Carver Middle

2019-20 Schoolwide Improvement Plan

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Carver Middle

4500 W COLUMBIA ST, Orlando, FL 32811

https://carverms.ocps.net/

Demographics

Principal: Samuel Danner

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (41%) 2016-17: C (47%) 2015-16: F (31%) 2014-15: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	99%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	F

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Part I: School Information

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 Leadership Team

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

Name	Title	Job Duties and Responsibilities
Ramsey, Jackie	Principal	To coordinate, provide leadership and make available desired expertise and support services that are needed district-wide to successfully implement school choice delivery services compliant with state and federal requirements.
Ray, Frederick	Assistant Principal	To assist the Principal in coordinating, providing leadership and making available desired expertise and support services that are needed district-wide to successfully implement school choice delivery services compliant with state and federal requirements.
Bell, Ronald	Dean	
Campbell, Lynsay	School Counselor	
Thorn, Michelle	Other	The behavior specialist provides direct and consultative services for special education classes, special education students, and general education students within an alternative placement, assess and support instructional programs for students in special education; provides training and work collaboratively with site administrators, teachers, aides and support staff to demonstrate best practices, strategies and techniques to enhance instruction for students with social, communication, behavioral and learning challenges; and do other related work as required.
Medley, Maurio	Instructional Coach	The role of the instructional coach is to build teacher capacity and their understanding of instructional practices; they are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers.
Lewis, Joy	Assistant Principal	To assist the Principal in coordinating, providing leadership and making available desired expertise and support services that are needed district-wide to successfully implement school choice delivery services compliant with state and federal requirements.
Lovely, Paul	Assistant Principal	To assist the Principal in coordinating, providing leadership and making available desired expertise and support services that are needed district-wide to successfully implement school choice delivery services compliant with state and federal requirements.
Bush, Kenneth	Dean	Responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior; foster a culture of high expectations for all students, and build strong partnerships with families and community, creating a safe, supportive school climate.

Name	Title	Job Duties and Responsibilities
McMillion, Dennis	Administrative Support	The SAFE Coordinator should promote a safe, orderly and caring environment by planning and implementing programs designed to reduce school violence and to engage students in appropriate behaviors and activities.
Miller, John	Dean	Responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior; foster a culture of high expectations for all students, and build strong partnerships with families and community, creating a safe, supportive school climate.
Lundi, Ralph	Instructional Coach	
Skyes, Tonia	Administrative Support	
Hollis, Jasmine	Administrative Support	
Manning, Shuronda	Administrative Support	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	272	331	243	0	0	0	0	846
Attendance below 90 percent	0	0	0	0	0	0	35	66	62	0	0	0	0	163
One or more suspensions	0	0	0	0	0	0	53	46	55	0	0	0	0	154
Course failure in ELA or Math	0	0	0	0	0	0	53	100	104	0	0	0	0	257
Level 1 on statewide assessment	0	0	0	0	0	0	111	159	140	0	0	0	0	410
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	79	108	110	0	0	0	0	297

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	0	4	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	11	7	17	0	0	0	0	35

FTE units allocated to school (total number of teacher units)

46

Date this data was collected or last updated

Tuesday 7/30/2019

Prior Year - As Reported

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	84	84	57	0	0	0	0	225
One or more suspensions	0	0	0	0	0	0	75	36	16	0	0	0	0	127
Course failure in ELA or Math	0	0	0	0	0	0	42	27	38	0	0	0	0	107
Level 1 on statewide assessment	0	0	0	0	0	0	186	161	115	0	0	0	0	462

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	99	81	57	0	0	0	0	237

Prior Year - Updated

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	84	84	57	0	0	0	0	225
One or more suspensions	0	0	0	0	0	0	75	36	16	0	0	0	0	127
Course failure in ELA or Math	0	0	0	0	0	0	42	27	38	0	0	0	0	107
Level 1 on statewide assessment	0	0	0	0	0	0	186	161	115	0	0	0	0	462

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	99	81	57	0	0	0	0	237

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	31%	52%	54%	26%	52%	52%
ELA Learning Gains	45%	52%	54%	43%	53%	54%
ELA Lowest 25th Percentile	51%	45%	47%	39%	42%	44%
Math Achievement	38%	55%	58%	35%	53%	56%
Math Learning Gains	58%	55%	57%	62%	55%	57%
Math Lowest 25th Percentile	61%	50%	51%	57%	48%	50%
Science Achievement	29%	51%	51%	27%	49%	50%
Social Studies Achievement	50%	67%	72%	51%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	272 (0)	331 (0)	243 (0)	846 (0)
Attendance below 90 percent	35 (84)	66 (84)	62 (57)	163 (225)
One or more suspensions	53 (75)	46 (36)	55 (16)	154 (127)
Course failure in ELA or Math	53 (42)	100 (27)	104 (38)	257 (107)
Level 1 on statewide assessment	111 (186)	159 (161)	140 (115)	410 (462)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	31%	52%	-21%	54%	-23%
	2018	24%	48%	-24%	52%	-28%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	27%	48%	-21%	52%	-25%
	2018	24%	48%	-24%	51%	-27%
Same Grade Comparison		3%				
Cohort Comparison		3%				
08	2019	32%	54%	-22%	56%	-24%
	2018	23%	55%	-32%	58%	-35%
Same Grade Comparison		9%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	32%	43%	-11%	55%	-23%
	2018	23%	35%	-12%	52%	-29%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	29%	49%	-20%	54%	-25%
	2018	15%	51%	-36%	54%	-39%
Same Grade Comparison		14%				
Cohort Comparison		6%				
08	2019	35%	36%	-1%	46%	-11%
	2018	23%	32%	-9%	45%	-22%
Same Grade Comparison		12%				
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	26%	49%	-23%	48%	-22%
	2018	24%	49%	-25%	50%	-26%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	66%	-19%	71%	-24%
2018	44%	66%	-22%	71%	-27%
Compare		3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	63%	37%	61%	39%
2018	57%	61%	-4%	62%	-5%
Compare		43%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	53%	41%	57%	37%
2018	60%	65%	-5%	56%	4%
Compare		34%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	36	46	21	58	68	9	27			
ELL	31	50	54	39	56	67	43	49			
BLK	31	45	47	38	57	59	27	50	76		
HSP	27	46	74	36	63	76	39	40			
FRL	30	45	52	38	58	60	29	49	80		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	32	39	4	43	57	5	6			
ELL	17	45	53	18	43	58	11	67			
BLK	26	39	44	28	40	58	28	46	61		
HSP	24	34	33	20	44	53	23	44			
FRL	25	39	42	29	41	58	27	45	60		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	1	22	26	8	36	31	6	10			
ELL	23	52	44	34	58	55	8	54			
BLK	26	42	38	36	62	57	26	51	81		
HSP	30	57	60	35	62		27	45			
FRL	26	43	39	35	61	56	25	51	80		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

This year, Science was the lowest data component at 29% proficiency. However, compared to last years data, this is an increase of 1%; therefore one could determine that this is a trend. Over the past three years, approximately 70% of our 8th grade students have not shown mastery on the Science FCAT. This could be the result of segmented concepts taught per grade level, and the difficulty of retaining information for over two years. Therefore, OCPS has adopted a comprehensive science curriculum that allows for spiraled standards at each grade level, which will deepen as the student progresses.
We must also note that this year, approximately 10% of our students who showed proficiency on their Reading FSA, did not show proficiency with Science. Here again, this data seems to indicate that our students are capable of reading with comprehension, yet the span of knowledge independently taught over the course of three years could be the obstacle.

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

ELL achievement in Social Studies showed the greatest decline from the previous year. There was a 10% drop from last year, and a 4% drop among Hispanic students from last year. We believe this is a result of the enormous amount of vocabulary and comprehension needed to be successful in this content area. Consequently, over 60% of our students are reading below grade level. Classroom walkthroughs, coaching observations, as well as informal and formal observation data indicated that minimal reading strategies were implemented in this content area.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA achievement showed a 23% gap between the school and state average; followed by Science and Social Studies at 22%, respectively. Taking a closer look, ELA 7th grade had the greatest gap at 25% less than the state average. We know this can be attributed to the two-thirds percent of our students who read below grade level. As a result of this major deficit, we have to implement strategic support interventions to close their academic gap.

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

This year, Math showed the most improvement by attaining 47 points of the 71 point gain made by the school. All areas of math increased by a minimum of 13 points in addition to 100% proficiency in Algebra and 94% proficiency in Geometry. Special care was taken to place students in appropriate classes; and teachers provided students with support through small group interventions and tutoring. Data was vital to the instruction and was used to determine next steps.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

An area of concern will be the number of level 1 students on statewide assessments. Data indicates that 48% (410 out of 846) of our students scored a level 1.

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

1. Science Achievement
2. ELA Achievement
3. Social Studies Achievement.
4. Math Achievement
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Carver Middle School will increase student achievement through the implementation of high-yield literacy strategies and rigorous academic discourse.
Rationale	Teachers have limited knowledge of incorporating rigor into the Florida standards and lack instructional strategies to meet the needs of students. Based upon the data, students master the minimal standards instead of maximizing the full potential of the standard. Moreover, student data is not being analyzed with fidelity in order to make instructional decisions and provide differentiated instruction.
State the measurable outcome the school plans to achieve	By June 2020, student achievement will increase in the following areas: ELA (by 5%), Math (by 9%), Science (by 7%), Civics (by 10%), and Acceleration (by 11%) as a result of increased teacher pedagogy.
Person responsible for monitoring outcome	Paul Lovely (paul.lovely@ocps.net)
Evidence-based Strategy	The development and Use of Flexible Grouping
Rationale for Evidence-based Strategy	Teachers use small learning groups to accommodate learning differences, promote in-depth academic interactions and work collaboratively. Teachers will hold students accountable for collective and individual learning and monitor group performance through proximity and feedback.
Action Step	
Description	1. Differentiated professional development classes will be created and offered throughout the school year. 2. Instructional coaches will provide side by side coaching to enhance teacher capacity and understanding of standards and strategies. 3. Calibrated Classroom Walkthrough Observations by Admin and Support Staff will be conducted in order to support students and teachers. 4. Specific remediation, enrichment and behavior support will be provided to our ESE students through support facilitators, SAFE Coordinator and Staffing Specialist. 5.
Person Responsible	Jackie Ramsey (jackie.ramsey@ocps.net)

#2	
Title	Carver Middle School will implement culturally responsive instruction to ensure that instruction is rigorous across all content areas.
Rationale	Student achievement as well as the whole child will be positively impacted as a result of teachers using data to drive instruction, inclusive of cultural data to engage and motivate our students to excel. Cultural competence of all faculty is vital to student achievement; it lends itself to teachers having high expectancy of all students.

State the measurable outcome the school plans to achieve	By June 2020, student achievement will increase in the following areas: ELA (by 5%), Math (by 9%), Science (by 7%), Civics (by 10%), and Acceleration (by 11%) as a result of increased teacher pedagogy.
Person responsible for monitoring outcome	Paul Lovely (paul.lovely@ocps.net)
Evidence-based Strategy	Building a system of how we analyze data, instructional practices and making necessary adjustments that improve student outcomes.
Rationale for Evidence-based Strategy	Building a culture of collaboration and inclusiveness is necessary in student learning and lends itself to measurable outcomes to facilitate students' social and emotional well-being across all school environments and instructional settings.

Action Step	
Description	1. Monthly Culturally Responsive professional development classes will be facilitated by SAFE Coordinator 2. Weekly Classroom Observations will be used to monitor implementation and identify areas of need. 3. Teachers and staff will have visual displays of collaborative work and success to promote a more positive and welcoming culture 4. Teachers and administrators will develop and adjust instruction and/or behavior plans based on student data 5. Teachers manage and engage in ongoing data collection using curriculum based measures, informal assessments, observation of student academic performance and behavior, etc.
Person Responsible	Jackie Ramsey (jackie.ramsey@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school's mission is to be the top producer of successful students in the nation, thus, Carver Middle School will continue to build positive relationships with parents, families, and other community stakeholders by becoming more proactive. Teachers will be required to make a positive contact with each student's parent/guardian at least once during each quarter of the school year. Additionally, we will collaborate with family members on decisions regarding their child's care and educational experience. We will involve parents by sending out information in a timely fashion for our parents and students to plan and attend events. We will use various methods of communication to ensure that we are reaching every person. Furthermore, we will encourage our parents and families to participate in the School Advisory Council (SAC) and Parent Teacher Student Association (PTSA) as members or as guests. Meetings are held monthly in the Media Center at pm respectively. Activities will be provided throughout the school year to help build positive relationships with all stakeholders. Community members are welcome to partner with us through ADDitions Coordinators. Our goal is to increase parental involvement in school-based activities by 20% compared to the previous year. Our Parent Engagement Liaison will be our main contact for our parents to receive resources, support, and information about activities that will occur throughout the 2019-2020 school year.
By May 2020, we will increase our parental involvement hours with an emphasis on events that promote collaboration between Carver staff, families and the community. We strive to host events that directly affect student growth and learning. This school year, we will continue to send out our weekly Community Brief to all stakeholders. This newsletter allows us to inform the community on important school news, events and data.

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

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.

The school ensures the social-emotional needs of all students are being met by providing multiple avenues to identify, refer, support and intervene with students who may be at-risk of or experiencing social/ emotional crisis.
Staff is equipped with information through targeted professional development to identify students with social/ emotional needs or circumstances. These PD opportunities address topics such as Trauma Informed Instruction, Culturally Sensitive classrooms and At -risk student identifiers through the Kognito company.

The SEDNET network of outside agency providers are accessed through the SAFE office referral process. Students who receive counseling services on campus are monitored for both continuity of services and efficacy of treatment.

Student interaction, communication and conflict resolution are addressed through the Restorative Practices/ Justice program. The In School Support focus discussion group provides a forum for students to communicate student body as well as individual concerns.

Support services for parents and our MVP families is augmented by the facilitation of our parent

involvement coordinator and our community liaison. Tangible resources such as food, clothing and school supplies are provided without cost to families. Family resources for support services, education and community connections are also provided by the student services department.

Gender specific clubs designed to support the healthy development of student self- image are available for all students to participate in. A Safe space is also provided for students who do not gender identify or who may identify in other than traditional models.

All students have an open door policy and access to the administration to have any social/emotional needs or concerns addressed.

For ESE students we offer a social personal course where the ESE teacher teaches various social skills. We mainly utilize the Second Step curriculum, in addition to other curriculum. We also offer social skills through support facilitation; incorporating real life situations.

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

The 6th grade counselor visits the feeder elementary schools to give an overview of middle school, class requirements, electives, sports, and activities. The counselor also assists with course request selection for 6th grade
Additionally, 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 Middle School staff.
The outgoing 8th grade students are visited by the guidance teams from their zoned high school and receive information regarding their grade level progression, college and career pathways, magnet programs, and graduation requirements. During their 8th grade year, students are also provided with career counseling regarding college and career readiness through guidance counselor visits to social studies classes.

For incoming ESE students, the Staffing Specialist, along with the 6th grade ESE teacher/Patz work with the elementary feeder schools to attend all IEP meetings; and visit elementary schools and meet the students to determine their needs and meet them.
An intricate partnership is developed between the middle school and high schools. At the start of the school year, former 8th grade ESE students who have transitioned to high school, receive support by the Staffing Specialist and their grade level ESE teachers by visiting high schools to check on them.

Also, while in high school once an ESE students who are 14 turning 15, the schools implement community based instruction with individuals with disabilities to teach them job skills and on the job training as part of vocational rehabilitation and training. Last year 81% of our ESE students participated in this initiative. They help students learn job readiness skills.

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 needs 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 provided to ensure instructional and support staff are trained in the delivery of the district's adopted curriculum.

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. 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.

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.

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

In an effort to increase student academic achievement and student educational attainment, Carver Middle School will conduct a Virtual College tour at Carver Middle School, a face-to-face college tour at Florida Agricultural and Mechanical University, an educational field trip, a parent workshop and provide targeted tutoring.

We have also partnered with local colleges and universities to initiate mentorships and school based tutoring for struggling students. Moreover, a partnership with HAPCO Jazz Foundation has been initiated to promote the arts and provide musical instruments and lessons for all students.

Carver will endeavour to build relationships with other community organizations to promote continued education and trade knowledge.

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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Carver Middle School will increase student achievement through the implementation of high-yield literacy strategies and rigorous academic discourse.	$0.00
2	III.A.	Areas of Focus: Carver Middle School will implement culturally responsive instruction to ensure that instruction is rigorous across all content areas.	$0.00
		Total:	$0.00