. As a result, we have installed a new 6 foot fence in front of our kindergarten-first grade wing for additional safety. This year a Raptor system was installed that does an electronic background check to screen visitors before allowing them to gain access to our campus. As of this school year, we now have a school resource officer assigned to our school all day every day. We provide emergency instructions to teachers at the beginning of each year in a faculty meeting outlining the proper procedure for clearing the buildings for fire or fire drills and tornado drill procedures. All students participate in these drills. These written instructions are posted in every building on campus for teachers and students to reference. Each year

the Student Code of Conduct is provided to each student and reviewed by teachers in classrooms. The Carr School Student handbook is also provided to students to provide information that pertains to our school and highlights other district policies such as the Attendance Policy and Dress Code. All school events are supervised by administrators and faculty members. Parents and guardians are informed of events through the school website, the School Messenger communication system, a monthly school calendar, classroom newsletters, and written notes sent from the school office reminding parents of important dates. Administration at the school make every effort to show respect to parents, students, and community members by listening and responding compassionately to all who enter.

We have staff outside to welcome the students as they arrive at school in the morning. Each student is welcomed by name. This helps students and their parents feel welcomed and safe each morning. As students enter the lunchroom each morning they are encouraged to eat breakfast and may sit with their peers. Several parents also come in each morning to sit with students while they eat breakfast. A teacher is on duty every morning in the lunchroom to circulate to speak with students, assist students as needed, and ensure a healthy, safe environment. Lunchroom workers know students by name and have positive interaction with them at breakfast and lunch. When students are finished eating breakfast they are dismissed to the playground to play with peers until the bell rings. Students also have the option to go to the computer lab on Monday through Thursday to work on i-Ready and, in addition to i-Ready, 5th- 8th grade students can work on Study Island. The principal and other faculty members on a rotating basis provide supervision and ensure safety on the playground. Teachers greet students at doorways each morning to welcome them into their classrooms. Dismissal procedures are the same as teachers stand in the doorways when dismissing students in the afternoons. A paraprofessional is assigned to walk pre-k through first graders to the bus loading zone to make sure these students arrive safely and make it to the correct bus. After school, students that ride a late bus are dismissed to the playground to interact and play with peers. Supervision is provided by the principal and other faculty members. Throughout the school day, there are staff members and volunteers to work with and supervise children in order to create an environment in which children feel safe and respected. These procedures remain the same, and all students are aware of their expectations and daily routines.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school rules are outlined in our student handbook. At the beginning of the year teachers review these rules with students. Forms are sent home for students and their parent to sign acknowledging they have read and understand the school rules. Teachers utilize their own system for monitoring classroom rules and behavior in the classroom. If there is a behavior problem with a student, teachers notify the parent either with a phone call, a written note, or in person if possible. If the behavior problem persists, the student is sent to the principal's office. The principal makes contact with the parents to resolve the issue.

d. 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 also 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The district provides the student data system, FOCUS. FOCUS provides an Early Warning System report that includes how many students per grade level have the following indicators: 1) Attendance below 90 percent, 2) one or more suspensions, 3) course failure in ELA or Math, 4) Level 1 on statewide assessment, and 5) two or more indicators. Administrators and teachers are made aware of how to access this information from FOCUS.

The Calhoun County School District has an attendance policy that our school enforces. This policy allows three absences excused with a parent note and two unexcused absences per grading period. Additional absences must be excused with a doctor's note. If a student has three or more unexcused absences, the student will receive a grade of 59 (F). An attendance contract will be offered to allow the student to replace the 59 grade. If the student completes the terms of the contract, the 59 grade(s) will be forgiven and replaced with the appropriate grade earned for that grading period at the end of the school year. This policy is located in our Student Code of Conduct that is distributed to all parents each year. The policy is also highlighted in our Carr School Handbook. Parents must sign a document stating they understand the Attendance Policy and return it to school.

The above criteria is considered in the daily monitoring of attendance to help students avoid being in violation of the Attendance Policy. The school resource officer assists the school in contacting parents by phone to inquire about students that are consistently absent. Teachers monitor attendance and make inquiries with parents, if needed, and also alert administration with attendance concerns. Administration can seek assistance from our district social worker who will make contact with parents concerning attendance. The principal monitors attendance and communicates with parents by phone to discuss attendance issues and sends letters home that identify days that students have unexcused absences to request parents send written excuses to the school. The principal also reviews the attendance policy with parents to prevent students from being out of compliance with the attendance policy. If students violate the attendance policy the principal schedules a meeting with parents to allow parents and students an opportunity to sign an attendance contract, which allow students' grades to be restored if the requirements of the contract are met.

Our school normally does not have many students who require suspension. Every effort is made to work with students, teachers and parents to avoid suspension, except in severe discipline cases. When students are suspended, the principal conferences with parents. A suspension letter is sent home for parents to sign and return. If there is a pattern of behavior which consistently results in the suspension of a student, several supports are put into place. Teachers are made aware of factors that trigger negative behavior and are encouraged to take steps to minimize instances at the which the behavior occurs. School faculty members routinely check in with the student to encourage positive behavior. If needed, the student is recommended for the MTSS process which begins with a meeting of teachers, the guidance counselor, an administrator, and parents to begin the problem solving process.

Parent conferences are scheduled for students that are failing courses. Reasons for course failure are identified and a plan to remediate is created.

A Watch List is created to identify students in grades 4-8 that score at a Level 1 on the ELA or Math

Florida Standards Assessment and K-3 students that score in the "Early Emergent" category on the STAR Early Literacy test. K-8 students that score in i-Ready Red Success Zone are also identified and placed on the Watch List. We strongly recommend these students come to the computer lab before school to practice reading and/or math skills on i-Ready. I-Ready places students at the level where students are successfully performing then creates a learning path for students that will lead to grade level performance by providing instruction for gaps in learning. Letters are sent home to parents making them aware of the opportunity for students to get more practice.

b. Provide the following data related to the school's early warning system

1. 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	4	4	5	3	8	8	3	1	5	0	0	0	0	41
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	1	1	0	3	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	1	3	9	8	6	5	0	0	0	0	32

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our school takes preventative steps to keep students from course failure and improve the academic performance of students. The FOCUS student data system has a parent portal in which parents have access to student grades. At the beginning of each year, forms are sent home to encourage parents to create a parent account so they can be informed of student performance at any time. The school sends home printed progress reports four weeks into the nine week grading period that require a parent signature to ensure parents are informed of student performance. Elementary teachers send home a Friday folder with a newsletter of upcoming tests and assignment due dates, as well as, graded papers from the week so parents can see how students are performing on daily assignments. Parents sign the folder and return to school on Mondays. Through this communication, parents are encouraged to provide assistance at home in areas with which their children are struggling. Student planners are purchased each year to encourage communication between school and home on homework assignments and other important dates. When teachers see student grades dropping contact is made with parents and information is provided to help to encourage student success. Parent teacher conferences are scheduled if necessary and a plan is created to help students. Teachers are available before or after school to assist students with assignments if necessary. Teachers make adjustments in the learning environment using strategies such as peer tutoring, partner work, or think- pair-share to help students acquire knowledge on a daily basis. Teachers address student need through small group instruction or individualized instruction as needed. The public library located in two of the communities we serve also provide tutoring if needed. Our school

has two computer labs open before school so students can work on individualized instruction for reading, math, and science.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/455342>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

There are several local community organizations and business partners that contribute to securing and utilizing resources to support Carr School and student achievement. We are fortunate that community members and businesses reach out to support our school.

Each year the local Woodmen of the World Lodge located in the Clarksville community seeks to encourage 8th grade students in their knowledge of American History by recognizing the student with the highest average in American History at our Awards Day at the end of the year. That student receives a \$50.00 savings bond and a plaque. Students are made aware of the award at the beginning of the year.

This year, the Red Level Chapter of the Masonic Lodge recognized a new teacher to Carr School, with a monetary donation. These funds were to be used to help supply the classroom of a new teacher. The monetary donation demonstrated generosity and commitment to Carr School and promotes education.

Ramsey's Cash Saver grocery store sponsors the, "Get Piggy With Education" contest each year. Students bring in grocery store receipts. The store makes a generous monetary donation to our school. These funds are allocated for programs and educational materials that the school feels are needed.

Lowe's of Marianna sponsors a Hero's Project. Lowe's donated picnic tables for an outside environment that has become an extension of our playground. These tables provide space for students to gather before and after school. The tables provide outdoor meeting places for classes and clubs. Teachers use this space to reward students with a picnic lunch on weekly occasions as well.

Poplar Head Baptist Church located across the road from our school supports the school in several ways.

One program is called, "Blessings in a Backpack." Each Friday, several students of various grade levels take home a bag of groceries to make sure they have food throughout the weekend. Poplar Head donated their facility when the FFA Chapter of Carr School needed to host the sub-district contest for

area schools to come and compete. Poplar Head also assists our Fellowship of Christian Athletes (FCA) student organization with the, "See you at the Pole" event.

Frink Assembly of God church donated \$110.00 to our Fellowship of Christian Athletes chapter to purchase Bibles for students that requested one. The church has also donated breakfast items on several occasions for meetings as well.

The GFWC Women's Club of Blountstown donated \$100.00 to support our Accelerated Reader program.

Each year during Fire Safety Week, the Clarksville Volunteer Fire Department comes and teaches our students about fire safety. Volunteer fire fighters will bring the firetruck to the school and speak to students during their PE class. Students receive a bag filled with reminders of what they have learned about fire safety to take home and share with families. The fire department holds a fund raiser festival at the school for the community so families may come and be involved.

During Red Ribbon Week each year, the Calhoun County Sheriff's department donates Halloween bags to the students of Carr School. The bags are filled with information on how to stay safe on Halloween, "Say No to Drugs," and other fun items as well. Students use the bags to collect prizes and candy as they enjoy the Carr School Fall Festival.

The Blountstown Police Dept. (BPD) also supports Carr School. Our School Resource Officer (SRO) is employed with the BPD. The BPD supplied Halloween bags for students. The SRO taught anti-bullying classes to students in K-8th grades. The BPD supplied all the materials needed for those classes.

McDonald's of Blountstown donates certificates for a free hamburger and a drink that we use to reward our Students of the Month. Each homeroom teacher recognizes a student monthly for good character and for being a good citizen.

The Quick Pic has donated certificates worth \$1.00. These certificates are used for student recognition on various occasions.

Pizza Hut of Blountstown accepts "Book It" certificates that students earn at Carr School. Teachers use these certificates to reward students for reading. Students in grades K-6 have the opportunity to earn a free personal pan pizza if they meet a monthly reading goal. Pizza Hut will also provide fundraisers in their restaurant if asked.

Several times during the school year the Calhoun-Liberty Credit Union assists Carr School. During preplanning, they bring doughnuts for teachers on the first day back to school. Each year on Halloween at our Fall Festival, board members of the credit union donate their time to come and judge the costume contest. The credit union also donates several hundred number two pencils for student use during testing.

Ameris Bank of Blountstown organizes a food drive to benefit the Calhoun-Liberty Ministry Center each year. The center helps families in need from our community with food and offers other financial services. The bank encourages support from our school by getting students involved in the food drive. The bank provides a pizza party to the class that collects the most food.

Community member, Mike Leonard, has provided support at different times. He donated the meat and grilled it for the meal at the FFA sub-district contest hosted by Carr School. As an incentive for student writing achievement, Mr. Leonard is providing a grilled pork steak meal for students that scored a 7 or better on the ELA FSA writing assessment.

The IFAS center in Quincy is providing a gardening program for elementary students this year. An IFAS

employee came to help elementary students plant a garden of lettuce on our campus. In January, when the garden is ready, students will get to have a salad party to celebrate the success of the garden.

ACE Hardware gave Carr School a discount when buying items needed for the IFAS gardening activity.

Community members Joanna Plumber, Billy Stoutamire, and Clifford Newsome gave generous donations to help Carr's FFA chapter offset costs of attending the state FFA Convention.

School Board member, Clifford Newsome, donated funds to install fans under our PE shelter for use during assemblies during the hot months of the school year.

The American Forestry Management organization of Marianna and the Florida Forestry Association provided an opportunity for one of our FFA students, Carleigh, who was competing at the state level, an opportunity to give her speech at one of their meetings. The members gave her valuable feedback to improve her speech. The Florida Forestry Association also provided a room for her family to stay overnight in Destin for the event.

When the Carr FFA chapter went to the state convention in Orlando, the parents of eight students went to support their children.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Pitts, Karen	Assistant Principal
Taylor, Darryl	Principal
Leonard, Sue	Instructional Coach
James, Joyce	Guidance Counselor
Russell, Maegan	SAC Member

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Mr. Taylor, principal and Mrs. Pitts are the instructional leaders for the school. They rely on Mrs. Leonard, music teacher/ ELA instructional coach, to assist and consult with in matters of shared decision making. In addition to Mrs. Leonard, departmentalized grade level teachers assist school leadership in making academic decisions. Our guidance counselor, Ms. James, is available to assist with students' academic and non academic needs. She is also available to teachers and families.

2. 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. James 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kristi Chaffin	Parent
Melissa Mayo	Business/Community
Kristy Pennington	Parent
Nicole Mathews	Parent
Sheila Spikes	Parent
Cindy Carey	Teacher
Tory Foster	Teacher
Maegan Russell	Teacher
Lynn Terry	Teacher
Claudia Bennett	Education Support Employee
Darryl Taylor	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school leadership team created the 2016-2017 SIP based on student FSA data. The SAC reviewed the SIP and was given opportunity to make revisions, or suggestions before final approval. The SIP is also available on line at carrschool.org for review and a hard copy is available upon request.

b. Development of this school improvement plan

The plan is presented to the SAC with opportunities for SAC members to make suggestions or changes. At each meeting we discuss activities that we believe are a benefit to student learning and success. SAC members are encouraged and welcomed to share opinions.

c. Preparation of the school's annual budget and plan

The SAC members are presented with certain initiatives and/or funds that are allocated to be spent on particular items, such as technology, and are asked to give approval for the funds to be spent as stated. SAC members will vote on their desire of how the monies should be spent. Major initiatives are increased technology, parental involvement, and student engagement.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds were spent to support the goals within the plan.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Pitts, Karen	Assistant Principal
Leonard, Sue	Instructional Coach
James, Joyce	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT promotes literacy within the school by taking on several initiatives through the school year.

* i-Ready reading data is monitored weekly to ensure that it supports ELA instruction.

* Provides guidance and direction for Accelerated Reader policies and procedures.

* Provides a store for students to spend thier AR points.

* At the end of each nine weeks an AR Recognition ceremony is held for students in grades 1-4.

Students are recognized with a certificate for meeting point and percentage goals and achieving certification levels.

- * During Literacy Week, activities are planned throughout the week to encourage literacy.
- * An AR Mid-year celebration is held as the culminating activity for Literacy Week. Students that have met AR goals for the 1st and 2nd nine weeks get to participate.
- * At the end of the year, activities are planned to reward students who met their AR goals for whole year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive working relationships between teachers are encouraged at each grade level. Grade level teachers have the same planning period to collaborate. The whole faculty also participates in professional development at given times through the school year. During preplanning at our district's county wide meeting, teachers shared a meal together and then had the opportunity to participate in collaborative meetings with the same content area or grade alike teachers. School leadership provides breakfast at the beginning of the year, a meal to celebrate National Teacher's Day, as well as, snacks to celebrate other occasions through the year. All of these foster positive working relationships.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school principal is committed to recruiting and retaining highly qualified teachers. A variety of techniques are used to identify and attract qualified applicants. These include soliciting names of prospective applicants and encouraging qualified educators to apply. Provision of mentoring, training and coaching are provided for first and second year new teachers. The principal conducts a post conference with teachers whose overall evaluation rating is Needs Improvement or Unsatisfactory to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors. The district provides resources, coaching, and professional development to teachers in support to schools to develop and retain highly qualified effective teachers. Resources and/or professional development are provided to support the skills and knowledge needed to increase the number of In-field/Highly qualified/Effective teachers. Records are efficiently and effectively managed of the professional development activities to ensure teachers maintain their certification and remain up to date in their areas of certification.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers enrolled in the Calhoun Beginning Teacher Program are assigned a mentor. Principals pair the new educators with a novice and veteran at the school who typically is on the same grade level or subject area and has proven to be a peer educator who can be relied on. Mentors are provided with training and on-going support throughout the year. New educators attend orientation at the beginning of the year which includes introduction to District Staff as well as Calhoun School District's mission and values, common policies and procedures. The Calhoun Beginning Teacher Program is developed around the Marzano Evaluation Framework. Professional Development is provided to principals and teachers on the Framework. New educators meet regularly with the district coordinator of the program as well as their mentor and discuss topics such as the Florida Standards, lesson planning, the Florida Educator Code of Ethics, conducting effective parent conferences, district e-mail protocol and technology-based curriculum programs, Professional Education Competencies, classroom and behavior management. The planned mentoring activities provide on-going and regularly scheduled opportunities for classroom visits, observations, video taped lessons, self-reflection, coaching and feedback as well as collaboration in professional learning communities for professional development in best practices and

highly effective instructional strategies. The purpose of the on-going support strategies is to increase teacher effectiveness and ultimately increase student achievement.

Karen Pitts is available to mentor all instructional teachers Mrs. Pitts was a National Board Certified teacher, is Reading Endorsed, and has had twenty-five years of teaching experience in pre-k, second grade, fourth grade, and 6th, 7th and 8th grade reading. She will assist all teachers as needed. .

Sue Leonard will assist teachers with ELA and writing. Mrs. Leonard has been teaching over 30 years with a variety of experiences. Mrs. Leonard's students ELA scores have been consistently proficient during her years as an ELA teacher. Mrs. Leonard will meet regularly with our 3rd-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 will mentor 3rd-4th 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional programs which Calhoun county uses are the adopted district materials which are aligned with the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Before the school year starts FSA data is analyzed for grades 3 through 8 and i-Ready reports from the year before are considered before students are assigned to classes. We look at strengths and weaknesses in reading and math at each grade level to determine how classes should be divided. Eligible students in grade 8 have the opportunity to take an advanced math class, Algebra I Honors. Throughout the year, teachers use i-Ready reports to monitor progress to determine where the students are and what needs to be done to get them where they need to be. The teachers make adjustments within the classroom setting to fit the needs of their students. Adjustments are made through small group differentiated instruction, or individualized instruction as needed. Some of those adjustments in instruction are reteaching a concept, giving more practice, or enrichment activities for those that understand the concept and can go further in depth.

I-Ready data and the Calhoun County District K-2 End of Year Assessments for reading and math are considered when placing students in the K-3 classes. Throughout the school year K-3 teachers use i-Ready, STAR Reading, and STAR Math to monitor student progress. As the need arises, adjustments in instruction are made within the classroom setting through small group differentiation or individualized instruction. K-3 teachers have response to intervention time built in to their daily schedule.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 0

Our computer labs are open before school for students that desire or need extra practice in reading, math, and science.

Students in grades K-8 work on i-Ready for reading and math. The 5th- 8th grade science teacher assigns lessons on Study Island for students in grades 5-8.

Strategy Rationale

Students practice core academic skills in reading, math, and science. I-Ready individualizes instruction for students to fill in learning gaps to help students perform on grade level. The science teacher assigns lessons on concepts that have been previously taught so content will be reinforced.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pitts, Karen, karen.pitts@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

i-Ready reports are analyzed on a weekly basis to monitor instructional minutes, lessons passed, and the overall average. Study Island reports are monitored and analyzed by the science teacher.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

One of our teachers teaches 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.

b. College and Career Readiness

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

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

School_grade_16-17.pdf
<i>The graph shows a comparison of 2016-2017 FSA data of Carr School to the state of Florida.</i>
school_grade_comparison_16-17.docx
<i>The chart shows a comparison of Carr School FSA data from 2015-2016 to 2017-2018.</i>

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Areas of strength- ELA proficiency increased at every grade level. Math proficiency increased in four of five grade levels. Math learning gains increased at every grade level except one. Math learning gains of the low 25% increased in three of five grade levels. We had an increase of eighteen points in Middle School acceleration.

Areas of need- ELA learning gains decreased in four of five grade levels. ELA learning gains of the low 25% decreased in three of five grade levels. Science decreased by eleven points. Social Studies decreased by twelve points.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

A large portion of our student population is economically disadvantaged. Parental involvement is an area of concern. At times students do not get the support or encouragement from the home environment which is necessary for student success.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the end of 2018, we will improve our instructional effectiveness and academic success through the use of student engagement strategies

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of 2018, we will improve our instructional effectiveness and academic success through the use of student engagement strategies **1a**

G094110

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Lowest 25% Gains	38.0
ELA/Reading Gains	57.0
FSA Mathematics Achievement	71.0
Math Gains	73.0
Math Lowest 25% Gains	64.0
Statewide Science Assessment Achievement	55.0
Civics EOC Pass	70.0
Algebra I EOC Pass Rate	44.0

Targeted Barriers to Achieving the Goal **3**

- True understanding of the difference in student engagement and student compliance.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Title I support
- Professional development provided by: Susan Hentz Donna Diker.
- Accountable Talk.
- Eliot student engagement measurement tool.
- Paddle boards
- Chromebooks
- Common planning periods so teachers can collaborate.
- Teaching channel, TedEd videos, Marzano teaching videos

Plan to Monitor Progress Toward G1. **8**

Data from walk throughs will be analyzed to determine teacher effectiveness and student engagement.

Person Responsible

Darryl Taylor

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

The principal and assistant principal will meet/discuss with teachers to reflect and give feedback based on observation data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the end of 2018, we will improve our instructional effectiveness and academic success through the use of student engagement strategies **1**

 G094110

G1.B1 True understanding of the difference in student engagement and student compliance. **2**

 B252688

G1.B1.S1 Teachers will attend professional development related to student engagement. **4**

 S268122

Strategy Rationale

To ensure that each teacher has the background knowledge to implement student engagement activities to increase student achievement.

Action Step 1 **5**

Teachers will have access to the Susan Hentz professional development training.

Person Responsible

Darryl Taylor

Schedule

On 5/25/2018

Evidence of Completion

Teachers will produce and demonstrate lesson plans and activities that foster student engagement.

Action Step 2 **5**

Teachers will have access to the Lisa Deiker professional development training.

Person Responsible

Darryl Taylor

Schedule

On 5/25/2018

Evidence of Completion

Teachers will produce and demonstrate lesson plans and activities that foster student engagement.

Action Step 3 5

Accountable Talk

Person Responsible

Darryl Taylor

Schedule

On 5/25/2018

Evidence of Completion

Accountable Talk will be observed during classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Walk throughs will be done periodically throughout the school year.

Person Responsible

Darryl Taylor

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Informal classroom walk through observations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student achievement will be monitored through data analysis.

Person Responsible

Karen Pitts







Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data will be collected using a variety of assessments including but not limited to, reports from i-Ready, STAR Reading, STAR Math, STAR Early Literacy, District Writing Assessments, Science benchmarks, and classroom assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M381233	Data from walk throughs will be analyzed to determine teacher effectiveness and student engagement.	Taylor, Darryl	8/10/2017	The principal and assistant principal will meet/discuss with teachers to reflect and give feedback based on observation data.	5/25/2018 monthly
G1.B1.S1.MA1  M381232	Student achievement will be monitored through data analysis.	Pitts, Karen	8/10/2017	Data will be collected using a variety of assessments including but not limited to, reports from i-Ready, STAR Reading, STAR Math, STAR Early Literacy, District Writing Assessments, Science benchmarks, and classroom assessments.	5/25/2018 monthly
G1.B1.S1.MA1  M381228	Classroom Walk throughs will be done periodically throughout the school year.	Taylor, Darryl	8/10/2017	Informal classroom walk through observations.	5/25/2018 monthly
G1.B1.S1.A1  A356851	Teachers will have access to the Susan Hentz professional development training.	Taylor, Darryl	8/2/2017	Teachers will produce and demonstrate lesson plans and activities that foster student engagement.	5/25/2018 one-time
G1.B1.S1.A2  A356856	Teachers will have access to the Lisa Deiker professional development training.	Taylor, Darryl	8/3/2017	Teachers will produce and demonstrate lesson plans and activities that foster student engagement.	5/25/2018 one-time
G1.B1.S1.A3  A356863	Accountable Talk	Taylor, Darryl	8/7/2017	Accountable Talk will be observed during classroom walkthroughs.	5/25/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the end of 2018, we will improve our instructional effectiveness and academic success through the use of student engagement strategies

G1.B1 True understanding of the difference in student engagement and student compliance.

G1.B1.S1 Teachers will attend professional development related to student engagement.

PD Opportunity 1

Teachers will have access to the Susan Hentz professional development training.

Facilitator

Susan Hentz

Participants

K-5 Teachers

Schedule

On 5/25/2018

PD Opportunity 2

Teachers will have access to the Lisa Deiker professional development training.

Facilitator

Lisa Dieker

Participants

6th-12th teachers

Schedule

On 5/25/2018

PD Opportunity 3

Accountable Talk

Facilitator

Cindy Alday and Paulette Bryant

Participants

Pre-K through 8th teachers.

Schedule

On 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will have access to the Susan Hentz professional development training.	\$0.00
2	G1.B1.S1.A2	Teachers will have access to the Lisa Deiker professional development training.	\$0.00
3	G1.B1.S1.A3	Accountable Talk	\$0.00
			Total: \$0.00