Orange County Public Schools

Carver Middle

2015-16 School Improvement Plan

Carver Middle

4500 W COLUMBIA ST, Orlando, FL 32811

www.ocps.net/lc/west/mca

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	D

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During the first three weeks of the school year, Carver Middle School students are required to complete a student data-gathering instrument that teachers use as a tool to learn more about their students and their culture. This is a non-graded activity that helps teachers understand the perspectives and experiences of the students they serve. Once completed, teachers are encouraged to use the activity as a discussion starter for student data chats.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Before School: Teachers are accessible to meet with students for tutoring, mentoring, and conferences.
During School: Each Carver Middle School student is connected with a caring and responsible adult. Norms are established in classrooms and school common areas where the code of conduct is strictly followed. Students are taught and constantly reminded of campus and class expectations; consistency is key to ensure classrooms and common areas are safe and orderly. Teachers are required to develop classroom rules and norms that clearly support safe and respectful behavior. They are encouraged to greet students by name every time they walk in their door by using warm, inclusive behaviors. Teachers recognize and reinforce positive student behaviors with encouraging words. They will ask students questions that will help them (teachers) get to know the students both inside and outside of school. Teachers participate in professional development training focused on identifying changes in students' physical and emotional behaviors that may indicate a student is in need of additional emotional support. Teachers learn how to refer at-risk students to skilled adults in order to connect support for these students. Teachers are expected to make a positive personal contact with their students' families at least once during each quarter of the school year.
After School: Teachers are available to meet with students for tutoring, mentoring, and conferences. Students are able to participate in after-school clubs, activities, and tutoring provided by the school and community partners including After-School All-Stars and Bridges of Light. This year, Carver Middle is part of an initiative that feeds students dinner based on participation in the after school tutoring program five days a week. In addition, daily school bus and provide bus transportation home is provided to all students at the completion of their after school tutoring sessions.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Carver Middle School will continue its implementation of the CHAMPs Positive Behavior Support System. CHAMPs assists classroom teachers to design (or fine-tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. The new 2nd edition of CHAMPS includes tips and resources to make this definitive guide to classroom management more user-friendly. CHAMPs strategies are easy to implement and will do the following:

● Reduce classroom disruptions and office referrals
● Improve classroom climate
● Increase student on-task behavior
● Establish respectful and civil interactions

By following the effective, research-based practices outlined in CHAMPs, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. ALL Carver teachers and staff members are to review and the OCPS Code of Student Conduct each quarter and follow it at all times. Students learn appropriate behaviors through instruction, practice, feedback, and encouragement. With consistency in behavioral expectations, students learn that there are both consequences and rewards for their choices. To this end, Carver Middle School has created a positive reward system utilizing "Bear Bucks" that reinforces our expectations and recognizes students for doing their part in ensuring a positive school environment.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Carver Middle School's Guidance Programs are designed to help each student achieve academically, emotionally, and socially. The SAFE (Student Assistance and Family Empowerment) team consists of teachers and counselors working together to help students solve their problems. This team provides support and direction to students who are dealing with concerns. Organized with the intention to aid troubled students, the program also provides information to students and parents about issues that include substance abuse, peer pressure, and self-image. Individual and group counseling is available to students and their families through SEDNET.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

At Carver Middle School, we use the following early warning indicators as part of our early warning system:
• problematic attendance (missing 20 or more school days)
• failing core subject(s)
• previous retention
• student suspension for three or more days.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	50	45	65	160
One or more suspensions	99	100	94	293
Course failure in ELA or Math	8	8	6	22
Level 1 on statewide assessment	117	138	119	374

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	97	111	74	282

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Carver Middle School uses the following Intervention strategies to improve the academic performance of students identified by the early warning system:
* Tutoring (before and after school)
* Academic boot-camps on weekends throughout the school year to increase learning opportunities in reading, math, and science
*Alternative to in-school suspension programs - P.A.S.S. - positive alternative to school suspension
*Alternative to out-of-school suspension program - partnership established with local non-profit organization to offer instruction at their location with parental support
*Early truancy meetings with students and parents
*SEDNET referrals
*Child Study Teams meetings for students with 10 or more unexcused absences to monitor truancy
*Progressive discipline (including lunch detention, Wednesday detention) for in-school tardies coupled with a tight system of monitoring
*Automated attendance calls to parents for students with absences

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

By June 2016, Carver Middle School will increase parental involvement in school based activities by 15% when compared with the previous year. We continuously seek to enhance the way relationships with our families are built by focusing on their strengths. We share solicit input from families by including them as partners in the care and education of their children. Instructional staff is encouraged to interact with families in ways that foster collaboration. Teachers are required to make a positive contact with each student's parent/guardian at least once during each quarter of the school year. We collaborate with family members on decisions regarding their child's care and educational experience. Together, the school and parents decide on certain goals for children and strategies to achieve these goals.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Building and sustaining relationships with local community leaders and business partners support our school's core purpose. During the summer months and throughout the year, our PIE partners send partnership requests to local businesses. The leadership team meets with managers and community leaders to discuss Carver MS and its needs. Our school seeks a "win-win" relationship for both the school (including students and their families) and the community partners. We acknowledge our partners in both our parent newsletter and school marquee. Our partners not only support Carver MS financially through incentives, they also commit to volunteering throughout the school year. At the end of the partnership year, each business and community leader is presented with a certificate and plaque as an appreciation gift for their hard work and dedication to the students, teachers, and parents of Carver MS.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Maestre, Hector	Principal
Ray, Frederick	Assistant Principal
Mays, Gerai	Assistant Principal
Clark, Karen	Dean
Stephens, Shavonda	Instructional Coach
Tookes, Jennifer	Instructional Media
Ellis McKay, Lanoma	Instructional Coach
Jones, Johndrell	Dean
Schwartz, Randi	Instructional Coach
Smith, Brandie	Instructional Coach
Webb, Kenya	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team works collaboratively to ensure that curriculum and instruction are aligned with the established state standards and delivered in a manner that is consistent with the needs of the students. The team meets weekly to discuss school-wide data in an effort to identify strengths and weaknesses in instructional delivery and the appropriate interventions that lead to both stronger instructional delivery and increased student performance. Academic coaches (Ellis McKay, Smith, and Stephens) work in conjunction with district support staff (STO - School Transformation Office) to support teachers in closing instructional delivery gaps through the use of research-based high-yield instructional strategies. Deans (Webb 6th grade, Clark 7th grade, Jones 8th grade) have responsibilities including parent involvement, Title I resource oversight, and discipline oversight. The Assistant Principals (Mays and Ray) oversee assigned department areas, review lesson plans, evaluate instruction, provide actionable feedback, and coach teachers to strengthen the instructional pedagogical process. The Principal's responsibility is one of instructional leadership with a focus on tight systems of monitoring and deciding changes needed throughout the year to ensure high levels of students academic performance.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process through which school leadership identifies and aligns all available resources is very strategic. Prior to the assignment of courses, personnel certifications are reviewed and a review of previous student performance results is conducted. Courses are then assigned to teachers based on the need of the students. Following this review, additional classified instructional support staff is strategically placed in classes in order to ensure a balanced approach to instructional delivery. Once instructional staffing placements have been finalized, professional development will be given to ensure instructional and support staff are trained in the delivery of the district's adopted curriculum appropriate for meeting the diverse needs of the students. Through strategic personnel placement, appropriate curriculum delivery, and professional development, Carver MS has aligned all resources to ensure student achievement.

Supplemental funds that include Title I, Title II and other special categorical funds are used to enhance instructional plans. Specifically, Title I funds support the Supplemental Educational Services for students that need additional support in the areas of reading and math as evidenced by FCAT and FSA data. Title I funds support the expense of professional development for instructional staff, the expense of additional highly qualified teachers to lower class sizes, parental outreach and involvement activities, tutoring of students, and the purchase of appropriate supplemental curriculum materials and supplies to enhance student learning and increase student achievement. Title II funds are used to support professional development in the areas of Middle Years IB Programme, reading, math, science, and civics. Title III funds are used to support the ELL program with materials, professional development, and additional student tutoring. Title X Homeless funds are utilized by the district to support the needs of students identified as homeless that includes daily transportation, funding for field trips or other school-related activities, and other needs.

In order to be proactive, the leadership team meets weekly to review upcoming events and secure needed resources for students in need of assistance. Additionally, the principal coordinates on a monthly basis with the Associate Superintendent to assess and review needs. All problems or situations are reviewed to determine the best method to allocate resources that will provide the greatest impact to improved student achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Hector Maestre	Principal
Johndrell Jones	Education Support Employee
Randi Schwartz	Teacher
Juanita Bell	Parent
P. Lalwani	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The previous School Improvement Plan (SIP) will be reviewed by the SAC committee where they will have the opportunity to make suggestions or recommendations based on our school's previous performance. Previous performance data indicates that our school's interventions produced mixed results. The SAC will review all interventions and corresponding performance results and make recommendations for adjustments.

Development of this school improvement plan

The construction of the school improvement plan was a collaborative effort that included all stakeholders (i.e. parents, teachers, community members, school leadership, and students). Data from the 2014-2015 school year was reviewed as part of the process. Based on the review and input from the Department of Education, two essential goals were written. These goals are: 1. Carver Middle School will create and maintain an environment of high expectations for students and faculty through the incorporation of best practices for student engagement and implementation of the Marzano framework, and 2. All instructional staff will use research-based instructional strategies and implement rigorous, standards-based instruction to increase student achievement.

Preparation of the school's annual budget and plan

The budget was aligned with the school goals and initiatives to support the improvement of student achievement. Based on these goals, the school budget was created to ensure appropriate funding of these school initiatives.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds in the amount of $21,800 were allocated in the previous year to ensure continued support of improved student achievement. Of that amount, $18,000 was used for tutoring and $3,800 was used for collaborative planning and professional development.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Smith, Brandie	Instructional Coach
Mays, Gerai	Assistant Principal
Tookes, Jennifer	Instructional Media
Maestre, Hector	Principal
Ellis McKay, Lanoma	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

This year, the LLT will work towards incorporating literacy strategies across content areas, incorporating IB
strategies throughout the curriculum, and cross-collaborating with other departments. In addition, the

LLT will showcase literacy during curriculum nights. The school will also develop model/demonstration classrooms, use data to analyze the effectiveness of instruction, and redesign instruction and resources to meet student learning and intervention needs. Additionally, the LLT will monitor and support the implementation of the Florida Standards, research-based strategies in PLCs, and through school-wide initiatives that promote literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

At Carver Middle School, teachers are expected to meet weekly for common planning to create quality lesson plans in subject-area Professional Learning Communities (PLCs). Each PLC created norms to help facilitate communication between teachers and active participation in the group. The leadership team conducts ongoing classroom observations to help increase teacher capacity by providing actionable feedback. Teachers requiring support will be placed in the coaching cycle to increase their instructional pedagogical practices. A schedule for professional development has been created to meet the professional needs of all instructional staff. Additional support is provided for PLCs through the district's School Transformation Office (STO). This department provides instructional coaches and senior administrators on our campus weekly to provide side-by-side coaching, lesson modeling, and intense support as needed.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Carver Middle school participates in district-wide recruitment initiatives to target highly qualified teachers who are both effective and certified in their content area. The school also provides ongoing professional development that is both aligned to the curriculum and the needs of teachers based on observable data. New teacher ambassadors support and mentor teachers with 0-3 years of teaching experience or those new to Carver MS to ensure their success.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Carver MS will follow the OCPS Great Beginnings mentoring program. Teacher mentees will be paired with veteran teacher mentors with a proven track record of success in their same content area. The rationale for pairing these teachers and mentors is to allow for common planning and consistency of sharing of curriculum knowledge.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All core instructional programs have been district approved and aligned to Florida's standards: Next Generation Sunshine State Standards for Science and Civics and the Florida Standards for English Language Arts and Math.
These programs combine rigorous, research-based instruction with engaging content to increase student achievement.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Various forms of data are collected using both formative and summative assessments. Based on the data from these assessments, instruction is differentiated or modified to meet the needs of students. Below are examples of how this is done in various content areas:
● Reading: Differentiated Instruction (DI), Centers, Gradual Release, Close Reading, Collaborative Structures, Tutoring. Level 1 Reading students are supported through Read 180, Level 2 Reading students are supported through Achieve 3000.
● English Language Arts (ELA): Modelling, Writing Workshop, Differentiated Instruction (DI), Centers, Gradual Release, Close Reading, Collaborative Structures, Tutoring
● Math: Differentiated Instruction (DI), Centers, Gradual Release, Collaborative Structures, Venn Diagrams, Formative Assessments, Guided Practice, Independent Practice, Real-World Connections, Re-teach, Tutoring. Level 1 and 2 Mathematics students are supported through FASTT Math and Think Through Math
● Science: Differentiated Instruction (DI), Centers, Collaborative Structures, 3-2-1 Remediation, Inquiry Probes, Formative Assessments, Interactive Notebooks, Tutoring
● Social Studies: Differentiated Instruction (DI), Centers, Gradual Release, Formative Assessments, Collaborative Structures, Tutoring

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 21,600

Student tutoring is offered after school where students can utilize the media center's resources as well as the tutoring lab. After-school tutoring will focus on core academic subject areas. Teachers are accessible after school for tutoring and student conferences that support academic progress. Group tutoring is also provided by After-School All-Stars and Bridges of Light. Students are provided dinner based on their participation. Formative assessment data is analyzed to assess the effectiveness of after-school tutoring.

Strategy Rationale

The purpose of this strategy is to increase the instructional time for students who are not proficient in core content areas. Tutors provide individual instruction to students and monitor their learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Maestre, Hector, hector.maestreiii@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

All tutors will provide the SES Title I coordinator with a progression sheet of students. This information will then be made available to the principal and assistant principals for review and adjustments.
- Formative Assessments
- Benchmark Assessments
- Pre/post Assessments
- Reading: Read 180, Achieve 3000, Systems 44
- ELA: Springboard
- Math: Algebra Nation, FASTT Math, Think Through Math
- Science: ThinkCentral, FCAT Explorer

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming 6th grade students are invited to our campus to attend an informational session as well as a campus tour. The assembly consists of information pertaining to schedules, tutoring, after-school clubs, summer school, and policy and procedures. Students who may need accommodations are identified by feeder schools and Carver MS staff.
The outgoing 8th grade students are visited by the guidance teams from their zone high school and receive information regarding their grade level progression, college and career pathways, magnet programs, and graduation requirements. During their 8th grade year, the students are also provided with career counseling regarding college and career readiness.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Goal-Setting: Each student is given support in developing personal goals (academic and social) and mapping out plans for achieving those goals.
Advisement is provided on taking college-entrance tests (PSAT, SAT, ACT).
Consultation is provided to students about advanced course placements including Advanced Placement (AP) and the International Baccalaureate (IB) Programme.
Career Planning (CHOICES) as part of the curriculum is integrated within each 8th grade Social Studies Class.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Informational Computer and Technical Education (ICTE) certification course is offered to the 8th-grade students.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

College Trips - available to 8th grade students at scheduled intervals throughout the school year with the goal of increasing student awareness through field experiences.
Teach-In – available to all students to gain knowledge from people in various career fields.
College and Career Success – available to all students to assist with the identification of personal future outcomes and accessing available resources (employment, educational establishments, tutoring, etc.) at school and in the community.
Instruction on Entering Working World - includes mock interviews, resume writing, job search, personal finance, etc. (particularly geared towards over-age students)
College Posters are visibly placed throughout the campus as well as in the college and career center located in the Guidance office.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Over-aged students are invited to presentations from Alternative Ed and technical schools representatives. These presentations focus on information about a variety of career pathways and technical programs that are industry-based. In addition, students are given the opportunity to tour technical school sites.
Selected students are involved in the College Bound Program (a program that assists students with college and career readiness).

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Carver Middle School will create and maintain an environment of high expectations for students and faculty through the incorporation of best practices for student engagement and implementation of the Marzano framework.

G2.   All instructional staff will use research-based instructional strategies and implement rigorous, standards-based instruction to increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Carver Middle School will create and maintain an environment of high expectations for students and faculty through the incorporation of best practices for student engagement and implementation of the Marzano framework. 1a

Targets Supported 1b

🔍 G073902

Indicator	Annual Target
FSA - English Language Arts - Achievement	35.0
FSA - Mathematics - Achievement	42.0
Civics EOC Pass	50.0

Resources Available to Support the Goal 2

- Title 1 Funds

- District Support

- Parent Academy

- Academic Coaches

- The Highly Engaged Classroom by Marzano

- Becoming a Reflective Teacher by Marzano

Targeted Barriers to Achieving the Goal 3

- Lack of strategies to increase student engagement

- Having and maintaining high expectations for all students

Plan to Monitor Progress Toward G1. 8

Instructional coaches and leadership team will analyze student data for effectiveness of engagement strategies

Person Responsible
Gerai Mays

Schedule
Monthly, from 8/24/2015 to 4/29/2016

Evidence of Completion
The evidence will be iObservation Data, Coaching Logs, Common Planning Reflections, mini-assessment data.

G2. All instructional staff will use research-based instructional strategies and implement rigorous, standards-based instruction to increase student achievement. `1a`

Targets Supported `1b`

`G073903`

Indicator	Annual Target
FSA - Mathematics - Achievement	42.0
FSA - English Language Arts - Achievement	35.0
Civics EOC Pass	50.0
FCAT 2.0 Science Proficiency	34.0

Resources Available to Support the Goal `2`

- School-based instructional coaches STO instructional coaches After-school tutoring Common Planning PLCs Item Specifications in all content areas Common Core Standards Lesson Plans Assessment data

Targeted Barriers to Achieving the Goal `3`

- Lack of experience with using instructional strategies to meet demands of the Florida Standards

Plan to Monitor Progress Toward G2. `8`

iObservation Data, reviewing lesson plans, analyzing student data, teacher/student data chats

Person Responsible
Gerai Mays

Schedule
Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion
The evidence will be the student progress monitoring forms, iObservation data, and benchmark assessment results.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Carver Middle School will create and maintain an environment of high expectations for students and faculty through the incorporation of best practices for student engagement and implementation of the Marzano framework. 1

🔑 G073902

G1.B1 Lack of strategies to increase student engagement 2

🔑 B193018

G1.B1.S1 Increase effective strategies teachers have available to deliver instructional content. 4

🔑 S204526

Strategy Rationale

Provide differentiated professional development on instructional delivery and student engagement.

Action Step 1 5

Provide differentiated professional development, based on teacher level of experience and classroom observations.

Person Responsible

Hector Maestre

Schedule

Biweekly, from 9/2/2015 to 4/29/2016

Evidence of Completion

The deliverables are PD agendas and sign-in sheets.

Action Step 2 `5`

Determine next steps and additional Professional Development needs through classroom observations and instructional coaches' feedback.

Person Responsible

Hector Maestre

Schedule

Biweekly, from 11/2/2015 to 4/29/2016

Evidence of Completion

The deliverables are agendas and minutes from Coaching Cycle Meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Assistant Principals and Instructional Coaches will model and co-teach in classrooms

Person Responsible

Gerai Mays

Schedule

Biweekly, from 9/14/2015 to 4/22/2016

Evidence of Completion

The evidence will be classroom observations and coaching logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Conduct classroom observations and monitor student achievement data for growth

Person Responsible

Gerai Mays

Schedule

Biweekly, from 10/5/2015 to 4/22/2016

Evidence of Completion

The evidence will be classroom observation data regarding engagement, and student achievement data.

G1.B1.S2 Provide instructional tools for student engagement for teachers to use immediately 4

S204527

Strategy Rationale

Provide teachers with tangible strategies and tools so they will be able to immediately make the link between theory and practice.

Action Step 1 5

Classroom strategies for student engagement will be taught and demonstrated for immediate use and implementation in the classroom.

Person Responsible

Hector Maestre

Schedule

Monthly, from 9/2/2015 to 4/29/2016

Evidence of Completion

The deliverables are student engagement tools, classroom walkthrough data, and observation logs.

Action Step 2 5

Manuals and other reference materials will be provided to staff for consideration and reflection.

Person Responsible

Hector Maestre

Schedule

Every 2 Months, from 9/2/2015 to 4/29/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walkthrough observations and discussions in common planning

Person Responsible

Hector Maestre

Schedule

Weekly, from 9/21/2015 to 4/29/2016

Evidence of Completion

We will monitor lesson plans, classroom walkthrough observations, common planning agendas.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor with formative and summative assessments

Person Responsible

Hector Maestre

Schedule

Monthly, from 10/5/2015 to 4/29/2016

Evidence of Completion

The evidence will be samples of student work and assessments.

G1.B1.S3 Immediate coaching to assist with implementation and monitoring. 4

S204528

Strategy Rationale

To provide teachers with support needed to implement strategies successfully and monitor effectiveness.

Action Step 1 5

Instructional coaches will model and co-teach with teachers that they are assigned to.

Person Responsible

Frederick Ray

Schedule

Biweekly, from 10/5/2015 to 4/29/2016

Evidence of Completion

The deliverables are classroom observation logs.

Action Step 2 5

Instructional coaches will observe as teachers use student engagement strategies on their own, and gradually release, considering teachers' readiness.

Person Responsible

Gerai Mays

Schedule

Biweekly, from 11/2/2015 to 4/29/2016

Evidence of Completion

The deliverables are classroom observation logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Assistant principals debrief with instructional coaches.

Person Responsible

Gerai Mays

Schedule

Biweekly, from 9/28/2015 to 4/29/2016

Evidence of Completion

The evidence will be agendas and minutes from the debrief meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Conduct classroom observations and collect feedback from teachers.

Person Responsible

Hector Maestre

Schedule

Biweekly, from 10/5/2015 to 4/29/2016

Evidence of Completion

The evidence will be the classroom observation and feedback results.

G1.B2 Having and maintaining high expectations for all students 2

B193019

G1.B2.S2 Top performing teachers will be placed in the coaching cycle 4

S204530

Strategy Rationale

Creating model classrooms to build teaching capacity

Action Step 1 5

Teachers who effectively engage in cooperative learning in classrooms will be identified and supported as model classrooms for other teachers to observe.

Person Responsible

Gerai Mays

Schedule

On 10/22/2015

Evidence of Completion

The deliverables are observational data as outlined by the Marzano Instructional Framework, and self-reflection as denoted in the model classroom teacher.

Action Step 2 5

Implement the coaching cycle to support and build the capacity of identified teachers and schedule classroom observations with other teachers to observe model classrooms for collaborative professional learning.

Person Responsible

Gerai Mays

Schedule

Monthly, from 8/24/2015 to 10/22/2015

Evidence of Completion

The deliverables are classroom observation data and reflection logs.

Action Step 3 `5`

Identified teachers will visit model classrooms and be supported through the coaching cycle in implementing cooperative learning and actionable feedback provided by leadership.

Person Responsible

Gerai Mays

Schedule

Biweekly, from 11/2/2015 to 4/29/2016

Evidence of Completion

The deliverables are feedback data, implementation data, and the schedule for model classroom visits.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Implement and monitor schedule for classroom observations with other teachers to observe model classrooms for cooperative learning.

Person Responsible

Gerai Mays

Schedule

Monthly, from 8/24/2015 to 10/22/2015

Evidence of Completion

The evidence will be the observation schedule, classroom observation results, and reflection logs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Review iObservation data regarding student engagement and achievement

Person Responsible

Gerai Mays

Schedule

Monthly, from 8/24/2015 to 10/22/2015

Evidence of Completion

The evidence will be the lesson plans and iObservation Data.

G1.B2.S3 All students will have high expectations based on what they read, hear and see as outlined on the teacher's common board configuration 4

🔑 S204531

Strategy Rationale

Creating the structure and culture of high expectations for all students

Action Step 1 5

Teachers will receive training on engagement strategies in the classroom.

Person Responsible

Hector Maestre

Schedule

Quarterly, from 8/24/2015 to 4/29/2016

Evidence of Completion

The deliverables are sign-in rosters and teacher lesson plans.

Action Step 2 5

Teachers will be provided with side-by-side coaching to implement engagement strategies in the classroom.

Person Responsible

Hector Maestre

Schedule

Weekly, from 9/3/2015 to 5/27/2016

Evidence of Completion

The deliverables are classroom walk-through data and coaching logs.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Leadership team and instructional coaches will monitor and provide classroom support to teachers in implementing collaborative structures.

Person Responsible

Hector Maestre

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

The evidence will be the classroom walkthrough data and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Students will be able to articulate expectations, essential question and learning goals

Person Responsible

Gerai Mays

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

The evidence will be the results of the student interviews.

G2. All instructional staff will use research-based instructional strategies and implement rigorous, standards-based instruction to increase student achievement. 1

🔑 G073903

G2.B1 Lack of experience with using instructional strategies to meet demands of the Florida Standards 2

🔑 B193020

G2.B1.S1 Provide professional development (department meetings, common planning and PLC) and support in deconstructing content-based standards. 4

🔑 S204532

Strategy Rationale

To ensure teacher ability to deconstruct standards for proper implementation of standards in lessons.

Action Step 1 5

Teachers will be provided professional development opportunities and training with the use of district developed tools such as Instructional Focus Calendars (IFC), lesson plan templates, Marzano's Domain 2 (lesson planning) and instructional strategies.

Person Responsible

Gerai Mays

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

The deliverables are PD sign-in sheets, PD surveys, exit slips, agendas from PD, and PD notes.

Action Step 2 5

Common planning will be implemented 2 days a week per content area to assist teachers in understanding the standards and transferring their learning to instructional delivery.

Person Responsible

Hector Maestre

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

The deliverables are common planning sign-in sheets, lesson plans, and common planning notes.

Action Step 3 `5`

Side by side coaching support will be provided to all teachers in transferring the work done in common planning into the classroom.

Person Responsible

Hector Maestre

Schedule

On 5/20/2016

Evidence of Completion

The deliverables are the coaching logs.

Action Step 4 `5`

Administrators will identify teachers in need of additional support based on walk-through and student achievement data, as well as coaching feedback.

Person Responsible

Hector Maestre

Schedule

Biweekly, from 10/5/2015 to 5/20/2016

Evidence of Completion

The deliverables are classroom walkthrough data, the coaching tiers spreadsheet, and administrative meeting notes.

Action Step 5 `5`

Coaching cycles will be implemented for teachers identified by administration.

Person Responsible

Gerai Mays

Schedule

Every 3 Weeks, from 10/12/2015 to 5/20/2016

Evidence of Completion

The deliverables are the coaching cycle logs.

Action Step 6 [5]

Coaching cycle meetings will be conducted to monitor the progress of teachers in the coaching cycle.

Person Responsible

Gerai Mays

Schedule

Weekly, from 10/19/2015 to 5/20/2016

Evidence of Completion

The deliverables are meeting notes, coaching logs, and the coaching tiers spreadsheet.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Administration will attend common planning and coaching cycle meetings and conduct CWTs to monitor implementation of the plan.

Person Responsible

Gerai Mays

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

The evidence will be the iObservation data, common planning meeting notes, and coaching logs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 [7]

Administration will monitor student performance data and teacher use of effective instructional strategies.

Person Responsible

Gerai Mays

Schedule

Semiannually, from 8/24/2015 to 6/8/2016

Evidence of Completion

The evidence will be the teachers' lesson plans, common planning notes, iObservation data, coaches' logs, benchmark assessments, mini-assessments, and common formative assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide differentiated professional development, based on teacher level of experience and classroom observations.	Maestre, Hector	9/2/2015	The deliverables are PD agendas and sign-in sheets.	4/29/2016 biweekly
G1.B1.S2.A1	Classroom strategies for student engagement will be taught and demonstrated for immediate use and implementation in the classroom.	Maestre, Hector	9/2/2015	The deliverables are student engagement tools, classroom walkthrough data, and observation logs.	4/29/2016 monthly
G1.B1.S3.A1	Instructional coaches will model and co-teach with teachers that they are assigned to.	Ray, Frederick	10/5/2015	The deliverables are classroom observation logs.	4/29/2016 biweekly
G1.B2.S2.A1	Teachers who effectively engage in cooperative learning in classrooms will be identified and supported as model classrooms for other teachers to observe.	Mays, Gerai	8/24/2015	The deliverables are observational data as outlined by the Marzano Instructional Framework, and self-reflection as denoted in the model classroom teacher.	10/22/2015 one-time
G1.B2.S3.A1	Teachers will receive training on engagement strategies in the classroom.	Maestre, Hector	8/24/2015	The deliverables are sign-in rosters and teacher lesson plans.	4/29/2016 quarterly
G2.B1.S1.A1	Teachers will be provided professional development opportunities and training with the use of district developed tools such as Instructional Focus Calendars (IFC), lesson plan templates, Marzano's Domain 2 (lesson planning) and instructional strategies.	Mays, Gerai	8/24/2015	The deliverables are PD sign-in sheets, PD surveys, exit slips, agendas from PD, and PD notes.	6/8/2016 monthly
G1.B1.S1.A2	Determine next steps and additional Professional Development needs through classroom observations and instructional coaches' feedback.	Maestre, Hector	11/2/2015	The deliverables are agendas and minutes from Coaching Cycle Meetings.	4/29/2016 biweekly
G1.B1.S2.A2	Manuals and other reference materials will be provided to staff for consideration and reflection.	Maestre, Hector	9/2/2015		4/29/2016 every-2-months
G1.B1.S3.A2	Instructional coaches will observe as teachers use student engagement strategies on their own, and gradually release, considering teachers' readiness.	Mays, Gerai	11/2/2015	The deliverables are classroom observation logs.	4/29/2016 biweekly
G1.B2.S2.A2	Implement the coaching cycle to support and build the capacity of identified teachers and schedule classroom observations with other teachers to observe model classrooms for collaborative professional learning.	Mays, Gerai	8/24/2015	The deliverables are classroom observation data and reflection logs.	10/22/2015 monthly
G1.B2.S3.A2	Teachers will be provided with side-by-side coaching to implement engagement strategies in the classroom.	Maestre, Hector	9/3/2015	The deliverables are classroom walk-through data and coaching logs.	5/27/2016 weekly
G2.B1.S1.A2	Common planning will be implemented 2 days a week per content area to assist teachers in understanding the standards and transferring their learning to instructional delivery.	Maestre, Hector	10/5/2015	The deliverables are common planning sign-in sheets, lesson plans, and common planning notes.	6/8/2016 weekly
G1.B2.S2.A3	Identified teachers will visit model classrooms and be supported through the coaching cycle in implementing	Mays, Gerai	11/2/2015	The deliverables are feedback data, implementation data, and the schedule for model classroom visits.	4/29/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	cooperative learning and actionable feedback provided by leadership.				
G2.B1.S1.A3	Side by side coaching support will be provided to all teachers in transferring the work done in common planning into the classroom.	Maestre, Hector	10/7/2015	The deliverables are the coaching logs.	5/20/2016 one-time
G2.B1.S1.A4	Administrators will identify teachers in need of additional support based on walk-through and student achievement data, as well as coaching feedback.	Maestre, Hector	10/5/2015	The deliverables are classroom walkthrough data, the coaching tiers spreadsheet, and administrative meeting notes.	5/20/2016 biweekly
G2.B1.S1.A5	Coaching cycles will be implemented for teachers identified by administration.	Mays, Gerai	10/12/2015	The deliverables are the coaching cycle logs.	5/20/2016 every-3-weeks
G2.B1.S1.A6	Coaching cycle meetings will be conducted to monitor the progress of teachers in the coaching cycle.	Mays, Gerai	10/19/2015	The deliverables are meeting notes, coaching logs, and the coaching tiers spreadsheet.	5/20/2016 weekly
G1.MA1	Instructional coaches and leadership team will analyze student data for effectiveness of engagement strategies	Mays, Gerai	8/24/2015	The evidence will be iObservation Data, Coaching Logs, Common Planning Reflections, mini-assessment data.	4/29/2016 monthly
G1.B1.S1.MA1	Conduct classroom observations and monitor student achievement data for growth	Mays, Gerai	10/5/2015	The evidence will be classroom observation data regarding engagement, and student achievement data.	4/22/2016 biweekly
G1.B1.S1.MA1	Assistant Principals and Instructional Coaches will model and co-teach in classrooms	Mays, Gerai	9/14/2015	The evidence will be classroom observations and coaching logs.	4/22/2016 biweekly
G1.B1.S2.MA1	Monitor with formative and summative assessments	Maestre, Hector	10/5/2015	The evidence will be samples of student work and assessments.	4/29/2016 monthly
G1.B1.S2.MA1	Classroom walkthrough observations and discussions in common planning	Maestre, Hector	9/21/2015	We will monitor lesson plans, classroom walkthrough observations, common planning agendas.	4/29/2016 weekly
G1.B2.S2.MA1	Review iObservation data regarding student engagement and achievement	Mays, Gerai	8/24/2015	The evidence will be the lesson plans and iObservation Data.	10/22/2015 monthly
G1.B2.S2.MA1	Implement and monitor schedule for classroom observations with other teachers to observe model classrooms for cooperative learning.	Mays, Gerai	8/24/2015	The evidence will be the observation schedule, classroom observation results, and reflection logs.	10/22/2015 monthly
G1.B1.S3.MA1	Conduct classroom observations and collect feedback from teachers.	Maestre, Hector	10/5/2015	The evidence will be the classroom observation and feedback results.	4/29/2016 biweekly
G1.B1.S3.MA1	Assistant principals debrief with instructional coaches.	Mays, Gerai	9/28/2015	The evidence will be agendas and minutes from the debrief meetings.	4/29/2016 biweekly
G1.B2.S3.MA1	Students will be able to articulate expectations, essential question and learning goals	Mays, Gerai	8/24/2015	The evidence will be the results of the student interviews.	6/8/2016 weekly
G1.B2.S3.MA1	Leadership team and instructional coaches will monitor and provide classroom support to teachers in implementing collaborative structures.	Maestre, Hector	8/24/2015	The evidence will be the classroom walkthrough data and lesson plans.	6/8/2016 daily
G2.MA1	iObservation Data, reviewing lesson plans, analyzing student data, teacher/student data chats	Mays, Gerai	8/24/2015	The evidence will be the student progress monitoring forms, iObservation data, and benchmark assessment results.	6/8/2016 monthly
G2.B1.S1.MA1	Administration will monitor student performance data and teacher use of effective instructional strategies.	Mays, Gerai	8/24/2015	The evidence will be the teachers' lesson plans, common planning notes, iObservation data, coaches' logs, benchmark assessments, mini-assessments, and common formative assessments.	6/8/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Administration will attend common planning and coaching cycle meetings and conduct CWTs to monitor implementation of the plan.	Mays, Gerai	10/5/2015	The evidence will be the iObservation data, common planning meeting notes, and coaching logs.	6/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Carver Middle School will create and maintain an environment of high expectations for students and faculty through the incorporation of best practices for student engagement and implementation of the Marzano framework.

G1.B2 Having and maintaining high expectations for all students

G1.B2.S3 All students will have high expectations based on what they read, hear and see as outlined on the teacher's common board configuration

PD Opportunity 1

Teachers will receive training on engagement strategies in the classroom.

Facilitator

Gerai Mays, Assistant Principal; Lanoma Ellis McKay, CRT

Participants

All instructional staff

Schedule

Quarterly, from 8/24/2015 to 4/29/2016

G2. All instructional staff will use research-based instructional strategies and implement rigorous, standards-based instruction to increase student achievement.

G2.B1 Lack of experience with using instructional strategies to meet demands of the Florida Standards

G2.B1.S1 Provide professional development (department meetings, common planning and PLC) and support in deconstructing content-based standards.

PD Opportunity 1

Teachers will be provided professional development opportunities and training with the use of district developed tools such as Instructional Focus Calendars (IFC), lesson plan templates, Marzano's Domain 2 (lesson planning) and instructional strategies.

Facilitator

Administrators, Curriculum Leaders and Coaches

Participants

Instructional staff

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Carver Middle School will create and maintain an environment of high expectations for students and faculty through the incorporation of best practices for student engagement and implementation of the Marzano framework.

G1.B2 Having and maintaining high expectations for all students

G1.B2.S2 Top performing teachers will be placed in the coaching cycle

PD Opportunity 1

Teachers who effectively engage in cooperative learning in classrooms will be identified and supported as model classrooms for other teachers to observe.

Facilitator

Instructional Coaches school-based and STO

Participants

Instructional Staff

Schedule

On 10/22/2015

Budget

Budget Data

1	G1.B1.S1.A1	**Provide differentiated professional development, based on teacher level of experience and classroom observations.**	$0.00
2	G1.B1.S1.A2	**Determine next steps and additional Professional Development needs through classroom observations and instructional coaches' feedback.**	$0.00
3	G1.B1.S2.A1	**Classroom strategies for student engagement will be taught and demonstrated for immediate use and implementation in the classroom.**	$0.00
4	G1.B1.S2.A2	**Manuals and other reference materials will be provided to staff for consideration and reflection.**	$0.00
5	G1.B1.S3.A1	**Instructional coaches will model and co-teach with teachers that they are assigned to.**	$0.00
6	G1.B1.S3.A2	**Instructional coaches will observe as teachers use student engagement strategies on their own, and gradually release, considering teachers' readiness.**	$0.00
7	G1.B2.S2.A1	**Teachers who effectively engage in cooperative learning in classrooms will be identified and supported as model classrooms for other teachers to observe.**	$0.00

Budget Data

8	G1.B2.S2.A2	Implement the coaching cycle to support and build the capacity of identified teachers and schedule classroom observations with other teachers to observe model classrooms for collaborative professional learning.	$0.00
9	G1.B2.S2.A3	Identified teachers will visit model classrooms and be supported through the coaching cycle in implementing cooperative learning and actionable feedback provided by leadership.	$0.00
10	G1.B2.S3.A1	Teachers will receive training on engagement strategies in the classroom.	$0.00
11	G1.B2.S3.A2	Teachers will be provided with side-by-side coaching to implement engagement strategies in the classroom.	$0.00
12	G2.B1.S1.A1	Teachers will be provided professional development opportunities and training with the use of district developed tools such as Instructional Focus Calendars (IFC), lesson plan templates, Marzano's Domain 2 (lesson planning) and instructional strategies.	$0.00
13	G2.B1.S1.A2	Common planning will be implemented 2 days a week per content area to assist teachers in understanding the standards and transferring their learning to instructional delivery.	$0.00
14	G2.B1.S1.A3	Side by side coaching support will be provided to all teachers in transferring the work done in common planning into the classroom.	$0.00
15	G2.B1.S1.A4	Administrators will identify teachers in need of additional support based on walk-through and student achievement data, as well as coaching feedback.	$0.00
16	G2.B1.S1.A5	Coaching cycles will be implemented for teachers identified by administration.	$0.00
17	G2.B1.S1.A6	Coaching cycle meetings will be conducted to monitor the progress of teachers in the coaching cycle.	$0.00
		Total:	$0.00