

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **1324** School Name: **CARSON ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Carson has exceeded expectations in all areas (achievement, growth, growth gaps). On our district SPF rating from 2010-2013 we met expectations and then in 2014 we moved to the rating of distinguished. Through the spring of 2014, grades K-1 80% of our students read above grade level according to DRA. Our priority performance challenge is in writing which has fluctuated from 2009-2014 (44, 56, 64, 43.5, 73, 58) and is 7 points below the district's "exceeds expectations" level of 65.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

We have not yet identified effective strategies for differentiating instruction for all learners. We have not yet clearly identified proficiency criteria for the CCSS in writing. Rituals and routines of DDI are not yet consistently implemented.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Our school wide LEAP area of focus is I6, differentiation.
 Weekly collaborative planning sessions will occur where teachers are defining proficiency of CCSS and planning for differentiation.
 Student centered data protocols will be used in classroom observations and during DDI coaching sessions in order to consider differentiation of content, process, and product.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

School Code: 1324

School Name: CARSON ELEMENTARY SCHOOL

Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

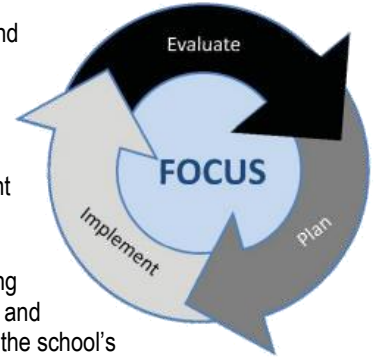
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Anne Larkin, Principal
	Email	anne_larkin@dpsk12.org
	Phone	(720) 424-9090
	Mailing Address	5420 E 1st Ave, Denver, CO 80220
2	Name and Title	Emily Holmes, Assistant Principal
	Email	emily_holmes@dpsk12.org
	Phone	(720) 424-9090
	Mailing Address	5420 E 1st Ave, Denver, CO 80220

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Data Narrative Elements: Please complete each section below. *Directions are included in italics.*

Description of READ Act Results

(Include a brief description of READ Act (Students Reading At/ Above Grade Level and READ Act SBGL Growth)

The percentage of students reading at or above grade level in the spring was 88% in 2014 and 87% in 2015. The greatest increase was seen in grade 3 which went from 87% to 93% from 2014 to 2015. Of the 17 students who were reading significantly below grade level in the fall, 24% of them were reading at or above grade level by the spring.

State and Federal Accountability Expectations

(Briefly discuss PARCC/CMAS status and ACCESS growth results.)

The percentage of students who met or exceeded expectations on the ELA PARCC was 72.9%. The percentage of students who met or exceeded expectations on the Math PARCC was 65.2%. The median growth percentile on our ACCESS overall was 81. Our MGP in 2013 was 51 and 2014 was 58. We were significantly above both the district and state score for ELA and math.

Progress Toward Last Year's Targets

(Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals. See worksheet 1 below.)

The percentage of our students scoring proficient and advanced on the district spring literacy interim was 83. We exceeded our target by 11 points. Our target was 72 points. We did not set targets for status or growth gaps because our data did not warrant it.

Trends Data

(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. We do not have trends for PARCC and CMAS since we do not have enough years of data.)

As we do not yet have trends for PARCC, nor do we have trends for interims since we just changed our assessments, the primary trends we observed were in DRA2. In grades K-3 from 2011-2014, the percentage of students at or above grade level has been consistently above 80.

Priority Performance Challenges

(Explain how you prioritized performance challenges. Specifically, how did you arrive at the answer to question 2 in the executive summary?)

Our primary focus is on writing. We prioritized this because it has been a focus in previous years. Our scores on district and state assessments have fluctuated in previous years, so

we want to make sure to continue our growth in this area.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	N/A	N/A	<ul style="list-style-type: none"> • Students developing a love of reading • Strong literacy instruction • Excellent preparation by primary teachers • Early intervention • LEAP Framework coaching and ongoing feedback • Regie Routman professional development • Collaborative data teams • Differentiated content, process, product to meet students needs
Academic Growth	The percentage of our students scoring proficient and advanced on the district spring literacy interim will be 72.	The percentage of our students scoring proficient and advanced on the district spring literacy interim was 83. We exceeded our target by 11 points.	
Academic Growth Gaps	N/A	N/A	
Postsecondary & Workforce Readiness	N/A	N/A	

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																															
Academic Achievement (Status)	<table border="1"> <caption>All ELA Assessments - Percent Met and Exceeded Expectations</caption> <thead> <tr> <th>Grade</th> <th>Carson Elementary School</th> <th>Elementary Network 3</th> <th>District</th> </tr> </thead> <tbody> <tr><td>All Grades</td><td>72.9%</td><td>42.3%</td><td>33.3%</td></tr> <tr><td>3rd</td><td>76.8%</td><td>40.3%</td><td>31.2%</td></tr> <tr><td>4th</td><td>67.1%</td><td>48.2%</td><td>31.8%</td></tr> <tr><td>5th</td><td>75.4%</td><td>40.3%</td><td>32.8%</td></tr> </tbody> </table>	Grade	Carson Elementary School	Elementary Network 3	District	All Grades	72.9%	42.3%	33.3%	3rd	76.8%	40.3%	31.2%	4th	67.1%	48.2%	31.8%	5th	75.4%	40.3%	32.8%	<p>The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 65.2</p>	<ul style="list-style-type: none"> /// We have not yet identified effective strategies for differentiating instruction for all learners. /// We have not yet clearly identified proficiency criteria for the CCSS in writing. /// Rituals and routines of DDI are not yet consistently implemented. 											
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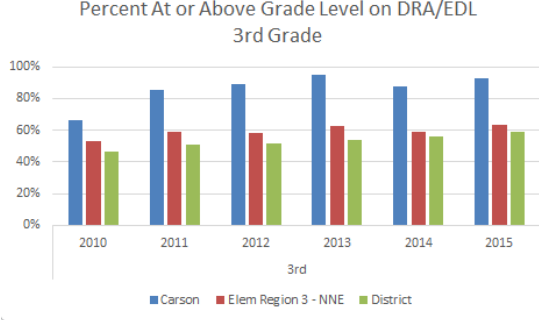
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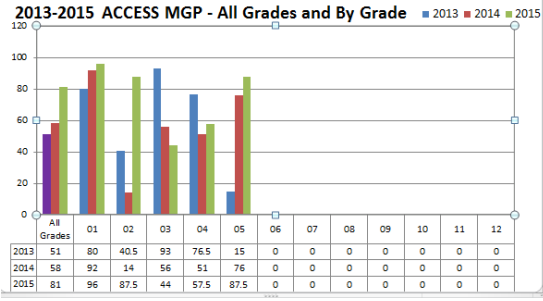
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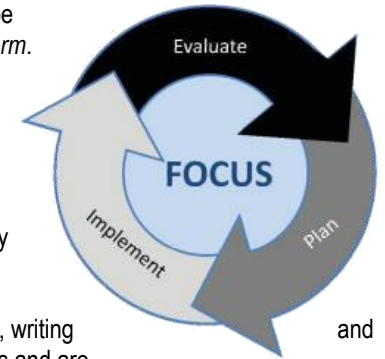
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 72.9.	The percentage of our students scoring met or above on the ELA PARCC will be 78.	The percentage of our students scoring met or above on the ELA PARCC will be 83.	Interim assessments 3x per year Formative assessments weekly SLO progress tracking based on unit connections	We will define proficiency and will backwards plan our instruction based on the Common Core State Standards. Student centered data protocols will be used in classroom observations and during DDI coaching sessions in order to consider differentiation of content, process, and product.
		READ The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring was 24.	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be 29.	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be 34.	Interim assessments 3x per year Formative assessments weekly SLO progress according to district cycles	We will define proficiency and will backwards plan our instruction based on the Common Core State Standards. Student centered data protocols will be used in classroom observations and during DDI coaching sessions in order to consider differentiation of content, process, and product.

School Code: 1324

School Name: CARSON ELEMENTARY SCHOOL

		M	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math was 65.2.	The percentage of our students scoring met or above on the Math PARCC will be 70.	The percentage of our students scoring met or above on the Math PARCC will be 75.		
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP	The median growth percentile on our ACCESS overall was 81.	The median growth percentile on our ACCESS overall will be 65+.	The median growth percentile on our ACCESS overall will be 65+ .		
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: We will define proficiency and will backwards plan our instruction based on the Common Core State Standards.

Root Cause(s) Addressed: We lack shared definitions of student proficiency as related to the Common Core State Standards.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Establish and maintain a time and protocol for backward planning.	August 2015	Ongoing	Instructional Leadership Team	General funds for guest teachers: \$500 per meeting	100% of content teams will meet prior to each unit and plan for instruction as evidenced populated planning templates in Google docs	In process
Weekly collaborative planning time	August 2015	Ongoing	Instructional Leadership Team	None	100% of content teams will meet weekly and determine proficiency for standards aligned tasks as evidenced by tasks analyzed during collaborative planning time	In process

School Code: 1324

School Name: CARSON ELEMENTARY SCHOOL

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

School Code: 1324

School Name: CARSON ELEMENTARY SCHOOL

Major Improvement Strategy #2: Student centered data protocols will be used in classroom observations and during DDI coaching sessions in order to consider differentiation of content, process, and product.

Root Cause(s) Addressed: Rituals and routines of DDI are not yet consistently implemented.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
3 times per school year whole staff differentiation PD	December 2015	Ongoing	Differentiated Roles Team Leads	N/A	PDU end of year presentations	In progress
Weekly or bi-weekly DDI sessions facilitated by team leads	September 2015	Ongoing	Differentiated Roles Team Leads	N/A	Team leads will keep records of DDI content	In progress
DDI results will be reflected in differentiation through process, content and product.	December 2015	Ongoing	Collaborative teams, differentiated roles team leads	N/A	Team leads will keep records of DDI content and will be reflected in google docs and School Net.	In progress
LEAP Observations (16 school wide)	October 2015	Ongoing	Principal, AP, Differentiated Roles team leads	N/A	Documented in School Net.	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

School Code: 1324

School Name: CARSON ELEMENTARY SCHOOL