

Orange County Public Schools

Carver Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 11 |
| III. Planning for Improvement | 14 |
| IV. ATSI, TSI and CSI Resource Review | 26 |
| V. Reading Achievement Initiative for Scholastic Excellence | 26 |
| VI. Title I Requirements | 28 |
| VII. Budget to Support Areas of Focus | 30 |

Carver Middle

4500 W COLUMBIA ST, Orlando, FL 32811

<https://carverms.ocps.net/>

School Board Approval

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

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.

With the support of families and the community, we create an enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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 |
|--------------------------|---------------------|---|
| Danner, Samuel | Principal | The Principal provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities. |
| Simmons, Maurice | Assistant Principal | The Assistant principal provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, allocates fiscal and human resources to align with SIP goals, hires and evaluates staff, and oversees facilities. |
| Campbell, Toyka | Assistant Principal | The Assistant principal provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, allocates fiscal and human resources to align with SIP goals, hires and evaluates staff, and oversees facilities. |
| Green, Lakecia | Assistant Principal | The Assistant principal provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, allocates fiscal and human resources to align with SIP goals, hires and evaluates staff, and oversees facilities. |
| Carter-Thomas, Christina | Instructional Coach | The Administrative Support person serves as our Instructional Coach. |
| Dantzler, Heath | Dean | The Dean is responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior, fostering a culture of high expectations for all students, building strong partnerships with families and the community, and creating a safe and supportive school climate. |
| Bell, Ronald | Dean | The Dean is responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior, fostering a culture of high expectations for all students, building strong partnerships with families and the community, and creating a safe and supportive school climate. |
| Miller, Katina | Dean | The Dean is responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior, fostering a culture of high expectations for all students, building strong partnerships with families and the community, and creating a safe and supportive school climate. |

| Name | Position Title | Job Duties and Responsibilities |
|---------------|---------------------|---|
| Wyatt, Tameka | Staffing Specialist | Ms. Wyatt will work to assist our ESE population and support teachers with an understanding of accommodations in order to meet the SIP goals. |
| Odom, Phalice | Other | Ms. Odom assists with the organization of the testing processes at Carver Middle School. |

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.

Leadership team members initiate the School Improvement Plan (SIP) process and review school results from the state's assessments. In reviewing the school's results, data is disaggregated so that root causes can be identified and actions steps planned. Data and SIP action steps are connected to the planning process for instruction during Professional Learning Communities (PLCs) and movement toward SIP goals can then be tracked through unit and progress monitoring assessments. School improvement information is shared with staff and parents through School Advisory Committee (SAC) meetings which may coincide with PTA/PTO meetings allowing for more parental involvement and input.

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))

Having reviewed school data, identified root causes and developed action steps to address the needs, monitoring is of great importance for the school improvement process. New data from the students will be continually reviewed and adjustments made to the instructional process through the PLCs when movement toward proficiency is minimal. Action steps may then be revised with modifications to allocate additional resources in order to keep students moving and progressing, and to ensure that gaps are being closed.

| Demographic Data | |
|---|---|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Other School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 99% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | <i>Data will be uploaded when available</i> |

| | |
|--|---|
| 2021-22 ESSA Identification | ATSI |
| 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) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL) |
| School Grades History | 2021-22: C 2020-21: 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 | 80 | 115 | 108 | 303 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 113 | 99 | 240 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 5 | 17 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 44 | 50 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 90 | 127 | 117 | 334 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 98 | 83 | 88 | 269 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 90 | 127 | 117 | 334 |

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 | 89 | 138 | 137 | 364 |

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 | 2 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 8 | 12 |

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 | | | | | | | | 68 | 89 | 76 | 233 |
| One or more suspensions | | | | | | | | 48 | 59 | 63 | 170 |
| Course failure in ELA | | | | | | | | 92 | 109 | 98 | 299 |
| Course failure in Math | | | | | | | | 92 | 108 | 98 | 298 |
| Level 1 on statewide ELA assessment | | | | | | | | 76 | 93 | 85 | 254 |
| Level 1 on statewide Math assessment | | | | | | | | 72 | 85 | 62 | 219 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | | | | | | | | 76 | 93 | 85 | 254 |

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 | 93 | 109 | 98 | 300 |

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 | 36 | 29 | 34 | 99 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 7 | 13 |

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 | 68 | 89 | 76 | 233 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 59 | 63 | 170 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 109 | 98 | 299 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 108 | 98 | 298 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 93 | 85 | 254 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 85 | 62 | 219 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 93 | 85 | 254 |

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 | 93 | 109 | 98 | 300 |

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 | 36 | 29 | 34 | 99 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 7 | 13 |

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.

District and State data will be uploaded when available.

| Accountability Component | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 27 | | | 28 | | | 31 | | |
| ELA Learning Gains | 38 | | | 33 | | | 45 | | |
| ELA Lowest 25th Percentile | 37 | | | 29 | | | 51 | | |
| Math Achievement* | 36 | | | 30 | | | 38 | | |
| Math Learning Gains | 56 | | | 32 | | | 58 | | |
| Math Lowest 25th Percentile | 66 | | | 37 | | | 61 | | |
| Science Achievement* | 29 | | | 25 | | | 29 | | |

| Accountability Component | 2022 | | | 2021 | | | 2019 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Social Studies Achievement* | 44 | | | 42 | | | 50 | | |
| Middle School Acceleration | 93 | | | 61 | | | 77 | | |
| Graduation Rate | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| ELP Progress | 32 | | | 29 | | | 53 | | |

* 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) | ATSI |
| OVERALL Federal Index – All Students | 46 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 458 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 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 | 23 | Yes | 3 | 1 |
| ELL | 42 | | | |
| AMI | | | | |
| ASN | | | | |

| 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% |
| BLK | 44 | | | |
| HSP | 60 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 43 | | | |

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)

| 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 | 27 | 38 | 37 | 36 | 56 | 66 | 29 | 44 | 93 | | | 32 |
| SWD | 15 | 20 | 9 | 22 | 39 | 44 | 17 | 15 | | | | |
| ELL | 22 | 43 | 35 | 38 | 66 | 67 | 36 | 38 | | | | 32 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 26 | 37 | 37 | 34 | 53 | 63 | 26 | 42 | 92 | | | 33 |
| HSP | 35 | 47 | 36 | 49 | 76 | 85 | 50 | 62 | 100 | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 24 | 37 | 35 | 33 | 54 | 64 | 26 | 39 | 90 | | | 27 |

| 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 | 28 | 33 | 29 | 30 | 32 | 37 | 25 | 42 | 61 | | | 29 |
| SWD | 10 | 24 | 24 | 9 | 28 | 44 | 8 | 19 | | | | |
| ELL | 21 | 43 | 48 | 32 | 39 | 44 | 18 | 33 | | | | 29 |

| 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 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 27 | 32 | 29 | 29 | 32 | 40 | 22 | 43 | 58 | | | 20 |
| HSP | 45 | 44 | 36 | 33 | 31 | 20 | 53 | 26 | 73 | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 25 | 29 | 27 | 29 | 30 | 35 | 26 | 41 | 61 | | | 25 |

| 2018-19 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 2017-18 | C & C Accel 2017-18 | ELP Progress |
| All Students | 31 | 45 | 51 | 38 | 58 | 61 | 29 | 50 | 77 | | | 53 |
| SWD | 14 | 36 | 46 | 21 | 58 | 68 | 9 | 27 | | | | |
| ELL | 31 | 50 | 54 | 39 | 56 | 67 | 43 | 49 | | | | 53 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 31 | 45 | 47 | 38 | 57 | 59 | 27 | 50 | 76 | | | 54 |
| HSP | 27 | 46 | 74 | 36 | 63 | 76 | 39 | 40 | | | | 53 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 30 | 45 | 52 | 38 | 58 | 60 | 29 | 49 | 80 | | | 57 |

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.

School, District and State data will be uploaded when available.

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.

According to the grade level data that has been released in July 2023, ELA is the lowest component followed by Science. This grade level data does not consider whether students are a match for the FTE periods and all students are inclusive in the denominator for determining percentages. In this case, ELA is at 25% proficiency and Science is at 30% proficiency. When considering students who were a match to the FTE periods, Carver is at 27% proficiency in ELA and 32% proficiency in Science. These students are identified through a denominator report which is provided by the district.

Reading comprehension is an area with which greater focus is needed for both ELA and Science. The BEST benchmarks for ELA were newly tested in the 2022-2023 school year and Carver Middle School students will need continued support in this subject. In considering Reading intervention classes for this school year, additional strategies will be put into place in order to garner greater outcomes by having small groups to be more homogeneous based upon benchmarks and monitoring to occur consistently with assessment results.

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

Civics showed the greatest decline when compared to the previous school year with a proficiency rate of 44% in 2021-2022 and 38% proficiency for 2022-2023 when using the state's published School Results released in July 2023. When considering students who were a match to the FTE periods, Carver is at 38% proficiency in Civics. These students are identified through a denominator report which is provided by the district. This six percentage point decrease is the school's greatest decline. (Instructional changes occurred due to vacancies which may have impacted the change in percentage points.)

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.

Civics had the greatest gap of 28 percentage points when compared to the state's average of 66% proficiency to that of Carver's 38% proficiency. (Due to instructional changes that occurred because of vacancies, inconsistencies in instruction could have occurred during times of a substitute teacher followed by that of a new hire to the position.)

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

Science did show a one percentage-point increase from the previous year when using the recently released School Results by the state. Continued actions are needed to increase Science proficiency.

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

In reviewing EWS data, the criteria of two or more indicators was the greatest area of concern followed by Level 1 on statewide ELA assessment and student absenteeism. In order to address the criteria of two or more indicators, monitoring of attendance with parental notification along with a focus on support for students in ELA classes with small group resources will occur for the 2023-2024 school year.

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

The highest priorities for Carver Middle School during the 2023-2024 school year will include:

- 1) ELA
- 2) Science
- 3) Math
- 4) Civics
- 5) Attendance

Area of Focus

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

:

#1. Instructional Practice specifically relating to ELA**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.

Since strong reading comprehension skills is foundational for high student achievement, we chose ELA as an area of focus for our school. By virtue of cross-curriculum integration of reading strategies in ALL content areas, an increase in our ELA proficiency should also correlate to science, civics and even math.

Measurable Outcome:

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

Overall student achievement should reflect an increase in ELA proficiency by 16% points.

Monitoring:

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

Administrators will attend common planning and conduct weekly classroom walkthroughs for the purpose of monitoring teachers' delivery of instruction aligned to the B.E.S.T. standards. Administrators will also provide specific, timely and actionable feedback to teachers. Leadership will review classroom walkthrough data to identify school-wide trends and utilize the data to make instructional decisions.

Person responsible for monitoring outcome:

Toyka Campbell (toyka.campbell@ocps.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.)

According to the 2023 FAST data, ELA is our most critical areas of focus, because only 25% of Carver's students scored level 3 or higher on the PMA. This figure falls below the 41% ESSA threshold and reveals that 75% of our students struggle with comprehending grade level text which also adversely impacts learning in other content areas such as: science, social studies and even math. This area of focus will improve learning in the ELA content area, by ensuring that the school's teachers are efficacious in delivering instruction that aligns to the full intent of the B.E.S.T. benchmarks. Emphasis will also be placed on deploying strategies that increase overall student engagement. Lastly, we will be incorporating the use of rotating learning stations with opportunities for a teacher-led small groups as well as student-led collaborative learning groups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instruction that fully aligns to the intent of the B.E.S.T. standards, will improve students' probability of success. This instruction must be delivered with precision in order to meet the goals. An improvement in the delivery of instruction and the incorporation of tasks and activities that increase student engagement, will be imperative as we aim to raise our student achievement. Rotating stations that incorporate teacher-led small groups will allow teachers the opportunity for remediation so that they might be able to better support the students in their learning.

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.

Provide opportunities for re-teach and deliver interventions unique to students' standards-based deficiencies as well as their learning exceptionalities. This will positively impact the following subgroups: ELL, Black , Hispanic, free/reduced lunch, as well as our students with disabilities.

Person Responsible: Toyka Campbell (toyka.campbell@ocps.net)

Utilize Intervention Teachers to deliver more intensive remediation when students fail to meet grade level expectations in spite of the classroom teacher's interventions. This will provide intensive support to our SWDS, ELLS, Black, Hispanic and students who receive free/reduced lunch.

Person Responsible: Toyka Campbell (toyka.campbell@ocps.net)

Teachers will participate in professional development centered around SIPPS, guided practice, accountable collaboration and other pedagogical strategies.

Person Responsible: Samuel Danner (samuel.danner@ocps.net)

ELA teachers will review progress monitoring data quarterly in order to identify trends and gaps in student learning and drive their instruction.

Person Responsible: Toyka Campbell (toyka.campbell@ocps.net)

Implement rotational learning stations, which provides opportunities for students to practice and deepen their knowledge through accountable collaboration, independent practice and teacher-led small groups.

Person Responsible: Toyka Campbell (toyka.campbell@ocps.net)

ELA teachers will review progress monitoring data after each assessment in order to identify trends and gaps in student learning and drive their instruction.

Person Responsible: Toyka Campbell (toyka.campbell@ocps.net)

Teachers will participate in professional development centered around, high yield pedagogical moves, engagement strategies, Read 180 and other instructional practices that accelerate student achievement.

Person Responsible: Toyka Campbell (toyka.campbell@ocps.net)

#2. Instructional Practice specifically relating to Math**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.

Unless we see a significant improvement in our math grade level proficiency, we will not realize our short-term goal of earning a 'B' school letter grade. A 29% proficiency rate falls well below the ESSA threshold of 41%. This provides us with the opportunity to close this gap and improve our overall student achievement.

Measurable Outcome:

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

Overall student achievement should reflect an increase in math proficiency by 12 percentage points to reflect a 41% proficiency rate.

Monitoring:

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

Administrators will attend common planning and conduct weekly classroom walkthroughs for the purpose of monitoring teachers' delivery of instruction aligned to the B.E.S.T. standards. Administrators will also provide specific, timely and actionable feedback to teachers. Leadership will review classroom walkthrough data to identify school-wide trends and utilize the data to make instructional decisions.

Person responsible for monitoring outcome:

Lakecia Green (lakecia.green@ocps.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.)

Ensuring all instruction and tasks/activities are aligned to the full intent of grade-level benchmarks. We will also be incorporating the use of rotating learning stations with opportunities for a teacher-led small groups as well as student-led collaborative learning groups.

This year, Carver will also aim to improve our teachers' understanding of pedagogical moves which facilitate cognitive, emotional and behavioral student engagement. For our lowest performing students (30%), we will

develop an effective intervention plan centering around small group pull-outs in order to increase student achievement. Students who are grade level proficient or higher will participate in enrichment activities that stretches their mental stamina and immerses them in problem based learning.

Incorporating reading strategies in our math classes will enable our students the ability to accurately read and comprehend word problems; thereby improving their probability of correctly solving the problems.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Accountable talk/collaboration is an engagement strategy which according to John Hattie's research yields two years growth in one school year. In addition, there is ample research that supports rotating learning stations as an effective strategy for both remediation, and enrichment. The teacher- led small group provides teachers with the opportunity to work with students in a smaller more intimate setting, which can be impactful in facilitating student learning.

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.

Incorporate reading strategies in our math classes

Person Responsible: Lakecia Green (lakecia.green@ocps.net)

Provide opportunities for re-teach and deliver interventions unique to students' standards-based deficiencies as well as their learning exceptionalities. This will positively impact the following subgroups: ELL, Black , Hispanic, free/reduced lunch, as well as our students with disabilities.

Person Responsible: Lakecia Green (lakecia.green@ocps.net)

Implement rotational learning stations, which provides opportunities for students to practice and deepen their knowledge through accountable collaboration, independent practice and teacher-led small groups.

Person Responsible: Lakecia Green (lakecia.green@ocps.net)

Math teachers will review progress monitoring data after each assessment in order to identify trends and gaps in student learning and drive their instruction.

Person Responsible: Lakecia Green (lakecia.green@ocps.net)

Deliver interventions that are unique to students' standards-based deficiencies as well as their learning exceptionalities. This will positively impact the following subgroups: ELL, Black , Hispanic, free/reduced lunch, as well as our students with disabilities.

Person Responsible: Lakecia Green (lakecia.green@ocps.net)

#3. Instructional Practice specifically relating to Social Studies

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.

With regards to our goal of attaining a "B" school letter grade this year, Civics plays an integral in achieving this. We expect to see a significant improvement in our Civics EOC proficiency this compared to the 38% we earned this past year. If we could increase our score by at least 12 percentage points, we could surpass the ESSA threshold and realize our goal of becoming a B school by the end of the year.

Measurable Outcome:

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

Overall student achievement should increase by 12 percentage points to reflect a 50% proficiency rate.

Monitoring:

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

Administrators will attend common planning and conduct weekly classroom walkthroughs for the purpose of monitoring teachers' delivery of instruction aligned to the B.E.S.T. standards. Administrators will also provide specific, timely and actionable feedback to teachers. Leadership will review classroom walkthrough data to identify school-wide trends and utilize the data to make instructional decisions.

Person responsible for monitoring outcome:

Maurice Simmons (maurice.simmons@ocps.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.)

Ensuring all instruction and tasks/activities are aligned to the full intent of the new B.E.S.T. benchmarks. Incorporating the use of rotating learning stations with opportunities for a teacher-led small groups as well as student-led collaborative learning groups.

This year, Carver will also aim to improve our teachers' understanding of pedagogical moves which facilitate cognitive, emotional and behavioral student engagement. For our lowest performing students (30%), we will

develop an effective intervention plan centering around small group pull-outs in order to increase student achievement. Students who are grade level proficient or higher will participate in enrichment activities that stretches their mental stamina and immerses them in problem based learning. Lastly, our civics teachers will be implementing and teaching reading comprehension strategies to their students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Accountable talk/collaboration is an engagement strategy which according to John Hattie's research yields two years growth in one school year. In addition, there is ample research that supports rotating learning stations as an effective strategy for both remediation, and enrichment. The teacher- led small group provides teachers with the opportunity to work with students in a smaller more intimate setting, which can be impactful in facilitating student learning. With regards to utilizing reading comprehension skills in our civics classrooms, we believe this will help our students have a better understanding of the text and questions that are asked.

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.

Incorporate reading strategies in our civics classes

Person Responsible: Maurice Simmons (maurice.simmons@ocps.net)

Implement rotational learning stations, which provides opportunities for students to practice and deepen their knowledge through accountable collaboration, independent practice and teacher-led small groups.

Person Responsible: Maurice Simmons (maurice.simmons@ocps.net)

Civics teachers will review progress monitoring data after each assessment in order to identify trends and gaps in student learning and drive their instruction.

Person Responsible: Maurice Simmons (maurice.simmons@ocps.net)

Provide opportunities for re-teach and deliver interventions unique to students' standards-based deficiencies as well as their learning exceptionalities. This will positively impact the following subgroups: ELL, Black , Hispanic, free/reduced lunch, as well as our students with disabilities.

Person Responsible: Maurice Simmons (maurice.simmons@ocps.net)

Teachers will participate in professional development centered around, high yield pedagogical moves, reading comprehension strategies, engagement strategies and other instructional practices that accelerate student achievement.

Person Responsible: Maurice Simmons (maurice.simmons@ocps.net)

#4. Instructional Practice specifically relating to Science**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.

With regards to our goal of attaining a "B" school letter grade this year, science (along with civics) plays an integral in achieving this. We expect to see a significant improvement in our Science EOC proficiency this compared to the 29% we earned this past year. If we could increase our score by at least 12 percentage points, we could meet the ESSA threshold and realize our goal of becoming a B school by the end of the year.

Measurable Outcome:

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

Overall student achievement should increase by 12 percentage points to reflect a 41% proficiency rate.

Monitoring:

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

Administrators will attend common planning and conduct weekly classroom walkthroughs for the purpose of monitoring teachers' delivery of instruction aligned to the B.E.S.T. standards. Administrators will also provide specific, timely and actionable feedback to teachers. Leadership will review classroom walkthrough data to identify school-wide trends and utilize the data to make instructional decisions.

Person responsible for monitoring outcome:

Samuel Danner (samuel.danner@ocps.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.)

Ensuring all instruction and tasks/activities are aligned to the full intent of the new B.E.S.T. benchmarks. Incorporating the use of rotating learning stations with opportunities for a teacher-led small groups as well as student-led collaborative learning groups.

This year, Carver will also aim to improve our teachers' understanding of pedagogical moves which facilitate cognitive, emotional and behavioral student engagement. For our lowest performing students (30%), we will

develop an effective intervention plan centering around small group pull-outs in order to increase student achievement. Students who are grade level proficient or higher will participate in enrichment activities that stretches their mental stamina and immerses them in problem based learning. Lastly, our science teachers will be implementing and teaching reading comprehension strategies to their students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Accountable talk/collaboration is an engagement strategy which according to John Hattie's research yields two years growth in one school year. In addition, there is ample research that supports rotating learning stations as an effective strategy for both remediation, and enrichment. The teacher- led small group provides teachers with the opportunity to work with students in a smaller more intimate setting, which can be impactful in facilitating student learning. With regards to utilizing reading comprehension skills in our science classrooms, we believe this will help our students have a better understanding of the text and questions that are asked.

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.

Provide opportunities for re-teach and deliver interventions unique to students' standards-based deficiencies as well as their learning exceptionalities. This will positively impact the following subgroups: ELL, Black , Hispanic, free/reduced lunch, as well as our students with disabilities.

Person Responsible: Samuel Danner (samuel.danner@ocps.net)

Incorporate reading strategies in our science classes

Person Responsible: Samuel Danner (samuel.danner@ocps.net)

Implement rotational learning stations, which provides opportunities for students to practice and deepen their knowledge through accountable collaboration, independent practice and teacher-led small groups.

Person Responsible: Samuel Danner (samuel.danner@ocps.net)

Science teachers will review progress monitoring data after each assessment in order to identify trends and gaps in student learning and drive their instruction.

Person Responsible: Samuel Danner (samuel.danner@ocps.net)

Teachers will participate in professional development centered around, high yield pedagogical moves, engagement strategies and other instructional practices that accelerate student achievement.

Person Responsible: Samuel Danner (samuel.danner@ocps.net)

#5. Positive Culture and Environment specifically relating to Teacher Attendance**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 Middle School's goal is to become a "model" school in the district. In order to attain this, administration has prioritized the need for the school to have a positive culture and environment which reflects a high degree of collective teacher efficacy, and the belief that ALL of its students can successfully learn. This culture will be reinforced with evidence of highly effective instruction demonstrated in every classroom.

Teacher Attendance along with presents an opportunity for growth with regards to school culture and environment. Administration believes that by adequately addressing this area of focus; it will improve the quality of instruction, lower discipline referrals and ultimately improve student achievement.

Measurable Outcome:

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

Through addressing teacher attendance need Carver Middle School administration expects to see a 25% decrease in the percentage of teachers who miss 4 or more days during the school year. With this reduction in teacher absences, administration anticipates a correlation in discipline issues resulting in a 10% reduction in discipline referrals as well in the number of students who have served at least one OSS.

Monitoring:

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

The Admin Team will regularly monitor teacher attendance and hold teachers accountable for not showing up for work. Administrators will also monitor the effectiveness of the various incentive programs as well as gauge employee morale to determine how we can continue to improve teacher attendance.

Person responsible for monitoring outcome:

Samuel Danner (samuel.danner@ocps.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.)

Admin will make sure that all teacher new to Carver will participate in monthly New Teacher Support meetings.

Administration will provide incentives for teachers who come to work regularly. These incentives may include but is not limited: gift cards, cash prizes, lunch, special recognition, etc.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By providing our teachers with adequate support and creating a climate where they enjoy coming to work and their morale is high, we can reduce the number of days that our teachers miss school. This will have a positive impact on our student achievement.

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.

Host monthly faculty socials where our teachers have the opportunity to eat, play games and enjoy each other's company.

Person Responsible: Samuel Danner (samuel.danner@ocps.net)

Recognize employees who have perfect attendance each 9 weeks.

Person Responsible: Samuel Danner (samuel.danner@ocps.net)

Provide mentors for all teachers new to Carver.

Person Responsible: Samuel Danner (samuel.danner@ocps.net)

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 school reviews the use of the resources supported by funding sources inclusive of general funds and those funds dedicated to school improvement activities. A determination of a lack of resources which can be deficit of people and time may contribute to low performance. Carver will address this deficit through supporting the planning process and tutoring for students through before school sessions. The before school sessions will allow teachers to further plan for the teaching and learning processes as well as offer additional support to students. Monies for this venture will come from Title I funds.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes**Grades 3-5 Measurable Outcomes****Monitoring****Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|-------------|-----------------------------------|
|-------------|-----------------------------------|

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.

The SIP will be disseminated during our first SAC/PTO meeting as well as Open House. All shareholders will be able to view it on our school's website as well (<https://www.floridacims.org/districts/orange>). The principal will utilize school call out and Talking Points to invite stakeholders to view the SIP on our website or attend the SAC or Open House meeting to learn more about the plan.

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))

Each month Carver Middle will provide opportunities for families to come out to show support for their children and be involved in their education. This includes the following events but is not limited to: Science Night, Literacy Night, Mental Health Night, SAC/PTO meetings, and Black History Month celebration. We will also make certain that we cultivate and maintain a warm, and inviting environment where all parents and guardians feel welcomed. We will also host parent training sessions where we will teach parents and guardians different ways they can be involved such as: monitoring their child's attendance; reading with their child at least 30 minutes per day; and monitoring their academic progress via Skyward, iReady and Canvas. We will also invite parents to attend parent/teacher conferences. Keeping our families and other shareholders informed about school events and happenings is an integral part of fostering robust relationships with our partners.

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 II of the SIP. (ESSA 1114(b)(7)ii)

We aim to ensure that all instruction that fully aligns to the intent of the B.E.S.T. standards, which will improve students' probability of success. This instruction must be delivered with precision in order to meet the goals. An improvement in the delivery of instruction and the incorporation of tasks and activities that increase student engagement, will be imperative as we aim to raise our student achievement. We chose ELA, Math, Science, and Civics as our focus areas. This year all content areas will have rotating stations that incorporate teacher-led small groups will allow teachers the opportunity for remediation so that they might be able to better support the students in their learning. These stations will also include student-led small groups where our scholars have the opportunity to deepen and practice their knowledge through accountable talk and accountable collaboration.

Each week our teachers will also conduct PLCs where they will be trained on how to look at data by standard, proficiency, and item type and then disaggregate said data so that we can identify opportunities for growth and ultimately drive our coaching practices and classroom instruction.

Carver Middle will also provide opportunities for re-teach and our teachers will deliver interventions unique to students' standards-based deficiencies; as well as their learning exceptionalities. This will positively impact the following subgroups: ELL, Black, Hispanic, free/reduced lunch, as well as our students with disabilities. Students who continue to struggle will be identified by our new MTSS Coordinator and they will be taken through the RTI process. Students who are mastering the benchmarks and are high achieving will be placed into acceleration programs such as robotics and problem-based learning.

In order to ensure school-wide expectations are being met, administrators will attend common planning and conduct weekly classroom walkthroughs for the purpose of monitoring teachers' delivery of instruction aligned to the B.E.S.T. standards. Administrators will also provide specific, timely and actionable feedback to teachers. Leadership will review classroom walkthrough data to identify school-wide trends and utilize the data to make instructional decisions.

School-wide data chats will take place after every FAST Assessment. (Dates TBA) After every SBUA students will meet with teachers to discuss data.

Strategic pull groups will be pulled once PM1 data has been reviewed. Interventionists, coaches and APs will provide support push in/pull out for classroom teachers.

Accommodations and services will be delivered with fidelity to all students with disabilities in accordance to their IEPs.

Teachers will participate in professional development centered around, high yield pedagogical moves, engagement strategies, Read 180 and other instructional practices that accelerate student achievement.

For our 7th period classes we have "added" ten minutes of instructional time by holding afternoon dismissal later and making afternoon announcements earlier in the day.

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))

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))

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))

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).

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))

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))

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: Instructional Practice: ELA | \$0.00 |
| 2 | III.B. | Area of Focus: Instructional Practice: Math | \$0.00 |
| 3 | III.B. | Area of Focus: Instructional Practice: Social Studies | \$0.00 |
| 4 | III.B. | Area of Focus: Instructional Practice: Science | \$0.00 |
| 5 | III.B. | Area of Focus: Positive Culture and Environment: Teacher Attendance | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

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

Yes