

Calhoun County School District

Carr Elementary & Middle School



2018-19 School Improvement Plan

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Carr Elementary & Middle School

18987 NW SR 73, Clarksville, FL 32430

www.carrschool.org

School Demographics

School Type and Grades Served
(per MSID File)

Combination School
PK-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

11%

School Grades History

Year
Grade

2017-18

B

2016-17

B

2015-16

B

2014-15

B*

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 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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

The vision of Carr School is to create a place where rich heritage and expanding opportunities for the future enable our students to prepare for life. We strive to create a place that believes:

- * learning never stops.
- * high expectations and challenging curriculum lead to greater achievements.
- * community/parental involvement is essential for successful schools.
- * outstanding, highly qualified and dedicated personnel are critical to success.
- * students' need drive decisions.
- * students should be taught that everyone is responsible for his or her own actions.

School Leadership Team

Membership

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

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

Duties

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. Tory Foster is the SAC chairperson.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	3	11	3	5	8	3	4	6	0	0	0	0	45
One or more suspensions	0	0	0	0	0	1	0	1	3	0	0	0	0	5
Course failure in ELA or Math	0	0	1	1	1	2	0	1	2	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	2	13	6	9	4	0	0	0	0	34

The number of students 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	1	0	1	4	0	5	3	0	0	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 11/29/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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	8

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

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

Which data component showed the greatest decline from prior year?

Lowest 25th percentile in Math declined 31 percentage points.

Which data component had the biggest gap when compared to the state average?

Lowest 25th percentile in Math was 21 percentage points below the state average.

Which data component showed the most improvement? Is this a trend?

The lowest 25th percentile in ELA improved 9 percentage points.

Describe the actions or changes that led to the improvement in this area

We have an instructional coach that assists ELA teachers on a regular basis with modeling lessons in writing, developing writing lessons, creating anchor charts, and provides assistance in grading writing papers. ELA teachers in grades 4th through 8th create vertical plans to establish habits and writing routines that once learned will enable students continue to deepen learning from one grade level to the next.

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School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	61%	60%	63%	61%	57%
ELA Learning Gains	61%	57%	57%	55%	51%	57%
ELA Lowest 25th Percentile	45%	44%	52%	36%	39%	51%
Math Achievement	65%	63%	61%	69%	61%	58%
Math Learning Gains	47%	50%	58%	71%	59%	56%
Math Lowest 25th Percentile	31%	40%	52%	62%	52%	50%
Science Achievement	52%	56%	57%	53%	55%	53%
Social Studies Achievement	77%	74%	77%	68%	69%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	2 (4)	3 (4)	11 (5)	3 (3)	5 (8)	8 (8)	3 (3)	4 (1)	6 (5)	45 (41)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	1 (1)	0 (0)	1 (0)	3 (0)	5 (3)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	1 (0)	1 (1)	2 (1)	0 (0)	1 (3)	2 (0)	8 (5)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	2 (3)	13 (9)	6 (8)	9 (6)	4 (5)	34 (32)

Grade Level Data

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
03	2018	68%	62%	6%	57%	11%
	2017	72%	66%	6%	58%	14%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	50%	60%	-10%	56%	-6%
	2017	56%	58%	-2%	56%	0%
Same Grade Comparison		-6%				
Cohort Comparison		-22%				
05	2018	50%	52%	-2%	55%	-5%
	2017	54%	46%	8%	53%	1%
Same Grade Comparison		-4%				
Cohort Comparison		-6%				
06	2018	57%	51%	6%	52%	5%
	2017	52%	56%	-4%	52%	0%
Same Grade Comparison		5%				
Cohort Comparison		3%				
07	2018	76%	63%	13%	51%	25%

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ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	68%	61%	7%	52%	16%
Same Grade Comparison		8%				
Cohort Comparison		24%				
08	2018	70%	70%	0%	58%	12%
	2017	82%	69%	13%	55%	27%
Same Grade Comparison		-12%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	92%	77%	15%	62%	30%
	2017	75%	67%	8%	62%	13%
Same Grade Comparison		17%				
Cohort Comparison						
04	2018	43%	65%	-22%	62%	-19%
	2017	61%	67%	-6%	64%	-3%
Same Grade Comparison		-18%				
Cohort Comparison		-32%				
05	2018	50%	53%	-3%	61%	-11%
	2017	54%	43%	11%	57%	-3%
Same Grade Comparison		-4%				
Cohort Comparison		-11%				
06	2018	46%	63%	-17%	52%	-6%
	2017	59%	53%	6%	51%	8%
Same Grade Comparison		-13%				
Cohort Comparison		-8%				
07	2018	77%	71%	6%	54%	23%
	2017	72%	61%	11%	53%	19%
Same Grade Comparison		5%				
Cohort Comparison		18%				
08	2018	87%	68%	19%	45%	42%
	2017	92%	59%	33%	46%	46%
Same Grade Comparison		-5%				
Cohort Comparison		15%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	77%	-3%	71%	3%
2017	69%	78%	-9%	69%	0%
Compare		5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	62%	-62%
2017	80%	64%	16%	60%	20%
Compare		-80%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	64	59	36	65	46	31	55	79	50		
MUL	64			73							
SWD	23	48	41	27	24	15	8				
FRL	61	64	48	57	43	29	44	75			

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	64	57	36	70	71	68	51	70	44		
MUL	60	40									
SWD	41	41	13	32	50	47					
FRL	59	51	38	62	67	57	46	67			

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

No activities were entered for this section.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

PFEP Link

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

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

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

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

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

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

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.

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.

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

Part V: Budget

Total:	\$0.00
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