Carver Exceptional Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Carver Exceptional Center

2934 E HILLSBOROUGH AVE, Tampa, FL 33610

[no web address on file]

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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to inspire growth, promote academic integrity, and to challenge each student to grow and accomplish short and long term goals leading to vocational and/or higher education opportunities.

Provide the school's vision statement.

Our vision is to help each student develop academically and behaviorally through the provision of resources and supports ultimately creating productive, responsible, and successful members of society.

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.**:**

Name	Position Title	Job Duties and Responsibilities
Gambrell, Artis	Principal	-2022/2023 Principal
Williams, Rashaad	Teacher, ESE	-SAC Chair -ESE Math and Science Teacher -Behavior Strategist/Interventionist -Technology Support -Admin Support
Asgedom, Marikos	Administrative Support	- Admin support - Steering Committee Chair - Lead Teacher - PE/HOPE Teacher
Rowe, Joseph	Teacher, ESE	- Lead Teacher - Committee Facilitator - Admin Support - English Teacher
Mordecai, Brandy	Teacher, ESE	- Family and Community Engagement Liason - HCTA School Rep - PE Teacher - Admin Support

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.

Principal A. Gambrell decided to choose members of the leadership who have involvement and communication with a multitude of other stakeholders so that their input could be included within the SIP plan in absentia.

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))

Within faculty meetings, weekly collected social and academic data will be discussed whole group, to evaluate pertinent student needs and issues. We will then separate into SLC's to address more specific grade level and/or subject matter concerns.

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)	High School 6-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: MAINTAINING

	2017-18: MAINTAINING
	2016-17: MAINTAINING
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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	0	3	2	5
One or more suspensions	0	0	0	0	0	0	1	5	1	7
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	1	4	6
Course failure in Math	0	0	0	0	0	0	0	1	3	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	3	2	8
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	5	6	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	7	6	16

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	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	3	7	5	15

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

Indicator	K	1	2	3	4	5	6	7	8	Total
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	0	3	2	24
One or more suspensions	0	0	0	0	0	0	1	5	1	18
Course failure in ELA	0	0	0	0	0	0	1	1	4	15
Course failure in Math	0	0	0	0	0	0	0	1	3	12
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	3	2	30
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	5	6	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	7	6	49

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	3	7	5	37

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	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	0	3	2	5
One or more suspensions	0	0	0	0	0	0	1	5	1	7
Course failure in ELA	0	0	0	0	0	0	1	1	4	6
Course failure in Math	0	0	0	0	0	0	0	1	3	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	3	2	8
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	5	6	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	7	6	16

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	3	7	5	15

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	

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*	0	51	50	5	52	51	18		
ELA Learning Gains				47			29		
ELA Lowest 25th Percentile									
Math Achievement*	5	42	38	9	39	38	28		
Math Learning Gains				36			60		
Math Lowest 25th Percentile									
Science Achievement*		64	64		46	40			
Social Studies Achievement*		69	66		49	48			
Middle School Acceleration					41	44			
Graduation Rate		89	89	17	64	61	25		
College and Career Acceleration		62	65		72	67			
ELP Progress		39	45						

* 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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	3
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	5
Total Components for the Federal Index	2
Percent Tested	74
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	114
Total Components for the Federal Index	5
Percent Tested	79
Graduation Rate	17

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	3	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

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%
FRL	4	Yes	4	4

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	24	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	23	Yes	3	3

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	0			5								
SWD	0			6							2	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

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
PAC												
WHT												
FRL	0			8							2	

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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	5	47		9	36					17		
SWD	6	47		14	36					17		
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	6	50		17						18		

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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	18	29		28	60					25		
SWD	18	29		28	60					10		
ELL												
AMI												
ASN												
BLK	31									30		
HSP												
MUL												
PAC												
WHT												
FRL	18	29		28	60					20		

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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. <u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments</u>.

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
10	2023 - Spring	*	50%	*	50%	*
07	2023 - Spring	*	47%	*	47%	*
08	2023 - Spring	*	44%	*	47%	*
09	2023 - Spring	*	48%	*	48%	*
06	2023 - Spring	*	47%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	53%	*	54%	*
07	2023 - Spring	*	36%	*	48%	*
08	2023 - Spring	*	57%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	41%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	55%	*	50%	*

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

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	64%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	63%	*

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.

FSA and Progress Montitoring Math test assessments yeilded the lowest performance scores, and also the lowest partricipation of the assessment also. Contributing factors that lead to this are similar to last year, lack of attendance. Students who've missed more than 1/2 days of school per week, either scored a level 1, did not show up on the day(s) to take the assessments, and/or decided to guess on the entirety of the assessments.

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

After evaluating the EWS data from last year and this previous year, the Math assessment level 1s increased the most, hence the achievment levels on Math declined the most. However, more specifically the amount of students who gave an honest effort on the assessments decreased more also. Towards the end of the year absences increased and effort decreased. The goal within this year is to incentivize taking the assessments and then additionally incentivize gains scored on the assessments.

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.

Our Level 1 Math FSA assessment scores have the greatest gap when compared to the state averages. The factors that attribute to this are lack of attendance, lack of effort on the exam, and lack of long term and short goals beyond Carver. Teachers and instructional staff also have more emphasis on academic practices to increase efforts towards taking assessments seriously and the impact of higher scores. Many students arrive without much expectations of their primary education; we are trying to express the

impact of high scores with the opportunity to embark upon careers and jobs conducive to their aspired lifetyle.

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

The area that showed the most improvement from last year to this year is a decrease in discipline incidents. All aggressive incidents (fighting, physical attacks, criminal activity, and personal conduct) decreased as well as elopements, and other offenses. What contributed to this was our organized and structured school-wide behavior points system that was able to track and detail behavior in classes and throughout the school, as well as incentivize positive behaviors.

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

Two areas of concern which will be addressed with more focus are absneces and the level 1 Math scores on FSA and progress monitoring assessments.

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

Our top priorities are as follows:
1. Improve School culture: bringing closer neighborhood stakeholders, parents, community stakeholders, students and staff.
2. Increasing Academic Acheivement and buy in: 21st century classrooms and opportunities for students to use resources to link education to careers.
3. Develop functional procedures and policies to improve schoolwide structure and day to day operations. Including entry, transitions, lunches, and dismissal.
4. Increase school resources: create community partnerships with city of tampa programs and resources as well as other community stakeholders, providing career linkeages amongst others.

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

#1. Graduation specifically relating to Graduation

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.

Carver ESE has a very unique situation when it comes to graduating students. The ultimate goal is for students to NOT graduate at Carver but instead return to their neighborhood school and graduate there. However we do hae students who will remain and graduate from us, or arrive to us as Juniors/Seniors and will finish their highschool journey here. We want to ensure that these students can obtain an education that will prepare them for the next steps in life, comparable to their regular neighborhood school. Last year, we graduated 60% of the enrolled seniors of the 22/23 school year.

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

80% graduation or higher of seniors enrolled this 23/24 school year.

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

IEP meetings, graduation meetings where benchmarks, assessments, grades, and credits are discussed to determine progression.

Person responsible for monitoring outcome:

Artis Gambrell (artis.gambrell@hcps.net)

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.)

1. Cause: lack of attendance. Solution: ensure that adequate transportation is provided to and from school. Notfiy parents of students who are absent multiple days and are jeopardizing their graduation.

2. Cause: students falling behind in grades/classes/needing mutliple assessments. Solution: through the UniSig grant we are able to create opportunities for CORE teachers to do after ELP tutoring, ZAP assignment makeup time, and give assistance and tutoring for assessment prep, classwork assistance, and homework assistance.

3. Cause: no motivation or forseen path after graduation. Solution: through a parthership with City of Tampa, we are creating a pathway for upperclass students to be able to enroll in CTE afterschool programs to fill much needed vocational vacancies in the city.

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

In order for students to recieve any resources, firstly we have to get them to school. Our job is to let parents know that we will assist to the extent that is allowable to provide help in this area. Once here, we will provide additional assistance to support objectives and curriculum in the classroom. The tutoring will be helpful so that students can expect more academic aid than what's offered in the classroom. Lastly, as the students come to school regularly and gain academic confidence, they will then apply that to a career via C.O.T CTE programs.

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?

Yes

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.

No action steps were entered for this area of focus

#2. 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.

Student achievement exhibited by gains in reading and math can be linked to providing a positive incentive based culture across all aspects of learning. Celebration of gains and academic goals will be promoted school-wide and also within the classroom.

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

The goal is to be on par to receive a commedable rating by having at least a 90% test participation measurement. We also plan to have at least 50-70% increase in assessment levels. Lastly, we want to graduate at least 80% of our current seniors.

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

Progress will be monitored when assessments are taken and after they are scored. Our recognition committee will be responsible in rewarding during honor roll, award, and recognition assemblies.

Person responsible for monitoring outcome:

Artis Gambrell (artis.gambrell@hcps.net)

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.)

Our population of students respond well to incentivization and positive recognition, especially in areas such as academic achievement where this praise and recognition is not as prevalent. We utilize positive praise for behavior gains and our behavior system is organized effectively. Now we wish to have a recognition system specific to academic gains to reinforce learning and the pursuit to be academically proficient. Specific areas of recognition are as follows: increase in class grades, increase in GPA, 3 or higher on statewide assessments, a level gain on statewide assessments, C or higher on EOCs/semester exams, enrollment in any post-high school programs, and graduation.

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

As students learn to appreciate and welcome the rewards and recognition for their academic gains, they will become more comfortable doing well versus viewing educationl achievements as an impossible feat or taxing. Many students view school as a mandatory chore and instead we are attempting to re-program the understanding of school as an opportunity to earn a desired living, enhance opportunities, and open doors otherwise inaccessible.

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?

Yes

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.

No action steps were entered for this area of focus

https://www.floridacims.org

#3. Instructional Practice specifically relating to Student Engagement

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.

Instructors will focus on designing and implementing lessons with the goal of increasing student engagement, retaining knowledge and furthering the application of learned information.

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. Ultimately, we want to produce more level 3 earning students on their progress monitoring, FSA assessments, EOC assessments, and mid and end year exams. This will increase graduation rates consequently.

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

Observations, individual 1-on-1 sessions with students to check progress and breakdowns, PDs to provide assistance to techers in the classroom and with lessons.

Person responsible for monitoring outcome:

Joseph Rowe (joseph.rowe@hcps.net)

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 given the materials, teachnology, and professional development opportunities to perfect their craft and instructional delivery methods in the classroom. Through the UniSig grant, we are able to purchase learning manipulatives for our CORE classes to enhance learning for students who favor kinesthetic and physical learning, classroom libraries so that students can explore information additional to and beyond what is offered in the curriculum, educational field trip (MOSI, Tampa History Museum, et. al) to provide opportunities of exposure leading to expansion, and software subscriptions (Nearpod) to allow for differentiation of curriculum. All teachers' classrooms also have been enhanced via UniSig grant with technology such as Newline boards, computer monitors, postermakers to post school policies and rules and updated microsoft computers to enhance delivery of instruction.

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

By providing multiple variations of content delivery we will be ble to address all the different types of learners who are not successful in the typical classroom. We have a 100% ESE population, so we must be creative. Creativity cost however, so the resources that can now be afforded with the UniSig grant allow us to be competitive and effective with our educational delivery.

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 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

No action steps were entered for this area of focus

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).

The two sources of funding that we have received thus far (outside of individual donors or organization donations) are our annual title 1 funds and funding from the UniCig grant. The leadership team and SAC team met early before pre-planning to discuss allocation of the title 1 funds to add Newlines for up-to-date classrooms, necessary tech needs, educational field trips, etc. The UniCig funds will be distributed primarily to support additional tutoring opportunities so that our students can receive the additional support in the classroom and as they prepare for classroom, district, and state-wide assessments.

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.

Within faculty meetings, teachers, paras, and all staff will be briefed on the SIP so that they can review and vote on how the plan intends to address our needed areas of improvement. Through our parent engagement nights, parents not on the SAC will be given the option to view our schoolwide SIP plan and all plans of improvement within our school. This information will also be available during conference nights.

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))

Our parent engagement committee works tirelessly throughout the year to hold occasions where parents can engage with students and staff. They are as follows: McDonalds literacy night, conference nights, yard sales, food pantry assistance, graduation planning (open to all stakeholders), and lunch and learn to name a few.

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))

Through the UniSig grant, we have the opportunity to provide additional tutoring time (ELP: before, during and after school) to address learning deficiencys in ELA and Math subjects.

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))

We are utilizing the UniSig grant of $45.700 for resources, supplies, educational field trips, math and science manipulatives, and to support staff for additional tutoring opportunites for our students. Our food pantry is an open nutrition program to supply familes in need with food and supplies. We are also partnering with City of Tampa to provide mentoring programs and opportunities for CTE training programs after school.

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))

IEP counseling is provided to every student through our guidance counselor. We also have contracted services from our GracePoint service providers who also follow up with the IEP and give students scheduled counseling services and as needed. We also are continuing a mentoring program with our young girls and males along with a mentoring program partnered with the city of Tampa.

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))

We are partnered with the City of Tampa and intend to work with them to introduce our students to some of the post high school CTE programs their such as culinary, mechanics, and cosmetology.

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 introduced our school-wide point level system last year and we are continuing to use it again this year. This is what drives and monitors progress, success, tracks behavior gains, is required for incentivization on an individual and school-wide basis, and is necessary to change placement back to student's regular neighborhood schools. Levels are 1-5 and there are incentives and privileges associated with each level jump/gain.

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))

Teachers meet regularly in PLCs to discuss data of specific subjects. We created committees to increase morale and culture while simultaneously allowing for input from multiple individuals within our staff.

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: Graduation: Graduation				$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
3	III.B.	Area of Focus: Instructional Practice: Student Engagement				$45,883.44
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	120	0063 - Carver Exceptional Center	UniSIG		$20,146.37
			Notes: The teachers will receive additional planning time to design lessons that will increase students learning as well as engage them in the lesson. The planning sessions will be lead by administrators, resource teachers, and district personnel. The planning will consist of 15 teachers at a rate of $38 for 4 hours per week for 10 weeks.			
	6300	210	0063 - Carver Exceptional Center	UniSIG		$2,733.86
			Notes: Retirement			
	6300	220	0063 - Carver Exceptional Center	UniSIG		$1,249.07
			Notes: FICA			
	6300	220	0063 - Carver Exceptional Center	UniSIG		$292.12
			Notes: Medicare			
	6300	240	0063 - Carver Exceptional Center	UniSIG		$78.57
			Notes: Workers compensation			
	5200	520	0063 - Carver Exceptional Center	UniSIG		$500.00
			Notes: Purchase 2 classroom libraries to support learning and engaging students.			
	5200	330	0063 - Carver Exceptional Center	UniSIG		$5,500.00
			Notes: The 100 students will participate in educational fieldtrips that are linked to standards they are exploring or reviewing to reinforce understanding. They will attend Museum of Science and Industry (MOSI) at a cost of $15 per student for $1500, Tampa			

			Bay History Center at a cost of $15 per student for$1500. iFly which focuses on math and physics at a cost of $25 per student $2500, and			
	7800	360	0063 - Carver Exceptional Center	UniSIG		$3,500.00
			Notes: Transportation for the fieldtrips			
	5200	520	0063 - Carver Exceptional Center	UniSIG		$4,770.00
			Notes: Purchase subscription Nearpod to support student learning in the classroom. Nearpod will allow teachers to support student understanding. Use insights from formative assessments and dynamic media features to guide their teaching and improve student outcomes.			
	5200	510	0063 - Carver Exceptional Center	UniSIG		$3,015.50
			Notes: Purchase math and science manipulatives. For math, the school's purchase will include place value blocks, magnetic counters, ten frame sets, fractions, multiplication and division cards, geometric foam shapes, and decimal operation. For science, they will purchase growing gators, weather watcher, thermometers, hand lens, forceps, tape measures, stop watches, scales, graduated cylinder, eye droppers, mirror, flashlights, solar race cars, float kits, magnets, rocks, and bins.			
	5200	648	0063 - Carver Exceptional Center	UniSIG		$3,077.90
			Notes: Purchase 2 Newline Interactive boards. The interactive boards will be used in classrooms for teachers. It will allow opportunities for students to enhance their learning through technology.			
	5200	649	0063 - Carver Exceptional Center	UniSIG		$152.14
			Notes: 2 wall mounts for the interactive boards			
	5200	510	0063 - Carver Exceptional Center	UniSIG		$36.00
			Notes: Supplies for the interactive boards.			
	5200	359	0063 - Carver Exceptional Center	UniSIG		$648.22
			Notes: Assembly for the interactive boards			
	5200	520	0063 - Carver Exceptional Center	UniSIG		$183.69
			Notes: Purchase supplemental materials to support an increase in student achievement in all academic areas. Purchase 180 Days of Reading materials for grades 2nd-8th at 22.99 per set. The activities will be used for differentiation and to address learning gaps.			
					Total:	$45,883.44

Budget Approval

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

No