Carr Elementary & Middle School

2022-23 Schoolwide Improvement Plan

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Carr Elementary & Middle School

18987 NW SR 73, Clarksville, FL 32430

www.carrschool.org

Demographics

Principal: Karen Pitts

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (43%) 2020-21: (50%) 2018-19: B (60%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Carr School is provide a safe, caring, stimulating, and student centered environment so each student may become a productive citizen.

Provide the school's vision statement.

The vision of Carr School is to create a place where rich heritage and expanding opportunities for the future enable our students to prepare for life. We strive to create a place that believes:
* learning never stops.
* high expectations and challenging curriculum lead to greater achievements.
* community/parental involvement is essential for successful schools.
* outstanding, highly qualified and dedicated personnel are critical to success.
* students' need drive decisions.
* students should be taught that everyone is responsible for his or her own actions.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Pitts, Karen	Principal	
Shelton, Stephanie	Guidance Counselor	
O'Bryan, Lisa	Teacher, ESE	
Hammitt, Georgia	Teacher, K-12	
Leonard, Morgan	Teacher, K-12	
Morse, Christina	Teacher, K-12	

Demographic Information

Principal start date
Monday 7/1/2019, Karen Pitts

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Total number of teacher positions allocated to the school
14

Total number of students enrolled at the school

231

Identify the number of instructional staff who left the school during the 2021-22 school year.

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	28	23	22	25	25	22	23	25	24	0	0	0	0	217
Attendance below 90 percent	7	4	4	5	1	4	3	5	5	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	5	1	0	0	0	0	6
Course failure in ELA	0	0	0	1	2	0	2	1	0	0	0	0	0	6
Course failure in Math	0	0	0	1	0	0	1	1	1	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	4	8	12	5	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	5	11	11	4	0	0	0	0	35
Number of students with a substantial reading deficiency	8	0	3	1	4	1	8	12	5	0	0	0	0	42

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	2	1	4	7	2	0	0	0	0	17

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 9/22/2022

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	
Number of students enrolled	25	20	23	21	23	20	25	25	29	0	0	0	0	211
Attendance below 90 percent	8	3	2	2	5	4	5	5	4	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	3	4	0	0	0	0	7
Course failure in ELA	0	0	2	2	0	1	5	1	0	0	0	0	0	11
Course failure in Math	0	0	1	2	0	2	3	1	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	7	12	2	8	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	9	9	2	6	0	0	0	0	29
Number of students with a substantial reading deficiency	12	0	4	4	2	7	0	0	0	0	0	0	0	29

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	1	4	7	1	4	0	0	0	0	20

The number of students identified as retainees:

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

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	
Number of students enrolled	25	20	23	21	23	20	25	25	29	0	0	0	0	211
Attendance below 90 percent	8	3	2	2	5	4	5	5	4	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	3	4	0	0	0	0	7
Course failure in ELA	0	0	2	2	0	1	5	1	0	0	0	0	0	11
Course failure in Math	0	0	1	2	0	2	3	1	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	7	12	2	8	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	9	9	2	6	0	0	0	0	29
Number of students with a substantial reading deficiency	12	0	4	4	2	7	0	0	0	0	0	0	0	29

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	1	4	7	1	4	0	0	0	0	20

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	50%	57%	57%			61%	62%	61%
ELA Learning Gains	42%	46%	55%	51%			60%	61%	59%
ELA Lowest 25th Percentile	35%	35%	46%	37%			52%	50%	54%
Math Achievement	47%	53%	55%	53%			68%	64%	62%
Math Learning Gains	46%	54%	60%	55%			69%	61%	59%
Math Lowest 25th Percentile	35%	52%	56%	40%			48%	45%	52%
Science Achievement	23%	47%	51%	48%			49%	57%	56%
Social Studies Achievement	73%	69%	72%	74%			71%	75%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	76%	61%	15%	58%	18%
Cohort Comparison		-57%				
05	2022					
	2019	47%	57%	-10%	56%	-9%
Cohort Comparison		-76%				
06	2022					
	2019	52%	60%	-8%	54%	-2%
Cohort Comparison		-47%				
07	2022					
	2019	52%	53%	-1%	52%	0%
Cohort Comparison		-52%				
08	2022					
	2019	75%	70%	5%	56%	19%
Cohort Comparison		-52%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	67%	-12%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	79%	70%	9%	64%	15%
Cohort Comparison		-55%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	50%	56%	-6%	60%	-10%
Cohort Comparison		-79%				
06	2022					
	2019	70%	64%	6%	55%	15%
Cohort Comparison		-50%				
07	2022					
	2019	64%	68%	-4%	54%	10%
Cohort Comparison		-70%				
08	2022					
	2019	75%	54%	21%	46%	29%
Cohort Comparison		-64%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	47%	56%	-9%	53%	-6%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-47%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	54%	56%	-2%	48%	6%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	72%	74%	-2%	71%	1%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	66%	34%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	22	29	27	19	21		8				
WHT	44	43	36	48	48	38	24	73	36		
FRL	43	46	44	45	48	41	24	79	42		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	38		27	56	60					
WHT	58	51	39	56	57	44	56	73	38		
FRL	56	49	25	53	55	43	37	72			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	38	40	33	46	35	14				
WHT	62	59	48	70	71	48	50	71	61		
FRL	56	60	54	63	64	44	45	65	69		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on progress monitoring data as well as the 2022 Florida Standards Assessment for English Language Arts and Mathematics, 44% of our students are proficient in English Language Arts and 47% of our students are proficient in Mathematics. The percentage of students earning a learning gain in English Language Arts is 42% and 46% in Mathematics. The percentage of students in the low 25 subgroup making a learning gain is 35% for both English Language Arts and Mathematics.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring data as well as the 2022 Florida Standards Assessment and Statewide Science Assessment, 5th and 8th grade science is the area with the greatest need of improvement with 23% of our students showing proficiency. The percentage of students in the low 25 subgroup making a learning gain in English Language Arts is 35%, showing a great need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Since 2018 our students have had their school years significantly interrupted. In 2018, our community was greatly affected by Hurricane Michael. Students missed three weeks of instruction due to the storm. In 2020, our students missed the entire last grading period due to the COVID pandemic.
In 2021, quarantines continued to hinder some students from receiving the face to face instruction they needed in
order to close the achievement gaps. After school tutoring has been implemented to help close the gaps our students have. Small group instruction with our ESE teacher has also been implemented, as well as, SPIRE instruction for Tier III students. The Reading Horizons curriculum has been added to the Kindergarten through 3rd grade classrooms to aid in the continued focus on foundational reading skills.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on iReady and STAR Reading progress monitoring data, the number of students proficient in the area of phonics has increased.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The use of the SPIRE intervention program with fidelity has contributed to the increase in students that are proficient in phonics. SPIRE has provided our students with intensive small group instruction on phonics in order to close some of the achievement gaps we had in the past.

What strategies will need to be implemented in order to accelerate learning?

Small group instruction by the general education teachers and our ESE teacher will be implemented in Kindergarten through 5th grade to close achievement gaps and accelerate learning. After school tutoring will also continue to be offered to students in Kindergarten through 5th grade that are in need of remediation. The use of the Reading Horizons curriculum with fidelity has also been implemented in order to accelerate the foundational reading skills in Kindergarten through 3rd grade.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Kindergarten through 8th grade teachers have received professional development on the BEST standards in order to be prepared to teach the new standards effectively. Kindergarten through 3rd grade teachers had a full day of training on the Reading Horizons curriculum as well as a full day to create a curriculum map with fellow teachers in the district. Kindergarten through 5th grade teachers received professional development on the new mathematic curriculum, Big Ideas. 6th through 8th grade teachers received professional development on their new mathematics curriculum, Math Nation. 3rd through 5th and 8th grade Science teachers received professional development and curriculum mapping guidance from Dr. Szpyrka. Kindergarten through 8th grade teachers also receive ongoing iReady professional development from Curriculum Associates.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Reading Horizons curriculum will be used with fidelity in the Kindergarten through 3rd grade classrooms, after school tutoring and small group instruction will be provided, as well as, the SPIRE program for students in
Kindergarten through 5th grade will continue to be implemented at Carr School in order to ensure sustainability of improvement in the next year and beyond.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Carr School's current level of achievement as evidenced by the 2022 Next Generation Sunshine State Standards Statewide Science Assessment is 23%. This is a 25% decrease from the 2021 Statewide Science Assessment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of all students scoring a Level 3 or higher on the Statewide Science Assessment will increase from 23% to 40% as measured by the Next Generation Sunshine State Standards Statewide Science Assessment in the Spring of 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data chats will be conducted with teachers to review and monitor student progress on the progress monitoring assessments given for science three times a year. Targeted planning and instruction will be determined by the progress monitoring assessment data and the implementation of the required instruction will be monitored monthly. The use of Study Island to supplement instruction of the required state standards will be monitored regularly.
Person responsible for monitoring outcome:	Karen Pitts (karen.pitts@calhounflschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Whole group and small group instruction will be monitored regularly to ensure instruction is designed and implemented according to evidence-based principles. The implementation of the curriculum map created in conjunction with Dr. Szpyrka will be monitored to ensure all required standards are being taught.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Collaboration among teachers and administration discussing progress monitoring data increases the accountability among both groups. After reviewing progress monitoring data both parties can give input on how to shift instruction to best meet the needs of the students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure instructional supports are in place for all students during core instruction such as small group instruction on Study Island based on data.

Provide monthly feedback to individual teachers based on walkthrough observations.

Strengthen student skills through the implementation of higher-order questioning during class discussions

and problem solving activities.

Regular meetings scheduled with Dr. Szpyrka to review data and receive suggestions on how to strengthen instruction in specific areas.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Carr School's current level of learning gains in the subgroup of students with disabilities is 35% in English Language Arts and 35% in Mathematics as evidenced by the 2022 Florida Standards Assessment. Our percentage of learning gains of students with disabilities has decreased from 37% proficiency in English Language Arts and 40% proficiency in Mathematics as evidenced by the 2021 Florida Standards Assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of students with disabilities that show a learning gain will increase by 5 percentage points in English Language Arts and Mathematics on the FAST assessment in the Spring of 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly meetings with grade level general education teachers and the ESE teacher to monitor students with disabilities' data on iReady Reading and Math and STAR Reading and Math. Instructional strategies and the use of the intervention resource, SPIRE, will be discussed and monitored to ensure fidelity.
Person responsible for monitoring outcome:	Karen Pitts (karen.pitts@calhounflschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaboratively plan with general education and the ESE teacher student centered complex tasks that are deliberately planned with a trajectory of rigor and challenge while utilizing appropriate ESE strategies such as higher level questioning and explicit vocabulary instruction. Progress monitoring using iReady and STAR to ensure the use of appropriate curriculum and supportive strategies are being implemented to meet the needs of our students with disabilities. Implement a process for placing students with disabilities in the master schedules first in order to optimize service delivery, focusing on a clustering process to meet student needs. Provide opportunities for the ESE teacher and general education teachers to co-plan for differentiated instruction and support delivery of services. The ESE teacher will assist the general education teachers in small group instruction to fill in the learning gaps of our students with disabilities.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Inclusion support for our students with disabilities must remain consistent in order to best meet the needs our students. The ESE and general education teachers must collaborate when reviewing data and planning in order to pinpoint the specific areas of need for all students with disabilities.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide instruction that is specifically designed to meet the students with disabilities' IEP goals using research based resources and curriculum such as SPIRE.
Use evidence-based practices for students with disabilities to strengthen foundational literacy and math skills.
Collect data and monitor progress towards IEP goals on an intentional and regular schedule. Adjust accommodations and support as needed.
Provide multiple opportunities for students with disabilities to engage in and respond to instruction.
Embed strategies into content-based instruction to teach students memory and engagement processes they can use to access, retain, and generalize important content.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The SAVVAS Reading curriculum will be used with fidelity following the countywide curriculum map. The new Reading Horizon's curriculum will be used with fidelity in order to fill in the gaps in foundational reading skills. The SPIRE intervention program will be used with students that need remediation in phonics. Fluency practice that correlated with what is being taught in class is sent home weekly with students to practice each night.
Based on the 2021-2022 STAR Early Literacy data, 6% of Kindergarten students are not on track to score a level 3 on the FAST ELA Reading statewide assessment.
Based on the 2021-2022 STAR Reading data, 36% of 1st grade students are not on track to score a level 3 on the FAST ELA Reading statewide assessment.

Based on the 2021-2022 STAR Reading data, 31% of 2nd grade students are not on track to score a level 3 on the FAST ELA Reading statewide assessment.

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

The SAVVAS Reading curriculum will be used with fidelity following the countywide curriculum map. The new Reading Horizon's curriculum will be used with fidelity in order to fill in the gaps in foundational reading skills for specific students that are in need of remediation. The SPIRE intervention program will be used with students that need remediation in phonics. Fluency practice that correlated with what is being taught in class is sent home weekly with students to practice each night.
48% of 3rd graders scored below a level 3 on the 2022 Florida Standards Assessment for English Language Arts.
52% of 4th graders scored below a level 3 on the 2022 Florida Standards Assessment for English Language Arts.
52% of 5th graders scored below a level 3 on the 2022 Florida Standards Assessment for English Language Arts.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Grades 3-5: Measureable Outcome(s)

Our current level of performance as evidenced by 2022 FSA ELA data is:
3rd – 52% proficient on the 2022 FSA ELA Assessment
4th – 48% proficient on the 2022 FSA ELA Assessment

Our current level of performance as evidenced by the 2022 FAST ELA Assessment is:
3rd – 20% proficient on the PM1 2022 FAST ELA Assessment
4th – 12% proficient on the PM1 2022 FAST ELA Assessment
5th – 23% proficient on the PM1 2022 FAST ELA Assessment

As a result of using the B.E.S.T. ELA Standards to drive instruction, as well as differentiating instruction and providing interventions to students with a reading deficiency the percentage of students scoring proficient on the PM2 2023 FAST ELA Assessment will increase as follows:
3rd – 40% proficient on the PM1 2022 FAST ELA Assessment
4th – 32% proficient on the PM1 2022 FAST ELA Assessment
5th – 43% proficient on the PM1 2022 FAST ELA Assessment

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The administrator will conduct walk throughs in classrooms to monitor the use of the district approved English Language Arts curriculum. Feedback will be given by the administrator to the teachers in a timely manner. Data chats will occur with the administrator and teachers quarterly in order to monitor the progress of students. Classroom instruction will be adjusted as needed to address the greatest areas of need based on the data.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Pitts, Karen, karen.pitts@calhounflschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

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

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

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

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Parental involvement is the key to student success. The faculty and staff at Carr School are committed to family and community engagement. Carr School strives each year to collaborate with parents and community members in a effort to educate, empower, and support families to enable them to effectively reinforce learning at home with their child. Although this year will be a little different in terms of family engagement at the school level, we will continue to encourage our students and families to set goals in order to receive Accelerated Reader incentives, iReady incentives, SPIRE incentives, and Attendance and Honor Roll recognition. Parents were given Parental Involvement calendars at the beginning of the school year with details of important dates and information included. Parents were also provided with steps as to how to check grades using the FOCUS App, how to sign up for Accelerated Reader emails, and how to access information on the Carr School website. Parent Square log in information was also given out to keep parents actively engaged in their child's education. Carr School has a SWAT Club that promotes a tobacco

free environment. Students Working Against Tobacco (SWAT) facilitates Red Ribbon Week the last week of October each year with daily messages and statistics regarding tobacco use provided to students on the morning announcements, as well as a booth at our Fall Festival with information about how harmful tobacco is. Carr School staff will participate in a book study on "The Coffee Bean" and "Stick Together" in order to build on the positive school culture and environment at Carr School. Elementary teachers will also read the children's book version of "The Coffee Bean" in order to build a positive environment within their classrooms.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Carr School has a School Advisory Council (SAC) that consists of teachers, staff, parents, and community members that meet quarterly in order to discuss the needs of our schools and ways to promote a positive school culture and environment. Carr School has a volunteer program in which volunteers come in to our school to provide teachers with help and assistance as needed. Students Working Against Tobacco (SWAT) is an active club for our middle school students that brings awareness of the dangers of smoking tobacco and vaping which promotes a positive school culture. Poplar Head Baptist Church, located across the highway from Carr School, supports our school in various ways. They help sponsor our chapter of Fellowship of Christian Athletes (FCA) which promotes positive character qualities. The church is also a place to shelter our students should we ever have a crisis on campus. The Calhoun County Extension Office comes to our campus to host a garden day for students in Kindergarten through 5th grade. Students get to help plant vegetables in raised garden beds and then harvest them when the time comes. They also host the Florida Crunch event which encourages students to try and eat healthy foods.