

Hillsborough County Public Schools

Carver Exceptional Center



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
R.A.I.S.E	0
Positive Culture & Environment	16

Carver Exceptional Center

2934 E HILLSBOROUGH AVE, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Artis Gambrell

Start Date for this Principal: 8/23/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Special 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* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: Maintaining 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

-Our population is 100% free and reduced lunch, ESE, and EBD. Our students attend our school not by choice, but due to a change of placement from either a major incident, and/or a pattern of destructive/deviant behavior.

Our supports that used to improve and refine the behavior of our students so that they may attend their general educational setting and be successful are as follows: extensive incentives on the individual basis and throughout the school as well, a detailed and appropriate point level tracking system so that we can have data every period of the day while a student is on campus, and clubs, activities, and mentoring so that each student can hone skills to be successful upon leaving.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gambrell, Artis	Principal	Acting Principal of 2022/2023 School Year
Williams, Rashaad	Teacher, ESE	-SAC Chair -ESE Math and Science Teacher -Behavior Strategist/Interventionist -Technology Support -Admin Support
DeRose, Kristen	School Counselor	-Guidance Counselor -Testing coordinator -Therapy services provider
Mordecai, Brandy	Teacher, ESE	SAC CTA Representative HOPE Teacher Behavior Interventionist Admin Support

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

-

Demographic Information

Principal start date

Tuesday 8/23/2022, Artis Gambrell

Total number of students enrolled at the school.

52

Total number of teacher positions allocated to the school.

13

Number of teachers with professional teaching certificates?

11

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

8

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

3

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

2

Demographic Data

Early Warning Systems

2022-23

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	3	7	6	10	5	11	10	52	
Attendance below 90 percent	0	0	0	0	0	0	0	3	2	7	3	6	3	24	
One or more suspensions	0	0	0	0	0	0	1	5	1	3	2	4	2	18	
Course failure in ELA	0	0	0	0	0	0	1	1	4	1	4	1	3	15	
Course failure in Math	0	0	0	0	0	0	0	1	3	2	3	1	2	12	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	3	3	2	5	2	6	9	30	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	3	5	6	9	5	9	9	46	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	7	6	10	5	9	9	49	

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	3	7	5	9	5	5	3	37	

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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	2	3	

Date this data was collected or last updated

Pending

2021-22 - 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	9	7	12	5	6	5	5	49	
Attendance below 90 percent	0	0	0	0	0	0	2	2	3	2	3	2	4	18	
One or more suspensions	0	0	0	0	0	0	0	5	4	4	2	4	2	21	
Course failure in ELA	0	0	0	0	0	0	1	1	4	1	4	1	3	15	
Course failure in Math	0	0	0	0	0	0	0	1	3	2	3	1	2	12	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	2	6	1	4	5	21	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	7	10	4	5	5	5	45	

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	2	2	15

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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	2	0	3	

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		52%	51%					56%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		39%	38%					49%	51%
Math Learning Gains								48%	48%
Math Lowest 25th Percentile								45%	45%
Science Achievement		46%	40%					69%	68%
Social Studies Achievement		49%	48%					75%	73%

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	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison						
07	2022					
	2019	0%	54%	-54%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	49%	-49%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	47%	-47%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	73%	-73%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	57%	-57%

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	6	47		14	36					17	
FRL	6	50		17						18	
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			

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	114
Total Components for the Federal Index	5

ESSA Federal Index	
Percent Tested	79%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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
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
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

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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Our area of focus was attendance so that students can be in the building to be able to learn, have their performance tracked, and do the activities and strategies we have in place.

To focus on progress monitoring, we do phone calls for students who have been absent unexcused for multiple days and/or home visits if necessary. We also have attendance incentives for kids who come regularly and consistently.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was our discipline (specifically with physical altercations, elopement from school campus, and skipping class).

To limit those actions, we started the year with more supervision by fulfilling as many vacancies as possible, we revamped our point sheet and level system so that all our students have it clearly spelled out as to expectations and consequences, we included clear incentives so that students know what to earn while feeling compelled to earn, and lastly we introduced a working consistent isolation room for students who exhibit any noncompliant, disruptive, and/or disrespectful behavior.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

-Absences and entering the current grade with no improvements from the previous years. Also, distracting behavior that disallows them from focusing on academics and learning disabilities that make it more difficult to learn.

To address the need for improvement we need (and are) implementing new strategies for behavior tracking, interventions, and strategies to circumvent suspension and the traditional consequences. Also, we will provide opportunities for our students to learn in a positive classroom environment.

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

-Attendance specifically is attributing to performance. Students who attend regularly are passing and excelling, those absent approximately 2-5 days per week on average have lower grades and/or failing.

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

-Lunch tutoring.

Each teacher's classroom has been fitted with more modern technology in order to allow them to be competitive within the classroom and to academically reach the new generation of students.

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

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructors will focus on designing and implementing lessons with the goal of increasing student engagement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Carver Exceptional will improve scores in ELA and Math to improve academic achievement, as well as making sure that we improve our amount of students who participate in testing.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Observations, and student success.

Person responsible for monitoring outcome:

Artis Gambrell (artis.gambrell@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Point and level tracking have been proven to be effective District-wide when data is accurately gathered and evaluated, this also ties in with tracking students academic achievement levels and making sure they obtain their goals to continue furthering their education.

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.

- Ensuring that teachers are creating comparable and accurate lesson plans regularly, either during PLC's or independently.
- Provide professional development to support instructors in gathering accurate student engagement data to address the low performance of our students with disabilities and our economically disadvantaged students.
- Receive input from faculty on creating effective point gathering instruments to address the low performance of our students with disabilities, and our economically disadvantaged students.
- Review and reflect weekly on data collected to address low performance.
- Implement student-driven data collection and PLC's designed to engage students in the process of improving individual performance to address the low performance students with disabilities, and our economically disadvantaged students.

Person Responsible

Artis Gambrell (artis.gambrell@hcps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Other specifically relating to Positive Culture (Strategies and Interventions)**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will achieve 80-95% success with students reaching daily a minimum of 75% point goals using our incentive program. The program is designed to track behaviors as well as academic targets and match it with our level system.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Artis Gambrell (artis.gambrell@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students who reach their point/level goals will achieve behavior/academic success. They also will receive incentives in school and incentives that will reach outside of Carver.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students enjoy earning points to gain incentives which include daily rewards, weekly events and quarterly rewards.

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.

- Creating schoolwide and individual incentives and an incentive program for students to be able reap reward for progress and success.
- Receive input from faculty on creating effective point gathering instruments to address the behaviors and any non-compliance with our system directly addressing our students with disabilities and our economically disadvantaged students.
- Contact parents via linking to point sheet platforms and/or phone calls home regularly (weekly/bi-weekly) to create an open line of communication to know levels and progress of their child(ren).

Person Responsible

Brandy Mordecai (brandy.mordecai@hcps.net)

Creating schoolwide and individual incentives and an incentive program for students to be able reap reward for progress and success.

Person Responsible

Artis Gambrell (artis.gambrell@hcps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The process for monitoring both our applicable subgroups (economically disadvantaged and students with disabilities) is as follows:

- Point sheets to monitor progress within the classes and throughout campus.
- Attendance reports
- Discipline reports to introduce more structure for our "heavy hitters"
- Parent communication log for positivity and for contact for concerning/detrimental behavior.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

-For attendance and engagement we have our points tracking system on Microsoft Excel that can track the progress of each student in every class as well as breakfast, lunch, and dismissal. The 5 categories in which students earn or don't earn points are: Respect, Attendance, Preparedness, Participation, and an IEP specific category. Each student has 100 points max per day, and 500 points max per week. Each students overall behavior is also tracked on a level system ranging 1-5. This way we can track progress along with consistency, and pull aside those who are not progressing and address them specifically, and award and recognize those who are excelling. Once students are reaching levels 3-5, consideration to change placement back into the regular education setting is considered.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

-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. teachers and paras also are responsible for facilitating: Incentive Fridays, mentor days, clubs and activities, and March Madness basketball tournament.

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 on our 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.

Our Gracepoint services provide counseling services weekly throughout the school year, and also if there may be a situation when a student is under stress or frustration.

Describe how implementation will be progress monitored.

-Implementation of our system will be progress monitored by our administration and lead teachers who will ensure that our staff and faculty are compliant and consistent with data entry and execution of our systems.

-Our students will be progress monitored through the data and system; every Friday their data will be assessed to be able to determine their progress and whether they have earned the ability to enjoy incentives on a individual and whole school basis.

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.

Action Step	Person Responsible for Monitoring
-Ensuring that accurate information and the point level system is efficient and easy to use by all stakeholders.	Williams, Rashaad, rashaad.williams@hcps.net
Execution and introduction of all steps as well as naming roles.	Gambrell, Artis, artis.gambrell@hcps.net
Responsible for creation of incentives (schoolwide and individually).	Mordecai, Brandy, brandy.mordecai@hcps.net
Responsible for clubs, activities, and mentoring.	Gambrell, Artis, artis.gambrell@hcps.net
Responsible for clubs, activities, and mentoring.	DeRose, Kristen, kristen.derose@hcps.net