Carver Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Carver Middle School

1200 N. BEECHER ST, Leesburg, FL 34748

https://cms.lake.k12.fl.us/

School Board Approval

This plan was approved by the Lake County School Board on 10/23/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

Lake - 0351 - Carver Middle School - 2023-24 SIP

I. School Information

School Mission and Vision

Provide the school's mission statement.

We are a professional learning community that continually strives to support our individual students' needs through the strategic use of an engaging and standards-aligned curriculum to prepare our students beyond middle school.

Provide the school's vision statement.

The members of Raider Nation will become a community of never ending learnings that BELIEVE in themselves and their ability to learn, ACHIEVE academically and personally, and SUCCEED at Carver Middle School, through high school, and beyond.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.**:**

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Name	Position Title	Job Duties and Responsibilities
Kelley-Truitt, Kinetrai	Principal	To oversee the academic program and management of the school. Defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community. Provides a common vision for the use of data-based decision making. Ensures the implementation of effective teaching strategies. Conducts assessment of skills of school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development.
Thornton, Nicole C.	Assistant Principal	To assist with overseeing the academic program and management of the school. Assists with the development of plans for interpreting the school program to the community. Ensure the common vision for the use of data-based decision making is followed. Ensures the implementation of effective teaching strategies. Conducts assessment of skills of assigned school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development.
Shenefield, Tricia	Other	PBIS Coordinator Monitor, support, and track students below grade level in order to provide opportunities for promotion to the next grade level Maintain continuous contact with families of all at-risk students Provide feedback to teachers and counselors concerning home environments Assist counselors and staff in providing special assistance to students in Tier II and III for behavior Assist with the coordination of the PASS program Work with counselor in the scheduling process for these at-risk students Attend school and district meetings on discipline Work with the community to develop business partnerships and resources for students Attend school activities and events beyond the work day Attend and conduct specialized professional development for dealing with at-risk students and the PBIS program
Abney, Everette	Other	Mentor program Maintain continuous contact with families of all at-risk students Provide feedback to teachers and counselors concerning home environments Assist counselors and staff in providing special assistance to students in Tier II and III for behavior Assist with the coordination of the ISS program Work with counselor in the scheduling process for these at-risk students Attend school and district meetings on discipline Work with the community to develop business partnerships and resources for students Attend school activities and events beyond the work day

Name	Position Title	Job Duties and Responsibilities
		Attend specialized professional development for dealing with at-risk students and the PBIS program
Thomas, Micheka	Other	Monitor, support, and track students below grade level in order to provide opportunities for promotion to the next grade level Maintain continuous contact with families of all at-risk students Provide feedback to teachers and counselors concerning home environments Assist with the coordination of the PASS program Work with counselor in the scheduling process for these at-risk students Attend school and district meetings on discipline Work with the community to develop business partnerships and resources for students Attend school activities and events beyond the work day Attend and conduct specialized professional development for dealing with at-risk students and the PBIS program
Whitsett, Christopher	School Counselor	Guidance Counselor: Provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. Support facilitator for student interventions and student services. Monitor attendance and conduct Child Study Team meetings with families when necessary. Communicate with parents regarding students at risk of failing for assigned grade levels (7th grade M-Z and 8th graders). Facilitate parent conferences and oversee ELL and 504 students and behavior plan implementation.
Williams, Robert	School Counselor	Guidance Counselor: Provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. Support facilitator for student interventions and student services. Monitor attendance and conduct Child Study Team meetings with families when necessary. Communicate with parents regarding students at risk of failing for assigned grade levels (6th Grade and A-L 7th graders). Facilitate parent conferences and oversee ELL and 504 students and plan implementation.
Vanderkin, Cynthia	Other	Oversees ESE compliance for the school.
Rickman, Monique	Teacher, K-12	Science Teacher
Clark, Christine	Teacher, K-12	Science Department Chair
Johnson, Sarah	Teacher, K-12	Math Department Chair

Name	Position Title	Job Duties and Responsibilities
Niznik, Valda	Assistant Principal	To assist with overseeing the academic program and management of the school. Assists with the development of plans for interpreting the school program to the community. Ensure the common vision for the use of data-based decision making is followed. Ensures the implementation of effective teaching strategies. Conducts assessment of skills of assigned school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development.
Rudolph-Montgomery, Brittany	Teacher, K-12	ELA Department Chair
Drake, Wendy	Reading Coach	Fosters relationships and models enthusiasm, commitment, and passion for focused literacy instruction. Organizes and leads ongoing, job-embedded professional learning that is standards-based and data-driven including, but not limited to: leading job-embedded reading endorsement coursework; facilitating face-to-face learning sessions at school site; observing and problem-solving with teachers, using the district-approved coaching cycle; monitors participant implementation and progress. Works directly with teachers to improve instructional practice using the district-approved coaching cycle. Visits classrooms on a daily basis. Encourages and supports teachers in their efforts to implement targeted literacy instruction using data analysis. Models and demonstrates scientific-based literacy strategies. Facilitates collaborative planning focused on literacy instruction and grade level standards across all content areas. Commits to ongoing personal, professional growth including attendance at district literacy coach meetings. Analyzes student achievement data with school and district leadership in order to inform decision-making. Ensures effective communication with school, district, and community stakeholders. Assists teachers with analysis and instructional use of student assessment data. Accomplish duties designated by the district K-12 Reading Plan. Utilizes current technology, as appropriate, to perform job functions and participates in training programs offered to increase technology skill level, job proficiency, current trends, and best practices relevant to the area of responsibility.

Name	Position Title	Job Duties and Responsibilities
Stevenson, Sheneka	Instructional Coach	Communicates general and technical information targeting content areas in a clear informative manner, and assists professionals in planning and implementing strategies for content area teachers. Facilitates dialogue through collegial discussion with the district administrative staff and school personnel. Works directly with students as well as classroom teachers. Assists new teachers in identifying trends in school data, in identifying individual student strengths and needs, and in analyzing and formulating school improvement strategies. Organizes and leads staff development based on the specific needs of the students. Models high quality teaching, observes content area teachers in their classrooms and gives feedback to content area teachers regarding instructional strategies. Maintains appropriate documentation of content area teacher performance and assists content area teachers in demonstrating competencies. Helps new teachers in curriculum mapping and planning, and gives direction for integration of units and lesson planning. Assists content area teachers with professional development in best practices, differentiating instruction and selecting best strategies for learning. Keeps a daily accountability log. Attends coordination and training meetings with other coaches in district. Supports program specialists, district administrators and uses instructional assessment to include screening, diagnostic testing, progress monitoring and outcome measures. Facilitates grade level and team meetings focusing on accomplishing the content area benchmarks.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We continuously work to build positive relationships with all stakeholders as we believe that engaging all promotes greater success for our students. We participate in community events, host parent engagement events, conferences, and celebrations for all stakeholders. We schedule and provide timely notice of School Advisory Council meetings through multi-media platforms such as the call out system and Facebook. In addition, information is shared via our schools website Carver@lake.k12.fl.us. Data Parent/Teacher Conferences - Teachers will discuss each child's assessment results, current grades, expectations, and goals for the school year. Curriculum Nights - we highlight the expected learning outcomes by providing aligned activities for families to participate in together. We host nights such as Literacy Night, ELL Night, Science Fair Night, College and Career Night along with a host of celebrations for academic and behavioral achievement. The Title I annual Meeting is held to explain the Title I

programs and the rights of parents to be involved. School-Parent Compact - Outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate. The plan is developed in coordination with parents, community partners, staff and students. To gather input an end of the year, a survey will be sent to parents, community partners, staff, and students. Carver will host the annual face-to-face gathering to families and community members as well. Stakeholders also give input during School Advisory Council meetings monthly held at the school.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The following processes will be used to monitor SIP progress:
1. Data progress will be tracked through PM 1 & PM2 data, common formative assessments, iReady, ALEKS, and IXL by department.
2. Classroom walkthrough data.
3. Student data binders.
4. Common Planning minutes
5. School Advisory minutes
6. Staff and Community feedback is conducted at each School Advisory Meeting as well as a once a year open forum for staff and the community
The leadership team meets on the 2nd Friday of each month to disaggregate the data from the sources listed. Indicators that we are moving towards our goals will include: increase in proficient students from PM1 - PM2 data; proficiency indicators from iReady, IXL, and ALEKS; walkthrough data will indicate strengthened instructional practices as we look from transference from planning to classroom instruction to support individual learning needs. During collaborative planning, teachers will make adjustments to their intervention blocks targeting students that need support.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)*

	Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	125	134	143	402
One or more suspensions	0	0	0	0	0	0	32	42	19	93
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	27	47	18	92
Course failure in Math	0	0	0	0	0	0	27	45	18	90
Level 1 on statewide ELA assessment	0	0	0	0	0	0	91	190	55	336
Level 1 on statewide Math assessment	0	0	0	0	0	0	71	56	75	202
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	91	190	55	336

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	112	103	90	305

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	104	130	110	344
One or more suspensions	0	0	0	0	0	0	44	63	34	141
Course failure in ELA	0	0	0	0	0	0	3	7	10	20
Course failure in Math	0	0	0	0	0	0	2	3	2	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	78	101	76	255
Level 1 on statewide Math assessment	0	0	0	0	0	0	79	103	73	255
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	73	88	78	239

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	36	24	31	91

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	34	27	21	82
Students retained two or more times	0	0	0	0	0	0	1	0	2	3

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	104	130	110	344
One or more suspensions	0	0	0	0	0	0	44	63	34	141
Course failure in ELA	0	0	0	0	0	0	3	7	10	20
Course failure in Math	0	0	0	0	0	0	2	3	2	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	78	101	76	255
Level 1 on statewide Math assessment	0	0	0	0	0	0	79	103	73	255
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	73	88	78	239

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	36	24	31	91

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	5	13	2	20
Students retained two or more times	0	0	0	0	0	0	1	3	2	6

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	43	49	39	45	50	41		
ELA Learning Gains				40			39		
ELA Lowest 25th Percentile				32			34		
Math Achievement*	44	52	56	42	33	36	42		
Math Learning Gains				46			41		
Math Lowest 25th Percentile				48			41		
Science Achievement*	30	42	49	45	50	53	41		
Social Studies Achievement*	63	64	68	61	54	58	63		
Middle School Acceleration	61	70	73	56	45	49	63		
Graduation Rate					47	49			
College and Career Acceleration					67	70			
ELP Progress	46	44	40	26	71	76	39		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	4
ELL	40	Yes	3	
AMI				
ASN	58			
BLK	35	Yes	4	
HSP	45			
MUL	26	Yes	2	1
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	58			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL	38	Yes	2	
AMI				
ASN	62			
BLK	36	Yes	3	
HSP	40	Yes	1	
MUL	33	Yes	1	
PAC				
WHT	53			
FRL	38	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			44			30	63	61			46
SWD	15			18			16	35			4	
ELL	32			43			32	58	31		6	46
AMI												
ASN	38			77							2	
BLK	26			30			19	41	58		5	
HSP	34			41			27	70	41		6	55

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	25			28			9	40			4	
PAC												
WHT	45			57			45	75	70		5	
FRL	30			37			23	57	57		6	40

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	40	32	42	46	48	45	61	56			26
SWD	15	33	24	20	34	36	10	43				
ELL	27	43	34	32	44	38	39	59				26
AMI												
ASN	56	55		63	73							
BLK	23	30	28	25	38	49	33	43	56			
HSP	37	45	40	35	43	43	34	62	50			14
MUL	28	22		29	43		42					
PAC												
WHT	52	46	30	57	52	50	54	78	58			
FRL	33	38	31	35	42	43	40	53	50			13

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	39	34	42	41	41	41	63	63			39
SWD	16	22	21	17	32	25	7	25				
ELL	25	43	44	28	38	33	20	44				39
AMI												
ASN												
BLK	27	34	25	25	36	41	20	38	39			
HSP	41	42	41	43	40	43	47	58	53			45
MUL	38	59		32	41			70				
PAC	10			18								
WHT	49	39	36	52	43	51	53	74	71			

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	34	34	32	37	41	40	33	55	57			44

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	29%	43%	-14%	47%	-18%
08	2023 - Spring	31%	46%	-15%	47%	-16%
06	2023 - Spring	33%	46%	-13%	47%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	36%	55%	-19%	54%	-18%
07	2023 - Spring	35%	47%	-12%	48%	-13%
08	2023 - Spring	45%	56%	-11%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	44%	-15%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	51%	40%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	49%	44%	48%	45%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	67%	-7%	66%	-6%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The state assessment scores in Science showed the lowest performance. Teachers lack the knowledge to teach vocabulary in context. Science labs were not conducting regularly to help students apply their learning. The IXL data was not disaggregated thoroughly in order to make adjustments to the intervention block.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science showed the greatest decline. The factor that contributed this to this decline was teaching vocabulary out of context and a minimal amount of labs offered to students. Another factor was a lack of vertical alignment with supports to ensure standards are mastered in order to support 8th grade.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The FAST ELA 7th grade and Math 6th grade had the greatest gap when compared to the state average?

The factors that contributed to the gap for Math are:
Essential standards identified were not reinforced consistently during classroom and intervention instruction.
SWD had inconsistent support due to no personnel

The factors that contributed to the gap for ELA are:
SWD had inconsistent support due to 2/5 ESE VE support personnel hired
SWDs have significant learning gaps identified as reading comprehension

Trends in ELA and Math show stagnant results indicating a need to consistently revisit and revise instructional delivery methods.

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

FAST data indicates that Math showed the most improvement. Based on PM2, the intervention block was revised to strategically target students needing support and extension.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Performance data regarding the consistent low number of proficient students on the state assessment for our SWDs and African American students show the most concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our priorities for the 2023-2024 school year are out SWDs, ELL, AA, Science, and ELA.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the FAST data indicating the students with disabilities has been below 41% proficiency for 3 years. This are is our most critical area.

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

By focusing on this area, we expect to see an increase in growth and achievement levels on PM1 from 27% to PM 2 45% proficiency.

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

The administrative team and academic coaches will conduct quarterly data chats utilizing the data chat tool in Learning By Doing. The data will indicate what adjustments need to be made during the intervention block based on student need.

Person responsible for monitoring outcome:

Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following evidence programs will be used during intervention time: Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS), iReady, IXL, and Math Nation EdgeXL

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The school data indicates a need for explicit intentional instruction aligned to the intended learning of the benchmark. The school data indicates a need to adjust instruction for intervention and re-teaching.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Lead teachers, administration, and academic coaches will establish a systematic way of collecting the data. All students will have a data folder in the Google drive. The second step at each weekly PLT meeting with be to examine current data. We will expect an increased of at least 15% greater than the previous assessment.

Person Responsible: Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)

By When: At the end of each unit and APM and LSA results

Administration, academic coaches, and the ESE specialist will establish clear role expectations for general education and exceptional student education teachers to support student learning needs. Administration,

academic coaches, and the ESE specialist will conduct regular learning walks, examine lesson plans during PLTs, monitor VE progress reports, and conduct professional development based on teacher need. The goals is to provide increased student engagement during instructional time.

Person Responsible: Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)

By When: Weekly

Provide tiered and targeted interventions based on SWD data. Priority groups will be established by grade level and subject. Students will receive on-time interventions to increase proficiency. Flextime rosters will be reviewed during PLTs.

Person Responsible: Sheneka Stevenson (stevensons@lake.k12.fl.us)

By When: September 1, 2023

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The school data indicates a need for explicit intentional instruction aligned to the intended learning of the benchmark. Based on the Gap Analysis we are focusing on teachers having a clear understanding of benchmark aligned instruction.

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

By focusing on this area, we expect to see an increase in standards aligned tasks related to grade level benchmarks. , because teachers will receive tiered targeted support according to skill and will. Our proficiency goals are:
Increase ELA proficiency from 31%-40%
Increase math proficiency from 39%-44%
50% learning gains in ELA and math
50% proficiency in our BQ group

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

Administration and the instructional coaches will attend all collaborative planning sessions; then meet weekly to determine tiered supports.
The academic coaches will facilitate the deconstruction of the standards and co-teach as a model for teachers needing tiered support.
The teachers will deconstruct and plan for modeling of instructional strategies based on standards.

Person responsible for monitoring outcome:

Wendy Drake (drakew@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Responding to the 4 PLC questions to ensure students are able to know what they are learning, why they are learning it, responding to students that understand and students that don't
Gradual Release of Responsibility 4 step model

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These instructional practices provide teachers opportunities to scaffold instruction and to support and extend learning. The Gradual Release of Responsibility allows opportunities for teachers to model their thinking, guide students through a lesson, allow students an opportunity to collaborate and learn from one another before releasing them to work independently.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Instructional Coach, department chair, and teacher lead:

1. Develop collaborative planning "look fors"
2. Utilize the collaborative planning form and place in the Google Drive
3. Ensure standards-aligned tasks aligned to standards are placed in the Google Drive

Person Responsible: Sheneka Stevenson (stevensons@lake.k12.fl.us)

By When: Weekly collaborative meetings

Coaches and Teacher Leads:

1. Establish a clear understanding of the benchmarks
2. Collect evidence using learning walks, teacher observations, and review standards aligned tasks in lesson plans

Person Responsible: Wendy Drake (drakew@lake.k12.fl.us)

By When: Collaborative planning will begin on August 22, 2023. The teachers, coaches, and administration will meet on a weekly basis.

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Continual and targeted data analysis to address needs of black students.

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

By focusing on this area, we expect to see an increase in growth and achievement levels on APM and FAST. Black/African American students will show an increase in achievement levels from 36% to 51%.

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

Quarterly data chats will be held with all teachers.

Person responsible for monitoring outcome:

Wendy Drake (drakew@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following programs will be used during intervention time: SIPPS, iReady, IXL, and EdgeXL

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The school data indicates a need for explicit intentional instruction aligned to the intended learning of of the benchmark. The school data indicates a need to adjust instruction for intervention and re-teaching.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Lead teachers, administration, and academic coaches will establish a systematic way of collecting the data. All students will have a data folder in the Google drive. The second step at each weekly PLT meeting with be to examine current data. We will expect an increased of at least 15% greater than the previous assessment.

Person Responsible: Wendy Drake (drakew@lake.k12.fl.us)

By When: At the end of each unit and APM and LSA results

Administration and academic coaches will establish clear role expectations for general education and exceptional student education teachers to support student learning needs. Administration and academic coaches will conduct regular learning walks, examine lesson plans during PLTs, monitor VE progress reports, and conduct professional development based on teacher need. The goals is to provide increased student engagement during instructional time.

Person Responsible: Wendy Drake (drakew@lake.k12.fl.us)

By When: Weekly

Provide tiered and targeted interventions based on Black/African American data. Priority groups will be established by grade level and subject. Students will receive on-time interventions to increase proficiency. Flextime rosters will be reviewed during PLTs.

Person Responsible: Wendy Drake (drakew@lake.k12.fl.us)

By When: September 1, 2023

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Continual and targeted data analysis to address needs of English Language Learners.

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

By focusing on this area, we expect to see an increase in growth and achievement levels on the ELA PM 1 & 2 and FAST from 38% proficiency to 53% proficiency.
We also expect and increase in overall WIDA scores in the categories of Bridging and Reaching to increase from 6% overall to 50% overall at the end of the year.

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

ELL data from iReady reports will be reviewed monthly with administration, the ELL TA, and teachers to track determine if ELL student growth is on track for proficiency.

Person responsible for monitoring outcome:

Nicole C. Thornton (thorntonn@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following programs will be used during intervention time: Rosetta Stone and iReady.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The school data indicates a need for explicit intentional instruction aligned to the intended learning of of the benchmark. The school data indicates a need to adjust instruction for intervention and re-teaching.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Lead teachers, administration, and academic coaches will establish a systematic way of collecting the data. All students will have a data folder in the Google drive. The second step at each weekly PLT meeting will be to examine current data.

Person Responsible: Nicole C. Thornton (thorntonn@lake.k12.fl.us)

By When: At the end of each unit and APM and LSA results

Administration, academic coaches, and the ELL TA will establish clear role expectations for general education and exceptional student education teachers to support student learning needs. Administration, academic coaches, and the ELL TA will conduct regular learning walks, examine lesson plans during

PLTs, monitor VE progress reports, and conduct professional development based on teacher need. The goals is to provide increased student engagement during instructional time.

Person Responsible: Nicole C. Thornton (thorntonn@lake.k12.fl.us)

By When: Weekly

Provide tiered and targeted interventions based on SWD data. Priority groups will be established by grade level and subject. Students will receive on-time interventions to increase proficiency. Flextime rosters will be reviewed during PLTs.

Person Responsible: Nicole C. Thornton (thorntonn@lake.k12.fl.us)

By When: September 1, 2023

#5. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the GAP analysis assessment, we are focusing on implementing the PBIS system creating a positive school culture for students and staff.

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

By focusing on climate and culture, we expect to see a decrease in disciplinary referrals and suspensions by a minimum of 25% (1006 referrals to 856 referrals) because of the implementation of PBIS school-wide.

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

Discipline data will be disaggregated at the monthly data chats with administration, potential specialists, guidance counselors, and academic coaches.

Person responsible for monitoring outcome:

Tricia Shenefield (shenefieldt@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Carver will reimplement the following PBIS system components:
1. Developed school-wide expectations
2. PBIS common area lesson plans
3. Acknowledgement system "Carver Cash"
4. Structured Celebrations
5. Staff training
6. PBIS committee
7. Established funding/donations

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The school data indicates a need to maintain an environment that reflects a culture of respect that is conducive to learning and collaboration.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Staff training will take place during preplanning.
2. A PBIS committee will be established and meet monthly.
3. Provide clear expectations for student behavior by teaching PBIS lessons in the classroom. The

evidence collected will be the lesson plan schedule and PBIS checklists. By conducting the PBIS lessons, students will have an understanding of school-wide behavior expectations with rewards and consequences.

4. Students will sign a PBIS contract.

5. A suggestion box will be introduced to students and teachers regarding the type of rewards and celebrations students and staff would like to have.

6. Referral and attendance data will be reviewed to determine if office referrals have declined compared to the previous years.

Person Responsible: Tricia Shenefield (shenefieldt@lake.k12.fl.us)

By When: September 10th

Students will participate on the PBIS team and participate in surveys and team meetings. Students will meet to discuss the results of the survey. Students will be impacted because they will have ownership.

Person Responsible: Tricia Shenefield (shenefieldt@lake.k12.fl.us)

By When: October 23, 2023

The school will conduct more frequent celebrations for students following expectations. We will keep track of positive student behavior using the Google Drive.

Person Responsible: Tricia Shenefield (shenefieldt@lake.k12.fl.us)

By When: October 23, 2023

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The subgroup data for Hispanic, Multi-racial, and economically disadvantaged shows that these groups were below 41% proficiency for two consecutive years in ELA. The data indicates the need for a stronger tiered intervention system. We are already focusing on benchmark-aligned instruction as one of our areas of focus for tier 1 instruction. The focus will be on tier II and III interventions for our students scoring level 1 and level 2 on PM 3.

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

By focusing on this area, we expect to see an increase on from PM1 to PM2:
Increase ELA proficiency from 31%-40%
Increase math proficiency from 39%-44%

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

Teachers and administration will utilize common planning sessions bi-weekly to disaggregate iReady data.

Person responsible for monitoring outcome:

Wendy Drake (drakew@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will be utilizing the iReady data to determine what tiered intervention is needed.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The iReady program will monitor, provide opportunities for students to practice, This program's "toolbox" provides explicit instructional lessons catered to the needs of each student.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. The teachers will Administer the iReady diagnostic during the intervention block.

Person Responsible: Wendy Drake (drakew@lake.k12.fl.us)

By When: 1. The initial diagnostic will be completed by September 15. Students new to Carver will be tested individually.

2. The Literacy coach, administration and teachers will review the data and develop tiered groups. Teachers will pull the groups over a period of 4 days to provide iReady practice and small group toolbox lessons.

Person Responsible: Wendy Drake (drakew@lake.k12.fl.us)

By When: Teachers will begin targeted intervention on September 18, 2023.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

A monthly school improvement plan review session is held with the administration, academic coaches, potential specialists, guidance counselors, social worker, and mental health liaison. The team reviews the areas of focus goals outlined SIP and disaggregates the data to determine if the programs, personnel, collaborative planning, instructional delivery is moving students toward proficiency and a reduction in referrals.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

1. The SIP is provided at each monthly SAC meeting (comprised of the teachers, members of the SGA, parents/guardians, and business partners). Details about the SIP and monthly progress is shared with the SAC and they are asked for feedback.
2. The SIP is linked on our school's webpage.
3. A copy of the SIP is placed in the school reception area for parents and the community to review.
4. Copies of the SIP are provided to parents and community members when requested

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Carver Middle School webpage: https://cms.lake.k12.fl.us/programs/title-1/parent-resources

Communication with parents is done through the use of the school's website, Facebook page, telephone , and invitations encouraging families to participate in school academic and social functions.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Areas of Focus in Part II of the SIP:
1, Standards aligned instruction
2. Increase percentage of proficient students focusing on SWD students
3. Increase percentage of proficient students focusing on ELL students
4. Increase percentage of proficient students focusing on Black/AA students

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

not applicable

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Carver is staffed by 2 guidance counselors and one mental health liaison. There is a formal referral process for students to be referred based on a single or multiple visits. When conducting CST, IEP, and 504 meetings, counseling services are included in the conversation and recorded on notes. If a student or family needs additional support, internal or external services are provided.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Carver has the following courses that address workforce and secondary opportunities:
1. AVID
2. Informational technology

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Carver implements PBIS school-wide. See action step provided in Section III of the SIP

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Carver has a NEST (New Educator Support Team) that works with new teachers and teachers new to Lake County. Professional Development is provided on the 3rd Wednesday of each month geared towards district instructional initiatives and teacher needs via survey. Every year Carver conducts professional development during preplanning focused on instruction and the use of data. Carver University is conducted on the early release day every month. Topics are based on teacher survey data or areas of need based on learning walk data.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$30,202.39
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	1930	0351 - Carver Middle School	Title, I Part A		$10,959.00
			Notes: Edgenuity tutoring			
	5100	3690	0351 - Carver Middle School	Title, I Part A		$7,500.00
			Notes: IXL- Science			
	5100	1930	0351 - Carver Middle School	Other		$11,743.39
			Notes: SAI: Credit Recovery tutoring for failing students			
	5100	5100	0351 - Carver Middle School	Other		$0.00
			Notes: Materials and supplies for credit recovery			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$173,840.84
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	5100	0351 - Carver Middle School	Title, I Part A		$4,064.97
			Notes: materials and supplies for classroom: binders, markers, chart paper, pencils			
	5100	5200	0351 - Carver Middle School	Title, I Part A		$1,500.00
			Notes: Purchase Gateway			
	6400	1300	0351 - Carver Middle School	Title, I Part A		$84,907.08
			Notes: Literacy coach: model and co-teach lessons, progress monitors students in Tier II and III interventions, provides professional development to instructional staff, provides small group intervention to students			
	6400	1300	0351 - Carver Middle School	Title, I Part A		$73,196.90
			Notes: Math coach: model and co-teach lessons, progress monitors students in Tier II and III interventions, provides professional development to instructional staff, provides small group intervention to students			
	6400	7500	0351 - Carver Middle School	Title, I Part A		$3,738.68
			Notes: Substitutes for instructional staff participating in professional development opportunities			
	6300	1930	0351 - Carver Middle School	Title, I Part A		$2,584.53
			Notes: PLC Collaborative Planning/Writing teams			
	6400	7500	0351 - Carver Middle School	Other		$3,848.68

				Notes: Quarterly collaborative planning based on PM1, PM2, and common formative assessment data				
3	**III.B.**		**Area of Focus: ESSA Subgroup: Black/African-American**					**$0.00**
4	**III.B.**	**Area of Focus: ESSA Subgroup: English Language Learners**						**$0.00**
5	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**						**$240,600.67**
	Function	Object		Budget Focus	Funding Source	FTE		2023-24
	6150	1930		0351 - Carver Middle School	Title, I Part A			$10,046.00
				Notes: Payment for teachers to work at parental involvement events: Chat n Chew, transition night, working with parents and students about academics				
	6150	5100		0351 - Carver Middle School	Title, I Part A			$6,959.97
				Notes: Materials and supplies for parent involvement events				
	6100	1300		0351 - Carver Middle School	Title, I Part A	1.0		$77,861.51
				Notes: Potential Specialist: 7th and 8th grade at risk students by monitoring attendance, discipline, academic performance and communicate with parents, teachers, counselors regarding academic progress. Provides support with school safety and after school programs.				
	6100	1300		0351 - Carver Middle School	Title, I Part A	1.0		$73,196.90
				Notes: Potential Specialist: works with 6th and 7th grade; monitors student attendance, discipline, academic performance and communicates with parents, counselors, and teachers; PBIS Coordinator and peer counselor.				
	6100	1300		0351 - Carver Middle School	Title, I Part A	1.0		$72,536.29
				Notes: Potential Specialist: works with students in grades 6-8. Monitors attendance, discipline, academic performance, grade recovery, mid-year promotion, clothes closet, member of the school-wide communication team, and assists coordinating Title I events				
6	**III.B.**	**Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**						**$0.00**
							Total:	**$444,643.90**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No