

Hillsborough County Public Schools

# Carver Exceptional Center



2021-22 Schoolwide Improvement Plan

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## Carver Exceptional Center

2934 E HILLSBOROUGH AVE, Tampa, FL 33610

[ no web address on file ]

### Demographics

**Principal: Artis Gambrell**

Start Date for this Principal: 9/7/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Economically Disadvantaged Students*
<b>School Grades History</b>	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Hillsborough 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](http://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.

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## Carver Exceptional Center

2934 E HILLSBOROUGH AVE, Tampa, FL 33610

[ no web address on file ]

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">Special Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

### School Grades History

Year  
Grade

### School Board Approval

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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. 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.**

To inspire and challenge each student to grow and accomplish academic, behavioral, social, and vocational successes on a daily basis.

**Provide the school's vision statement.**

To help each student develop academically and behaviorally to become productive, responsible, and successful members of society.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
DeRose, Kristen	School Counselor	Guidance Counselor
Howard, LaShondra	Principal	School administration

### Demographic Information

**Principal start date**

Tuesday 9/7/2021, Artis Gambrell

**Number of teachers with a 2019 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 2019 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.*

3

**Total number of teacher positions allocated to the school**

12

**Total number of students enrolled at the school**

65

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

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

1

Demographic Data

**Early Warning Systems**

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	7	9	9	8	14	12	6	65
Attendance below 90 percent	0	0	0	0	0	0	2	3	2	3	4	4	2	20
One or more suspensions	0	0	0	0	0	0	0	0	2	1	1	0	1	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	3	1	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	1	1	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	9	8	12	10	4	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	9	8	13	9	4	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	7	4	6	4	8	7	0	36

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

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

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Wednesday 9/15/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**The number of students identified as retainees:**

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

**2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**The number of students identified as retainees:**



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					56%	56%		54%	56%
ELA Learning Gains					54%	51%		53%	53%
ELA Lowest 25th Percentile					41%	42%		43%	44%
Math Achievement					49%	51%		48%	51%
Math Learning Gains					48%	48%		49%	48%
Math Lowest 25th Percentile					45%	45%		45%	45%
Science Achievement					69%	68%		65%	67%
Social Studies Achievement					75%	73%		73%	71%

### 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
06	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	55%	-55%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2021					
	2019	0%	49%	-49%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	0%	47%	-47%	48%	-48%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	66%	-66%	67%	-67%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	67%	-67%	71%	-71%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	73%	-73%	70%	-70%

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	63%	-63%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	57%	-57%

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

FSA testing, WRAT (Wide Ranging Aptitude Test), Teacher designed assessments, Common Lit, MyOn, Math Nation, FAIR testing.

Grade 6					
	Number/% Proficiency	Fall	Winter	Spring	
English Language Arts	All Students	0	0	0	
	Economically Disadvantaged	0	0	0	
	Students With Disabilities	0	0	0	
	English Language Learners	0	0	0	
	Number/% Proficiency	Fall	Winter	Spring	
Mathematics	All Students	0	0	0	
	Economically Disadvantaged	0	0	0	
	Students With Disabilities	0	0	0	
	English Language Learners	0	0	0	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0



Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

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	18	29		28	60					10	
BLK	31									30	
FRL	18	29		28	60					20	

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	5	21		13	36		20	8			
BLK	7			17	30						
FRL	5	21		7	33			8			
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

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	160
Total Components for the Federal Index	5
Percent Tested	76%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

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%	

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%	

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%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
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%	
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%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**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?**

Each data component shows low performance.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The data shows a consistently low level of performance.

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

All areas show the same or similar achievement gap. Attendance, discipline issues and disabilities all contribute to the low performance. A renewed emphasis on providing positive classroom strategies as well as providing all necessary and allowed accommodations will be implemented.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Percentage of students completing testing.

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

Administration focused on reaching out to families to ensure times were available to complete testing.

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

1. Emphasizing course performance in math and ELA with use of incentive plan to improve areas of need.
2. Improving attendance rate through family outreach and community resources.
3. Improving school discipline through incorporating in school strategies that rely on one on one interventions and incentives for positive behaviors.

**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.**

Teachers and staff will be afforded opportunities to train in behavior management, test taking strategies as well as family engagement.

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

The school will use our support system of counselors and Gracepoint staff to address individual student needs as well as reaching out to families.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Student achievement exhibited by gains in reading and math can be linked to providing a positive incentive based culture across all aspects of learning.

**Measurable Outcome:** We will achieve 95% success with students reaching daily 80% point goals using our incentive program (Kickboard). The program is designed to track behaviors as well as academic targets.

**Monitoring:** Progress will be monitored daily and weekly by staff and administration and incentives will be tied to reaching goals on a daily/weekly/quarterly basis.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Students who reach their point/level goals will achieve behavior/academic success.

**Rationale for Evidence-based Strategy:** Students enjoy earning points to gain incentives which include daily rewards, weekly events and quarterly rewards.

**Action Steps to Implement**

1. Provide professional development to support instructors in gathering accurate student engagement data to address the low performance of our African-American, Students with Disabilities, and our Economically Disadvantaged students.
2. Receive input from faculty on creating effective point gathering instruments to address the low performance of our African-American, Students with Disabilities, and our Economically Disadvantaged students.
3. Review and reflect weekly on data collected to address the low performance of our AfricanAmerican, Students with Disabilities, and our Economically Disadvantaged students.
4. Implement student-driven data collection and "chats" designed to engage students in the process of improving individual performance to address the low performance of our AfricanAmerican, Students with Disabilities, and our Economically Disadvantaged students.
5. These steps in conjunction with improving our student attendance will help to increase our graduation rate.

**Person Responsible** [no one identified]

**#2. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:** Instructors will focus on designing and implementing lessons with the goal of increasing student engagement.

**Measurable Outcome:** Carver Exceptional will improve scores in ELA and Math to improve academic achievement.  
**Monitoring:** Points/levels will be monitored Daily/Weekly/Quarterly through the digital point gathering system.

**Person responsible for monitoring outcome:** LaShondra Howard (lashondra.howard@hcps.net)

**Evidence-based Strategy:** Students will meet daily/weekly/quarterly lesson engagement targets as measured on the school's newly designed and implemented incentive program. Each instructor will record the data in terms of engagement points earned per period and the data gathering will become part of each teacher's continuous instructional goals.

**Rationale for Evidence-based Strategy:** Point and level tracking have been proven to be effective District-wide when data is accurately gathered and evaluated.

**Action Steps to Implement**

1. Provide professional development to support instructors in gathering accurate student engagement data to address the low performance of our African-American, Students with Disabilities, and our Economically Disadvantaged students.
2. Receive input from faculty on creating effective point gathering instruments to address the low performance of our African-American, Students with Disabilities, and our Economically Disadvantaged students.
3. Review and reflect weekly on data collected to address the low performance of our AfricanAmerican, Students with Disabilities, and our Economically Disadvantaged students.
4. Implement student-driven data collection and "chats" designed to engage students in the process of improving individual performance to address the low performance of our African-American, Students with Disabilities, and our Economically Disadvantaged students.
5. These steps in conjunction with improving our student attendance will help to increase our graduation rate.

**Person Responsible** [no one identified]

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The rise in success with our school incentive program (Kickboard) will correlate with a decrease in discipline incidents. Discipline and behavior will be monitored through the platform and will be assessed in coordination with administration using current/past discipline data.**

### Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Carver builds positive school culture and environment by creating a welcoming and positive experience for all of our students and providing educational, emotional and behavioral support through a variety of disciplines and programs.

The school has an Ambassador program that targets those students who exhibit academic and behavioral success. The program provides leadership skills to those students selected and provides an opportunity to experience real world success and to take leadership roles on campus similar to Student Council activities while representing the school in a positive manner.

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

Teachers and Paraprofessionals provide period by period academic and behavioral supports and track points and levels with a goal of reaching each student and providing a positive environment. Social Services provide daily and weekly counseling both scheduled and on an as needed basis to provide support for students who may present with issues at home or on the school campus. Administration provides leadership and structure to allow for student growth in academics as well as behaviors, with the goal of allowing students to matriculated back to their neighborhood schools. Gracepoint provides counseling services weekly throughout the school year.

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
<b>Total:</b>			<b>\$0.00</b>