

Orange County Public Schools

Carver Middle



2016-17 Schoolwide Improvement Plan

Carver Middle

4500 W COLUMBIA ST, Orlando, FL 32811

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	F	D

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Carver Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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.

b. 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. School wide rules and procedures are put in place to ensure consistency and commonality across the entire campus. Teachers 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.

8th Hour: There has been an additional period added to the school day to provide extended learning opportunities in reading, math, science, and civics. The additional hour of instruction will provide targeted students with an opportunity to go deeper with the content and continue to work towards mastery.

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 offers an 8th hour of educational core class material for identified

students based on their need for such intervention. Students are also fed dinner based on participation in the after school tutoring program five days a week. In addition, daily bus transportation home is provided to all students at the completion of their after school tutoring sessions.

c. 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 be implementing school wide rules and procedures in relation to every classroom on campus. There will also be an emphasis on design question 5 in the Marzano framework that looks at ways to increase student engagement through research based strategies during the delivery of instruction. The code of conduct will be reviewed with each student during the first week of school and the behavioral expectations will be restated in all classes until norms are evident in student actions. The combination of these actions should result in:

- Reduced classroom disruptions and office referrals
- Improved classroom climate
- Increased student on-task behavior
- Established respectful and civil interactions

By following the effective, research-based practices outlined in the Marzano framework, teachers develop methods for clearly communicating their expectations on every classroom activity and transition. ALL Carver teachers and staff members are to review 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 reinforce our expectations and recognize students for doing their part in ensuring a positive school environment.

d. 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. The school also has added a behavior coach to work with all students to ensure that positive behaviors are a part of the school culture. Strategies will include student incentives and Positive Behavior Support (PBS). In addition, Carver will be the only middle school in the county to host the California based "Challenge Day" program. This will be an intense day of self-reflection and character building for 100 students at Carver Middle School.

Carver Middle School will also have the support of the Urban Learning & Leadership Center (ULLC) as a consultant. They will work with the school to collect baseline data on climate, achievement, and culture using the S.A.M.E. framework. Social (S): Provide job embedded coaching and support on developing a school-wide culture of excellence, Academic (A): Assist STO in providing a guaranteed and viable curriculum, Moral Education (ME): Work with the school-based staff to develop a belief system that expects students to achieve a moral education. This collaboration will provide the school with resources to positively impact the social aspects of the school day and create an intense focus on teaching and learning.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	114	133	120	0	0	0	0	367
One or more suspensions	0	0	0	0	0	0	117	130	62	0	0	0	0	309
Course failure in ELA or Math	0	0	0	0	0	0	8	8	6	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	115	120	137	0	0	0	0	372

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	102	108	86	0	0	0	0	296

c. 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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

By June 2017, 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 members are 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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Maestre, Hector	Principal
Ray, Frederick	Assistant Principal
Mays, Gerai	Assistant Principal
Stephens, Shavonda	Instructional Coach
Tookes, Jennifer	Instructional Media
Ellis McKay, Lanoma	Instructional Coach
Schwartz, Randi	Instructional Coach
Webb, Kenya	Administrative Support
Bell, Guilaine	School Counselor
Roberts, Kelly	Instructional Coach
Richbourg, Ann	Instructional Coach
Spinks, Dominic	Dean
Williams, James	Dean

b. Duties

1. 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, Hooks, and Richbourg) 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 (Spinks 6th grade, Williams 7th grade, Bell 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Hector Maestre	Principal
Shavonda Stephens	Teacher

b. Duties

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

a. 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.

b. 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 2015-2016 school year were reviewed as part of the process. Based on the review and input from the Department of Education, three essential goals were written. These goals are: 1. Carver Middle School will establish and sustain instructional practices that lead to increased student achievement through specialized Professional Development (PD), 2. Carver Middle School will increase student achievement by providing all students an active role in the collection and analysis of their progress monitoring data academically and behaviorally, and 3. Carver Middle School will reduce discipline infractions that result in Out of School Suspension (OSS) and In School Suspension (PASS) by 50% to foster a culture of safety collaboration with students and teachers.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 twice per week for common planning to create quality lesson plans in subject-area Professional Learning Communities (PLCs). Additionally, each PLC will meet one day per week to review data for their respective instructional area. Each PLC created

norms to help facilitate communication between teachers and active participation in the group. There are also opportunities for teachers be paid to plan collaboratively on Saturdays in order to further impact instruction.

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.

2. 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 initiatives to target highly qualified teachers who are both effective and certified in their content area. There is a \$2,600 incentive given to teachers who work at Carver Middle school, which helps with the recruitment of certified teachers. Additionally, teachers can earn up to \$2,400 for additional time spent planning throughout the school year. Carver Middle School also partners with Teach for America (TFA) to develop, train, and retain qualified teachers. They are provided with ongoing, follow up training within their TFA cohort. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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. 6th grade students are supported through Read 180, 7th and 8th grade students are supported through i-Ready.
- 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 i-Ready.
- 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

2. 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.maestrei@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, i-Ready
- ELA: Springboard
- Math: Algebra Nation, i-Ready
- Science: ThinkCentral, FCAT Explorer

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. This past summer, incoming students were also invited to Jump Start, for enrichment in reading, mathematics, and writing.

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.

b. College and Career Readiness

1. 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). This year, all 8th grade students will take the PSAT8 in October.

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.

2. 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. Students are advised of the various opportunities available through the Orange Technical Campuses.

3. 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.

All 6th grade students will be enrolled in Advancement Via Individual Determination (AVID), which will focus on college planning, study skills/strategies, and grade level collegiality. All students, school-wide, will engage in AVID strategies writing, inquiry, collaboration, organization, and reading (WICOR) in addition to utilizing the school-provided AVID notebook.

4. 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).

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction.
- G2.** Carver Middle School will increase student achievement by implementing differentiated instruction to meet the needs of all students.
- G3.** Teachers will implement effective classroom management strategies to reduce the number of discipline referrals that result in a loss of instructional time and student time on learning and in-school and out-of-school suspension.

Strategic Goals Detail

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

G1. Carver Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction. 1a

G084928

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
Civics EOC Pass	60.0
Statewide Science Assessment Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge of the rigorous Florida standards and lack instructional strategies to meet the needs of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 Funds
- School based Instructional Coaches
- STO Instructional Coaches
- Florida Standards and Item Specifications

Plan to Monitor Progress Toward G1. 8

Principal will analyze student data from mini assessments and formative assessments based on the standard for effectiveness of instructional strategies with the leadership team.

Person Responsible

Hector Maestre

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Data Notebooks

G2. Carver Middle School will increase student achievement by implementing differentiated instruction to meet the needs of all students. 1a

G084929

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	70.0
Math Gains	60.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Student data are not being analyzed to the individual student level in order to make instructional decisions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Funds
- School Based Instructional Coaches
- STO Instructional Coach

Plan to Monitor Progress Toward G2. 8

Principal will analyze student data from classroom observations and formative assessments for differentiated instructional strategies with the leadership team.

Person Responsible

Hector Maestre

Schedule

Weekly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Data notebooks

G3. Teachers will implement effective classroom management strategies to reduce the number of discipline referrals that result in a loss of instructional time and student time on learning and in-school and out-of-school suspension. 1a

G084930

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	400.0
1+ Suspensions Grade 06	30.0
1+ Suspensions Grade 07	30.0
1+ Suspensions Grade 08	20.0

Targeted Barriers to Achieving the Goal 3

- Teachers and staff have a lack of understanding in the implementation of behavior management strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Nonviolent Crisis Intervention (CPI) training for all teachers

Plan to Monitor Progress Toward G3. 8

Monitor student discipline data at specific checkpoints throughout the year to determine progress toward reduction of suspensions and classroom disruptions.

Person Responsible

Hector Maestre

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Student discipline data

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 improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction. 1

G084928

G1.B1 Teachers have limited knowledge of the rigorous Florida standards and lack instructional strategies to meet the needs of students. 2

B225860

G1.B1.S1 Professional development and side by side coaching will enhance teacher knowledge and understanding of standards and strategies. 4

S238245

Strategy Rationale

By providing an intense focus on what to teach (standards) and how to teach it (strategies), teachers will gain a better understanding of how to meet the rigor of the standards.

Action Step 1 5

Implement individualized professional development through the coaching cycle (observation, conferencing, modeling, coaching) in all core instructional areas (ELA, reading, math, science, social studies) related to Florida standards and strategies.

Person Responsible

Hector Maestre

Schedule

Monthly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Classroom observation of the coaching cycle.

Action Step 2 5

Initiate weekly content meetings for all core subject area teachers focusing on standards and strategies. Meetings will be facilitated by School-based administration, school-based coaches, and STO administrators and coaches.

Person Responsible

Gerai Mays

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

The deliverables are agendas and minutes from meetings.

Action Step 3 5

Facilitate school-wide ongoing AVID professional development to train teachers on high yield WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies.

Person Responsible

Lanoma Ellis McKay

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

The deliverables are agendas and minutes from meetings.

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

Principal and Assistant Principals will participate in and monitor the progress of each PLC to ensure fidelity. Biweekly walks will show evidence of the coaching cycle taking place.

Person Responsible

Gerai Mays

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Utilizing progress monitoring observation logs that indicate the level of instructional alignment to the standards.

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

Assistant Principal of Instruction will meet weekly with the principal and School Transformation Office Senior Administrators to discuss meetings, cycles, trends, and student achievement data. This will be monitored through teacher observations of the coaching cycle and instructional rounds.

Person Responsible

Gerai Mays

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Monitor the professional growth of iObservation data from domain 1, element 1 on learning goals and scales.

G2. Carver Middle School will increase student achievement by implementing differentiated instruction to meet the needs of all students. 1

G084929

G2.B1 Student data are not being analyzed to the individual student level in order to make instructional decisions. 2

B225861

G2.B1.S1 Professional development and coaching will be provided to help teachers track student data by standard, class, and individual to determine differentiation strategies to be used. 4

S238246

Strategy Rationale

If we provide the necessary training to improve teacher understanding of how to utilize data to drive instruction, student achievement will improve.

Action Step 1 5

Teachers will use teacher and district formative and informative assessments on a biweekly basis utilizing our district data management system to track student progress (i-Ready, Unify, Performance Matters).

Person Responsible

Hector Maestre

Schedule

On 9/9/2016

Evidence of Completion

Document will be created and used by teachers.

Action Step 2 5

Weekly data meetings for all core subject area teachers. Meetings will be facilitated by school based administration, school based coaches, and STO administrators and coaches. Review and analyze data with teachers and look for trends in data to determine next steps for differentiated instruction, which will include PD on instructional strategies for differentiation.

Person Responsible

Gerai Mays

Schedule

Weekly, from 8/23/2016 to 5/31/2017

Evidence of Completion

Evidence of data driven small groups in classes.

Action Step 3 5

Teachers will meet with their assigned coaches to look at individual student data and plan for student grouping and other differentiation.

Person Responsible

Gerai Mays

Schedule

Weekly, from 9/23/2016 to 5/31/2017

Evidence of Completion

Evidence of purposeful grouping and differentiated plans.

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

Principal and Assistant Principals will monitor teachers use of tracking data using differentiated instruction (DI) strategies used in classrooms. Student achievement data will be reviewed with teachers during data meetings to track individual students.

Person Responsible

Gerai Mays

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Utilizing progress monitoring observation logs that indicate the effectiveness of differentiated instruction strategies being used in classrooms.

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

Assistant Principal of Instruction will meet weekly with the principal and School Transformation Office Senior Administrators to discuss observation data, cycles and trends.

Person Responsible

Gerai Mays

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Monitor individual student data for all students in reading and math.

G3. Teachers will implement effective classroom management strategies to reduce the number of discipline referrals that result in a loss of instructional time and student time on learning and in-school and out-of-school suspension. 1

G084930

G3.B1 Teachers and staff have a lack of understanding in the implementation of behavior management strategies. 2

B225862

G3.B1.S1 Build teacher and staff capacity through ongoing Professional Development specific to classroom management strategies. 4

S238247

Strategy Rationale

If we build teacher capacity through ongoing PD specific to classroom management strategies, Carver Middle School will foster a positive climate and culture in a safe and collaborative learning environment

Action Step 1 5

Train teachers and staff on Restorative Justice (RJ) to develop relationships and foster a positive culture on campus.

Person Responsible

Schedule

Quarterly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Sign in sheets and evidence of implementation through observations.

Action Step 2 5

Train teachers and staff on a behavior management system (PBS) to develop relationships and foster a positive student culture on campus.

Person Responsible

Lanoma Ellis McKay

Schedule

Quarterly, from 8/11/2016 to 5/31/2017

Evidence of Completion

Sign in sheets, presentation documents, and classroom walkthrough data, referral data.

Action Step 3 5

Teachers who struggle with the implementation of a behavior management plan will be identified and supported within the coaching cycle in order to do so effectively.

Person Responsible

Lanoma Ellis McKay

Schedule

Biweekly, from 8/11/2016 to 5/31/2017

Evidence of Completion

Evidence of implementation through observations

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will attend and document ongoing Professional Development on classroom management strategies to all faculty members.

Person Responsible

Lanoma Ellis McKay

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Sign in sheets, administrative monitoring.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Assistant Principals, Senior Administrators, and content area coaches will meet with the Principal to review classroom implementation of RJ and PBS structures.

Person Responsible

Frederick Ray

Schedule

Monthly, from 9/12/2016 to 6/2/2017


Evidence of Completion

Classroom and transition area monitoring. Discipline referral data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A1 A308330	Teachers will use teacher and district formative and informative assessments on a biweekly basis...	Maestre, Hector	9/9/2016	Document will be created and used by teachers.	9/9/2016 one-time
G2.MA1 M314889	Principal will analyze student data from classroom observations and formative assessments for...	Maestre, Hector	9/19/2016	Data notebooks	5/31/2017 weekly
G3.MA1 M314892	Monitor student discipline data at specific checkpoints throughout the year to determine progress...	Maestre, Hector	8/15/2016	Student discipline data	5/31/2017 weekly
G1.B1.S1.A2 A308328	Initiate weekly content meetings for all core subject area teachers focusing on standards and...	Mays, Gerai	9/12/2016	The deliverables are agendas and minutes from meetings.	5/31/2017 weekly
G1.B1.S1.A3 A308329	Facilitate school-wide ongoing AVID professional development to train teachers on high yield WICOR...	Ellis McKay, Lanoma	9/12/2016	The deliverables are agendas and minutes from meetings.	5/31/2017 weekly
G2.B1.S1.MA1 M314887	Assistant Principal of Instruction will meet weekly with the principal and School Transformation...	Mays, Gerai	9/12/2016	Monitor individual student data for all students in reading and math.	5/31/2017 weekly
G2.B1.S1.MA1 M314888	Principal and Assistant Principals will monitor teachers use of tracking data using differentiated...	Mays, Gerai	8/29/2016	Utilizing progress monitoring observation logs that indicate the effectiveness of differentiated instruction strategies being used in classrooms.	5/31/2017 weekly
G2.B1.S1.A2 A308331	Weekly data meetings for all core subject area teachers. Meetings will be facilitated by school...	Mays, Gerai	8/23/2016	Evidence of data driven small groups in classes.	5/31/2017 weekly
G2.B1.S1.A3 A308332	Teachers will meet with their assigned coaches to look at individual student data and plan for...	Mays, Gerai	9/23/2016	Evidence of purposeful grouping and differentiated plans.	5/31/2017 weekly
G3.B1.S1.MA1 M314891	Administration will attend and document ongoing Professional Development on classroom management...	Ellis McKay, Lanoma	8/15/2016	Sign in sheets, administrative monitoring.	5/31/2017 monthly
G3.B1.S1.A1 A308333	Train teachers and staff on Restorative Justice (RJ) to develop relationships and foster a positive...		8/9/2016	Sign in sheets and evidence of implementation through observations.	5/31/2017 quarterly
G3.B1.S1.A2 A308334	Train teachers and staff on a behavior management system (PBS) to develop relationships and foster...	Ellis McKay, Lanoma	8/11/2016	Sign in sheets, presentation documents, and classroom walkthrough data, referral data.	5/31/2017 quarterly
G3.B1.S1.A3 A308335	Teachers who struggle with the implementation of a behavior management plan will be identified and...	Ellis McKay, Lanoma	8/11/2016	Evidence of implementation through observations	5/31/2017 biweekly
G1.MA1 M314886	Principal will analyze student data from mini assessments and formative assessments based on the...	Maestre, Hector	9/12/2016	Data Notebooks	6/2/2017 monthly
G1.B1.S1.MA1 M314884	Assistant Principal of Instruction will meet weekly with the principal and School Transformation...	Mays, Gerai	9/12/2016	Monitor the professional growth of iObservation data from domain 1, element 1 on learning goals and scales.	6/2/2017 weekly
G1.B1.S1.MA1 M314885	Principal and Assistant Principals will participate in and monitor the progress of each PLC to...	Mays, Gerai	9/12/2016	Utilizing progress monitoring observation logs that indicate the level of instructional alignment to the standards.	6/2/2017 weekly
G1.B1.S1.A1 A308327	Implement individualized professional development through the coaching cycle (observation,...	Maestre, Hector	8/19/2016	Classroom observation of the coaching cycle.	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1  M314890	Assistant Principals, Senior Administrators, and content area coaches will meet with the Principal...	Ray, Frederick	9/12/2016	Classroom and transition area monitoring. Discipline referral data.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. Carver Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction.

G1.B1 Teachers have limited knowledge of the rigorous Florida standards and lack instructional strategies to meet the needs of students.

G1.B1.S1 Professional development and side by side coaching will enhance teacher knowledge and understanding of standards and strategies.

PD Opportunity 1

Implement individualized professional development through the coaching cycle (observation, conferencing, modeling, coaching) in all core instructional areas (ELA, reading, math, science, social studies) related to Florida standards and strategies.

Facilitator

Hector Maestre

Participants

All

Schedule

Monthly, from 8/19/2016 to 6/2/2017

PD Opportunity 2

Initiate weekly content meetings for all core subject area teachers focusing on standards and strategies. Meetings will be facilitated by School-based administration, school-based coaches, and STO administrators and coaches.

Facilitator

Lenoma Ellis McKay, Erica Hooks, Ann Richbourg

Participants

All

Schedule

Weekly, from 9/12/2016 to 5/31/2017

PD Opportunity 3

Facilitate school-wide ongoing AVID professional development to train teachers on high yield WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies.

Facilitator

Lanoma Ellis Mckay, Jasmine Hollis, Tasha Owens

Participants

All

Schedule

Weekly, from 9/12/2016 to 5/31/2017

G3. Teachers will implement effective classroom management strategies to reduce the number of discipline referrals that result in a loss of instructional time and student time on learning and in-school and out-of-school suspension.

G3.B1 Teachers and staff have a lack of understanding in the implementation of behavior management strategies.

G3.B1.S1 Build teacher and staff capacity through ongoing Professional Development specific to classroom management strategies.

PD Opportunity 1

Train teachers and staff on Restorative Justice (RJ) to develop relationships and foster a positive culture on campus.

Facilitator

Lanoma Ellis McKay

Participants

Teachers and Staff

Schedule

Quarterly, from 8/9/2016 to 5/31/2017

PD Opportunity 2

Train teachers and staff on a behavior management system (PBS) to develop relationships and foster a positive student culture on campus.

Facilitator

Lanoma Ellis McKay

Participants

Teachers and Staff

Schedule

Quarterly, from 8/11/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implement individualized professional development through the coaching cycle (observation, conferencing, modeling, coaching) in all core instructional areas (ELA, reading, math, science, social studies) related to Florida standards and strategies.				\$2,635.85
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5871 - Carver Middle	Title I, Part A		\$2,635.85
			<i>Notes: Purchase of The Highly Engaged Classroom and Becoming a reflective Teacher.</i>			
2	G1.B1.S1.A2	Initiate weekly content meetings for all core subject area teachers focusing on standards and strategies. Meetings will be facilitated by School-based administration, school-based coaches, and STO administrators and coaches.				\$4,080.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5871 - Carver Middle	General Fund		\$4,080.00
			<i>Notes: Substitutes</i>			
3	G1.B1.S1.A3	Facilitate school-wide ongoing AVID professional development to train teachers on high yield WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies.				\$0.00
4	G2.B1.S1.A1	Teachers will use teacher and district formative and informative assessments on a biweekly basis utilizing our district data management system to track student progress (i-Ready, Unify, Performance Matters).				\$0.00
5	G2.B1.S1.A2	Weekly data meetings for all core subject area teachers. Meetings will be facilitated by school based administration, school based coaches, and STO administrators and coaches. Review and analyze data with teachers and look for trends in data to determine next steps for differentiated instruction, which will include PD on instructional strategies for differentiation.				\$0.00
6	G2.B1.S1.A3	Teachers will meet with their assigned coaches to look at individual student data and plan for student grouping and other differentiation.				\$0.00
7	G3.B1.S1.A1	Train teachers and staff on Restorative Justice (RJ) to develop relationships and foster a positive culture on campus.				\$544.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5871 - Carver Middle			\$544.00
			<i>Notes: Substitutes</i>			
8	G3.B1.S1.A2	Train teachers and staff on a behavior management system (PBS) to develop relationships and foster a positive student culture on campus.				\$0.00
9	G3.B1.S1.A3	Teachers who struggle with the implementation of a behavior management plan will be identified and supported within the coaching cycle in order to do so effectively.				\$0.00

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	Total: \$7,259.85
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