

The School District of Palm Beach County

# CARVER MIDDLE SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan was approved by the Palm Beach County School Board on October 23, 2024.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically, and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership, and service to others.

### Provide the school's vision statement

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Carver Middle School is an inclusive learning community in which families, students, and teachers work toward the common goal of educational excellence using innovative teaching techniques in a personalized and safe learning environment.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Shannon Grice

#### Position Title

Principal

#### Job Duties and Responsibilities

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Monitor over school wide initiatives, academics, budget, facilities and discipline. Foster community relationships. Establish a positive culture for ALL stakeholders. The Principal hires and retains highly qualified employees, uses data to inform decisions and instruction and reflect on current practices. Dr. Grice ensures that students are given the opportunity to explore career options, become fluent in second languages, engage in outside experiences that contribute to educating the child holistically.

### Leadership Team Member #2

#### Employee's Name

Laura Bonzil

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Administrator over Math, ELL, and Arts departments. Monitors attendance, testing, before and afterschool program, and staff wellness. Fosters new teacher's growth through the ESP program.

**Leadership Team Member #3**

**Employee's Name**

Gregory Kirkwood

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Administrator over Science, Vocational, and Social Studies department. Monitors transportation, athletics and intramural activities. Chair of the Behavior Threat Assessment team, over safety and supervision and Crisis Response Plan.

**Leadership Team Member #4**

**Employee's Name**

Lisa Havell

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Administrator over Language Arts, Reading, ESE, PE and World Languages departments. Monitors Title I, School Wide Literacy school activities, Clubs.

**Leadership Team Member #5**

**Employee's Name**

Kendrah Kelly-Ingraham

**Position Title**

Single School Culture Coordinator

**Job Duties and Responsibilities**

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Facilitates Professional Learning Communities. Monitors School Based Team and implements Multi-tiered interventions. Data Analysis and School Based Team Lead. Oversees incentive programs such as "Level Up" Celebrations in addition to Honor Roll.

## Leadership Team Member #6

### Employee's Name

Nadia Stewart

### Position Title

Magnet Coordinator

### Job Duties and Responsibilities

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Coach for school wide IB strategies and implementing program. Oversees and develops Masterboard. Recruiter for Carver and Choice programs. Student Voice and SECME coach.

## Leadership Team Member #7

### Employee's Name

Nazareth Montoya

### Position Title

Instructional Practices Resource Teacher

### Job Duties and Responsibilities

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Coach teachers on literacy strategies and instructional practices. Chair for Language Arts Department, Lead for Literacy Leadership Group.

## Leadership Team Member #8

### Employee's Name

Elizabeth Pitts

### Position Title

Math Resource Teacher

### Job Duties and Responsibilities

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Coach teachers on math strategies. Department chair for Math. Member of the PD team.

## Leadership Team Member #9

### Employee's Name

Mercie Alcindor

### Position Title

ESOL Coordinator

### Job Duties and Responsibilities

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Assists school staff with ensuring ESOL program compliance. Works with and sets schedule of

resource teachers in implementing school based ESOI services.

## **Leadership Team Member #10**

### **Employee's Name**

Danielle Dominguez

### **Position Title**

ESE Coordinator

### **Job Duties and Responsibilities**

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Assists school staff with ensuring ESE program compliance. Works with and sets schedule of support teachers in implementing school based ESE services in regards to Academics.

## **Leadership Team Member #11**

### **Employee's Name**

Samantha Ramadon

### **Position Title**

Behavior Resource Teacher

### **Job Duties and Responsibilities**

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Assists school staff with ensuring ESE program compliance. Works with and sets schedule of support teachers in implementing school based ESE services in regards to Behavior.



## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavioral Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

The School Improvement Plan (SIP) development process is a collaborative approach involving various stakeholders like

school leadership, teachers, parents, families, and community leaders. The process starts with identifying stakeholders and communicating the importance of their involvement. The School Advisory Committee (SAC) is formed to gather diverse perspectives, followed by data collection and analysis to understand the current school situation. Stakeholder input enables the sharing of ideas and concerns. The collected input is then used to set clear goals, devise strategies, and create action plans for improvement. Feedback ensures that the SIP aligns with stakeholder expectations before finalization. Once approved, the SIP is implemented, with regular progress monitoring and continuous communication with stakeholders while maintaining engagement and transparency. Involving stakeholders in the SIP process ensures that the plan addresses various perspectives and needs within the school community. By integrating their insights, the school establishes relevant goals, strategies, and action plans for improvement, fostering a sense of ownership and support among stakeholders as the plan is put into action.

The process of involving stakeholders in the School Improvement Plan (SIP) development is comprehensive and collaborative, ensuring that diverse perspectives are considered. The school leadership team spearheaded the efforts, creating a platform for open dialogue and engagement with teachers, school staff, parents, students, families, and business or community leaders. Various forums, such as SAC meetings, focus groups, surveys, and workshops, were organized to gather feedback, suggestions, and insights from each stakeholder group. Their valuable input played a pivotal role in shaping the SIP's goals, strategies, and action plans. By actively involving stakeholders, the school established a shared sense of ownership and commitment to the plan, fostering a cohesive and inclusive approach towards achieving academic excellence and addressing the unique needs of all learners.

### **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 academic standards, particularly for

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those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

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The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do.

Continuous

improvement is at the forefront of what we do. We work collaboratively to review and analyze data.

We make decisions

based on the data to ensure all students receive the necessary support and accommodations during instruction. Our

team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of

Interim Assessments and district Diagnostics: FSQs USA, NGSQs, Midterms, Semester exams, Reading Plus Diagnostics,

Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments,

End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of

study. The FAST assessments will occur three times a year (PMs 1, 2, 3 ). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students; proficiency in

the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data,

modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas

including English Language Arts, Mathematics, Science, and Social Studies. Teachers are trained by the ESE Coordinator

to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and

Professional Learning Communities occur every week per content area. Content area teachers meet with the academic

coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal

scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional

Learning Communities, Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council

meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on Blender and C-

Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>92.9%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>TSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)*</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C</b> <b>2022-23: C*</b> <b>2021-22: C</b> <b>2020-21:</b> <b>2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days							22	25	28	75
One or more suspensions							99	71	105	275
Course failure in English Language Arts (ELA)							15	47	17	79
Course failure in Math							5	23	4	32
Level 1 on statewide ELA assessment							92	142	120	354
Level 1 on statewide Math assessment							95	147	115	357
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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							107	153	126	386

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	1	1
Students retained two or more times							0	0	1	1

**Prior Year (2023-24) As Last 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 school days							42	51	90	183
One or more suspensions							69	110	85	264
Course failure in ELA							19	74	28	121
Course failure in Math							17	16	33	66
Level 1 on statewide ELA assessment							128	115	140	383
Level 1 on statewide Math assessment							129	113	107	349
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										383

**Prior Year (2023-24) As Last Reported (pre-populated)**

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							127	139	146	412

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1			1
Students retained two or more times								1	1	2

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.



## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	34	57	53	33	51	49	37	53	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	46	61	56				40		
ELA Learning Gains Lowest 25%	45	54	50				28		
Math Achievement *	32	64	60	35	59	56	32	35	36
Math Learning Gains	46	68	62				47		
Math Learning Gains Lowest 25%	64	63	60				52		
Science Achievement *	34	52	51	34	50	49	33	56	53
Social Studies Achievement *	45	70	70	50	68	68	48	64	58
Graduation Rate								50	49
Middle School Acceleration	78	74	74	72	76	73	78	52	49
College and Career Readiness								70	70
ELP Progress	40	49	49	33	37	40	35	85	76

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	464
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
46%	43%	43%	34%		52%	46%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	30%	Yes	5	5
English Language Learners	39%	Yes	3	
Black/African American Students	44%	No		
Hispanic Students	48%	No		
White Students	60%	No		
Economically Disadvantaged Students	46%	No		
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%
Students With Disabilities	15%	Yes	4	4

## 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%
English Language Learners	33%	Yes	2	
Black/African American Students	41%	No		
Hispanic Students	48%	No		
White Students	58%	No		
Economically Disadvantaged Students	40%	Yes	1	

## 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%
Students With Disabilities	21%	Yes	3	3
English Language Learners	36%	Yes	1	
Native American Students				

## 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%
Asian Students				
Black/African American Students	41%	No		
Hispanic Students	44%	No		
Multiracial Students				
Pacific Islander Students				
White Students	70%	No		
Economically Disadvantaged Students	41%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	34%		46%	45%	32%	46%	64%	34%	45%	78%			40%
Students With Disabilities	11%		30%	36%	16%	37%	47%	21%	26%	45%			
English Language Learners	21%		41%	44%	18%	44%	58%	20%	30%	73%			40%
Black/African American Students	31%		43%	44%	28%	46%	62%	29%	44%	73%			40%
Hispanic Students	37%		48%	45%	35%	46%	74%	40%	36%	79%			36%
White Students	54%		62%		49%	47%		55%		93%			
Economically Disadvantaged Students	33%		45%	48%	29%	42%	64%	32%	46%	74%			42%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	33%				35%			34%	50%	72%			33%
Students With Disabilities	11%				14%			10%	24%				15%
English Language Learners	19%				23%			18%	35%	71%			34%
Black/African American Students	29%				32%			30%	46%	71%			36%
Hispanic Students	43%				40%			45%	52%	77%			29%
White Students	40%				54%			60%	67%	70%			
Economically Disadvantaged Students	30%				31%			32%	45%	70%			30%



2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	37%		40%	28%	32%	47%	52%	33%	48%	78%			35%
Students With Disabilities	14%		24%	18%	9%	32%	40%	12%	24%				19%
English Language Learners	24%		33%	27%	19%	44%	54%	20%	34%	71%			35%
Native American Students													
Asian Students													
Black/African American Students	33%		38%	29%	28%	44%	49%	30%	44%	76%			35%
Hispanic Students	39%		41%	23%	34%	52%	67%	31%	52%	69%			29%
Multiracial Students													
Pacific Islander Students													
White Students	67%		61%		66%	75%		62%	87%				
Economically Disadvantaged Students	34%		38%	28%	29%	45%	51%	30%	46%	75%			34%

## E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	31%	56%	-25%	54%	-23%
Ela	7	18%	50%	-32%	50%	-32%
Ela	8	34%	53%	-19%	51%	-17%
Math	6	8%	60%	-52%	56%	-48%
Math	7	7%	36%	-29%	47%	-40%
Math	8	31%	63%	-32%	54%	-23%
Science	8	30%	48%	-18%	45%	-15%
Civics		38%	66%	-28%	67%	-29%
Algebra		88%	53%	35%	50%	38%
Geometry		100%	51%	49%	52%	48%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						

\* data suppressed due to fewer than 10 students or all tested students scoring the same.

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

---

Decreased students who were absent 10% or more from 183 FY24 to 75 FY25. Decreased Course Failure in ELA from 121 FY24 to 79 FY25 & in Math from 66 FY24 to 32 FY25. The number of Level 1s in ELA went from 383-354. Acceleration increased from 74% to 78%. SWD increased science proficiency from 10% to 21% and White students increased their ELA achievement from 40-54%. New Actions include: Absenteeism tracking and Efficiently run School Based Team to focus on support systems; Accountability for grading for teachers and PD on how to grade; Organization and monitoring of CTE assessments. Stability of science teachers in grades 6-8.

##### **Lowest Performance**

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

---

Math Achievement showed the lowest performance at 32% meeting achievement. 7th Grade was the highest out of all three grade levels for the number of level 1s in ELA (142) and number of level 1s in Math (147). Students with Disabilities scored lowest on the ESSA Total (30%). 7th grade ELA achievement had the largest difference from the district (-32%) and 6th grade Math achievement had the largest difference from the district (-52%).

Contributing factors had to do with the current 7th grade were the lowest the previous year in ELA and Math. New to teaching and out of field for our ESE Support Facilitators.

##### **Greatest Decline**

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

---

Civics had the largest decline of -5% in achievement. Again, this was the group that scored the lowest on their 6th grade assessments in both math and ELA the prior year.

##### **Greatest Gap**

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.

---

6th grade Math had the largest difference from the state average (-48%) and 7th grade math (-40%).

Teachers were collegially planning but not using differentiated instruction.

### **EWS Areas of Concern**

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

---

1 or more suspensions is an area of concern increasing from 264 FY24 to 275 FY25. Also the amount of course failures in ELA doubles math in both FY24 and FY25.

### **Highest Priorities**

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

---

1. Students with Disabilities - All Areas (5 years below threshold)
2. ELL Students - All Areas (3 years below threshold)
3. Civics
4. 1 or more out of school suspensions.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Ensuring learning and increasing performance outcomes of our SWDs & ELL learners will support improved proficiency scores in ELA and accelerate student learning using innovative and differentiated approaches in alignment with Strategic Theme A: Academic Excellence and Growth.. This critical need is based on achievement among our ESSA SWD & ELL subgroup. Students with Disabilities scored lowest on the ESSA Total (30%) . This was also our 5th year in a row of not meeting the threshold for this group and SWD ELA scores were lower in learning gains (30%) and L25 learning gains (36%) then in Math learning gains (38%) and L25 learning gains (48%). ELL Students only had 21% of the students meeting achievement in the FY24 PM Benchmark 3 test. It has been 3 years that the ELL group has not met the threshold for ESSA.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

SWD Students will increase from:

- 11% achievement on FY24 ELA PM3 Benchmark Test to 20% on FY25 PM3 Benchmark Test.
- 30% gains on FY24 ELA PM3 Benchmark Test to 50% on FY25 PM3 Benchmark Test.
- 36% gains on FY24 ELA PM3 Benchmark Test to 50% on FY25 PM3 Benchmark Test.

ELL Students will increase from:

- 21% achievement on FY24 ELA PM3 Benchmark Test to 30% on FY25 PM3 Benchmark Test.
- 41% gains on FY24 ELA PM3 Benchmark Test to 50% on FY25 PM3 Benchmark Test.
- 44% gains on FY24 ELA PM3 Benchmark Test to 55% on FY25 PM3 Benchmark Test.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress Monitoring using data from the USA, FSQs, and PM Benchmarks 1, 2, and 3.

Classroom Visits with a focus on commitments made during Professional Learning Communities (classroom visit log)

Professional Learning Community logs

Lesson plans monitoring in drive.

**Person responsible for monitoring outcome**

Shannon Grice

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

1. Tiered Reading Support Plan. Tier 1 = Language Arts Reading Instruction Tier 2 = Intensive Reading Classes (level 1 on ELA PM3 FY24); Reading Plus Minutes per week (Level 1 on ELA PM3 FY24 in Intensive Reading Class & Electives) & (Level 2 on ELA PM3 FY24 in both electives for 1 hour per week) Tier 3 = Just Words for students identified as decoders. 2. Doubled down support with Academic Tutor & Support Facilitators to support instruction in ELA and Reading Classes.

**Rationale:**

1. Carver will Tier reading support with Tier 3 being students who are still in the "Phonemic Stage" of reading. Tier 3 will utilize Just Words. "Just Words" will provide an accelerated study of word structure through syllable types in English and the most common latin roots. Tier 2 will be for students who are comprehending but below their grade level. Reading Plus will be used as a supplemental reading program for these students. Additionally, Intensive Reading classes will support students severely below level and who score at a level 1 on the PM3 Benchmark Assessment for ELA. Reading Plus and Just Words are research based programs support striving readers. 2. Providing Support Facilitator Teacher to support in core subject areas allows for necessary scaffolding and prescribed instructional support to positively impact learning outcomes for this subgroup. Tier 1 support can be seen in our Language Arts classes which support literacy in addition to our schoolwide literacy initiatives that are promoted by Literacy Leadership committee.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

PLC with commitments

**Person Monitoring:**

Shannon Grice

**By When/Frequency:**

May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Using pre-scheduled Professional Learning Communities (PLCs), teachers will discuss their data, outcomes, standards based instruction, and best practices while making a commitment to an action at the end of each meeting. Meetings will take place every 6 days. Coaches and support facilitators (double down teachers) will also attend.

**Action Step #2**

Professional Development

**Person Monitoring:**

Shannon Grice

**By When/Frequency:**

May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

ELA & Reading teachers will attend district monthly meetings. Professional development specific to ESOL Strategies and working with students with disabilities. Collegial Planning by department (can be with district support). Sign in sheets and agendas of PD. Classroom walks can also monitor to see actions in place.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Ensuring learning and increasing performance outcomes of our SWDs & ELL learners will support improved proficiency scores in MATH and accelerate student learning using innovative and differentiated approaches in alignment with Strategic Theme A: Academic Excellence and Growth.. This critical need is based on achievement among our ESSA SWD & ELL subgroup. Students with Disabilities scored lowest on the ESSA Total (30%) . This was also our 5th year in a row of not meeting the threshold for this group. SWD students scored lowest in Math for achievement on FY24 PM BM3 (17%). ELL Students only had 18% of the students meeting achievement in the FY24 PM Benchmark 3 test. It has been 3 years that the ELL group has not met the threshold for ESSA.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

SWD Students will increase from:

- 17% achievement on FY24 Math PM3 Benchmark Test to 25% on FY25 PM3 Benchmark Test.
- 38% gains on FY24 Math PM3 Benchmark Test to 55% on FY25 PM3 Benchmark Test.
- 48% gains on FY24 Math PM3 Benchmark Test to 60% on FY25 PM3 Benchmark Test.

ELL Students will increase from:

- 18% achievement on FY24 Math PM3 Benchmark Test to 25% on FY25 PM3 Benchmark Test.
- 44% gains on FY24 ELA PM3 Benchmark Test to 60% on FY25 PM3 Benchmark Test.
- 58% gains on FY24 ELA PM3 Benchmark Test to 65% on FY25 PM3 Benchmark Test.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress Monitoring using data from the USA, FSQs, and PM Benchmarks 1, 2, and 3.

Classroom Visits with a focus on commitments made during Professional Learning Communities (classroom visit log)

Professional Learning Community logs

Lesson plans monitoring in drive.

### Person responsible for monitoring outcome

Shannon Grice

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

1. Before and Afterschool Tutorial including summer camp enrichment. 2. Use of Dreambox Support and Khanmigo assisted technology. 3. Double Down instruction with support facilitators.

#### Rationale:

Providing Support Facilitator Teacher to support in core subject areas allows for necessary scaffolding and prescribed instructional support to positively impact learning outcomes for this subgroup. Using data from the assisted technology ensures that students are practicing their area of need. Before and after school tutorial help to provide and foundational skills needed in addition to one on one support in logical, higher level problems.

#### Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning Communities with commitments

**Person Monitoring:**

Shannon Grice

**By When/Frequency:**

May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Using pre-scheduled Professional Learning Communities (PLCs), teachers will discuss their data, outcomes, standards based instruction, and best practices while making a commitment to an action at the end of each meeting. Meetings will take place every 6 days. Coaches and support facilitators (double down teachers) will also attend.

**Action Step #2**

Professional Development

**Person Monitoring:**

Shannon Grice

**By When/Frequency:**

May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Math teachers will attend district monthly meetings. Professional development specific to ESOL Strategies and working with students with disabilities. Collegial Planning by department (can be with district support). Sign in sheets and agendas of PD. Classroom walks can also monitor to see actions in place

## IV. Positive Culture and Environment

**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs to support positive behaviors. There was an increase in the amount students who had 1 or more suspensions (264)FY23 and (275)FY24. This is significant because this makes up ~40% of our student body.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

---

Based on the Discipline Data, the number of students with 1 or more suspension should decrease to 140 (20% of our student body).

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

1. Increased presence of admin in classrooms with classroom walks.
2. Focus on becoming a trauma sensitive school with strategies.
3. Regular School Wide Positive Behavior Support meetings where discipline data is discussed.
4. Trusted adult initiative
5. Positive Behavior Support System in place to positively reinforce students.

### **Person responsible for monitoring outcome**

Shannon Grice

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

CHAMPS, Positive Behavior Support Plan, Schoolwide Discipline Plan, Character Education.

#### **Rationale:**

What are the evidence-based interventions you will use to see the improvements in your Area of Focus? 1. IB Program: The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who can create a peaceful world through intercultural understanding and respect. 2. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. 3. CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations 4. PBIS: supports decreasing levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time. 5. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school 6. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

## Action Steps to Implement:

### Action Step #1

CHAMPS

**Person Monitoring:**

Shannon Grice

**By When/Frequency:**

May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

CHAMPS/PBIS o Provide teachers with professional development to understand PBIS ▪ Ensure all expectations are clearly explained and understood o Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching o Ensure the school has postings of the PBIS expectations in all common areas and classrooms o Monitor executions and implementation with fidelity. o Districtwide professional development and coaching for schools

### Action Step #2

Positive Behavior Support Plan

**Person Monitoring:**

Shannon Grice

**By When/Frequency:**

May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Cafeteria assemblies are conducted to review expectations o Teachers reinforce expected behaviors in and out of the class through positive rewards o Trimester celebrations are held o Weekly House meetings are conducted to motivate and team building o Ongoing student recognition through the use of the RCA app o CHAMPS training to support classroom management o Individualized student plans o Threat management monitoring plans

### Action Step #3

Policy 2.09 and Required Instruction Florida State Statute 1003.42

**Person Monitoring:**

Shannon Grice

**By When/Frequency:**

May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of Florida State Statute 1003.42. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels and ensure a single school culture of excellence and appreciation of multicultural diversity for all. A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations. Stakeholders play a key role in school performance and addressing equity. 1. Our school will infuse the content required by Florida Statute 1003.42(2), Required Instruction, (See the matrix within the Student Progression Plan, which is incorporated in School Board Policy 8.01) and S.B. Policy 2.09 (8)(b)(ii), including but not limited to: A. History of Holocaust, B. History of Africans, and African Americans, C. Hispanic Contributions, D. Women's Contributions, E. Sacrifices of Veterans and the value of Medal of Honor recipients. 2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. 3. Our school highlights multicultural diversity within the curriculum and the arts.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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<https://www.palmbeachschools.org/CarverMiddleSchool>

The School Improvement Plan is shared with parents during the monthly Student Advisory Council meetings. It is first presented at the August meeting. Prior to this, feedback is gathered from parents at the May SAC meeting while conducting a Critical Needs Assessment exercise.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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<https://www.palmbeachschools.org/Page/5632>

Carver Middle School will provide parents timely information about TITLE I programs through frequent and varied communications, such as the school website, newsletter, our social media outlets, ParentLink emails and callouts. The school offers many opportunities to families to be involved in the school's educational and social environments, as well as access to programs that provide instructional and community assistance.

Through the publication of school flyers, monthly newsletters, emails and social media postings, we are able to keep our families in touch with the relevant events taking place at Carver. For every TITLE I program, as it rolls out, and as it proceeds, we regularly send communications out to families.

Opportunities for families and students include: morning tutorial, community services forums, daytime tutorial push in/pullout sessions, IB/STEM and state testing information nights for parents, as well as SAC meetings, our Annual Parent meeting, our Parent Input meeting, and our parent/student orientation prior to school starting.

All the above mentioned events are advertised to parents and families through the methods listed below.

\*Parent Resource Center: our parents liaison provides easy, daily access to all information regarding TITLE I programs.

\*Call-out System: voice recorded messages are sent out the days before and the day of events to remind parents they are occurring.

\*Informational flyers are sent via ParentLink and included in the school newsletter, as well as posted on the school's website and social media (Facebook, Twitter) accounts prior to an event as reminders to parents.

\*Parent Link is used to email parents about important dates and events, including flyer attachments when appropriate.

\*Parents participating in School Advisory Council meetings (SAC) are reminded of upcoming events and important dates.

\*Both the School Marquee and Portable outdoor Marquee are utilized days prior to an event to invite parents to participate.

### **Plans to Strengthen the Academic Program**

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. (ESEA Section 1114(b)(7)(ii))

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Carver Middle School plans on strengthening the academic program in the school by ensuring learning and increasing performance outcomes of our SWDs & ELL learners will support improved proficiency scores in ELA and accelerate student learning using innovative and differentiated approaches in alignment with Strategic Theme A: Academic Excellence and Growth.. This critical need is based on achievement among our ESSA SWD & ELL subgroup. Students with Disabilities scored lowest on the ESSA Total (30%) . This was also our 5th year in a row of not meeting the threshold for this group and SWD ELA scores were lower in learning gains (30%) and L25 learning gains (36%) then in Math learning gains (38%) and L25 learning gains (48%). ELL Students only had 21% of the students meeting achievement in the FY24 PM Benchmark 3 test. It has been 3 years that the ELL group has not met the threshold for ESSA.

**How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for CSI, TSI, or ATSI are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

---

Carver Middle School has a Wellness team that consists of 4 School Counselors, 1 Behavior Coach, 1 Behavior Mental Health Therapist, and 1 co located Behavior Mental Health Therapist. A presentation to the staff and students is given every year to communicate the different job roles and ways that they can assist student skills outside of academic subject areas. We also have a boys and girls afterschool mentoring club as well as a partnership with Connect to Greatness mentoring group. Caregiving Youth, Faulk Center, Living Skills in School, and Best Foot Forward are also programs that support our students.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

---

All 8th grade students are enrolled in a Career Pathways course (CP) and also participate in the Xello program that introduces them to different careers that are available. Additionally, Carver MS 8th grade students take a yearly trip to Junior Achievement Park which focuses on different jobs within business. Additionally, Carver is an AVID school which introduces students to college and careers who will be first generation college students.

#### **Addressing Problem Behavior and Early Intervening Services**

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 ESEA 1114(b)(7)(iii)(III)).

---

Carver Middle School has a School Based Team and Child Study Team who work collaboratively to build plans for students who are exhibiting behavioral or academic concerns. The School Based Team/Child Study Team consists of School Counselors, Administrators, Mental Health Professionals, Teachers, and other members who build a plan of support for students based on a Multi Tiered System.



### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

---

Professional Learning Communities are established at Carver Middle School. Teachers attend meetings once every 6 days, to discuss strategies, data and practices. This collaboration and communication builds a support network for teachers in addition to the Educator Support Program (ESP) for teachers who are new to Carver Middle School. Mentors are placed with new teachers and growth plans are developed with supporting resources from within the school and also from the district.

### **Strategies to Assist Preschool Children**

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

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No Answer Entered



## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

---

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for CSI, TSI, or ATSI are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the

#### District Reading

Collaboration team provides professional development.

7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading

Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide

additional training and support.

8. The District Reading Collaboration team provides professional development to schools based on needs.

9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. City of Delray, Delray Police Department, Equitable Investments, Optivise, Milagro, IThink Financial.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00