

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Carver Middle  
4500 COLUMBIA ST  
Orlando, FL 32811  
407-296-5110

### School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 74%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 98%

### School Grades History

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<b>2013-14</b> F	<b>2012-13</b> D	<b>2011-12</b> D	<b>2010-11</b> D	<b>2009-10</b> C
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	3	Ella Thompson

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Carver Middle

##### Principal

Dr. Athena Adams

##### School Advisory Council chair

Michelle Johnson

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Arnetta Heidelberg	Assistant Principal
Nathaniel Stephens	Assistant Principal
Travis Hinkley	Resource Teacher, Reading
Thomas Hames	Instructional Dean
La'Shoshia Shavers	Academic Dean
Dr. Karen Clark	Administrative Dean
Ronald Bell	Resource Teacher, Safe
Guilaine Bell	Guidance Counselor
Barbara Matthews	Guidance Counselor
Jasmine Ellis	Resource Teacher, Science
Vivaloria Brinson	Staffing Specialist
Jennifer Tookes	Media Specialist
Shevonda Stephens	Resource Teacher, Math

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Carver Middle School SAC membership consists of parents and community stakeholders. We have two parents that have agreed to work closely with the school as PTSA president and SAC chairperson. Our

first official SAC meeting will be held on Sept. 10th. During this meeting we will be able to form an official SAC committee and successfully fill the other vacancies.

**Involvement of the SAC in the development of the SIP**

The last year School Improvement Plan will be reviewed and the SAC committee will have the opportunity to make suggestions or recommendations that will enhance the validity of our SIP. Some interventions worked well and some did not, but collectively we will identify those interventions that did not and make adjustments as needed to ensure that Carver Middle School is meeting the needs of all Carver students.

**Activities of the SAC for the upcoming school year**

The SAC committee will meet on a monthly basis to incorporate and implement ideas as well as resources that will be helpful throughout the 2013-2014 school year.

**Projected use of school improvement funds, including the amount allocated to each project**

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Dr. Athena Adams**

Principal

Years as Administrator: 10

Years at Current School: 0

**Credentials**

BS Degree in Psychology;  
MS Degree in  
Industrial/Organizational  
Psychology;  
Ed.S Degree in  
Educational Leadership;  
Ed.D. degree in  
Educational Leadership;  
Certified in English 5-9,  
Psychology K-12  
School Principal

**Performance Record**

2012-2013 School Grade A  
Top 25 middle Schools in the state of Florida  
Reading 3 and Above  
Learning Gains  
Lowest 25%  
Math 3 and Above  
Learning Gains  
Lowest 25%  
Science  
Writing  
2011-2012 - School Grade A  
Reading 3 and above, 78%; Learning Gains, 76%; Lowest 25%  
Learning Gains, 74%  
Math 3 and above, 79%; Learning Gains, 82%; Lowest 25%  
Learning Gains, 72%  
Science 3 and above, 70%  
Writing 3.0 and above, 88%  
The schools where I worked at both received an A every school  
year.

<b>Arnetta Heidelberg</b>		
Asst Principal	Years as Administrator: 11	Years at Current School: 2
<b>Credentials</b>	BS Degree in Accounting MS Degree in Mathematics Education Certification in Educational Leadership Certified in Mathematics 5-9 Certified in Bookkeeping 6-12 Certified in School Principal K-12	
<b>Performance Record</b>	Science 3 and Above increase from 21% to 25% in 2012-2013 School Year Carver Middle School 2011-2012: D FCAT- School percent meeting high standards: Reading:29% (3 or higher) Math: 25% (3 or higher) Writing: 62% (3 or higher) Science: 21% (3 or higher) Algebra: 80% (level 3 or higher) FCAT-School percent making gains Reading: 57% Math: 58% FCAT-percent of lowest 25% making learning gains Reading: 67% Math: 70% Meadowbrook Middle School 2010-2011: C FCAT- School percent meeting high standards: Reading: 46% Math: 51% Writing: 79% Science: 21% FCAT-School percent making gains Reading: 51% Math: 65% FCAT-percent of lowest 25% making learning gains Reading 68% Math: 75% Meadowbrook MS 09-10: "B" FCAT- School percent meeting high standards: Reading: 54% Math: 52% Writing:86 % Science: 26% FCAT-percent of lowest 25% making learning gains Reading 72% Math 76% FCAT-School percent making gains Reading: 64% Math: 69% Meadowbrook MS 08-09:"B" FCAT- School percent meeting high standards:	



Reading 3+: 48%  
Math 3+: 48%  
Writing: 95%  
Science: 25%  
FCAT-percent of lowest 25% making learning gains  
Reading 80%  
Math 82%  
FCAT-School percent making gains  
Reading: 63%  
Math: 69%  
Meadowbrook MS 2007-2008: "B"  
FCAT- School percent meeting high standards:  
Reading 3+: 54%  
Math 3+: 54%  
Writing: 95%  
Science: 26%  
FCAT-percent of lowest 25% making learning gains  
Reading 77%  
Math 79%  
FCAT-School percent making gains  
Reading: 66%  
Math: 70%

<b>Nathaniel Stephens</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 3</b>	<b>Years at Current School: 0</b>
<b>Credentials</b>	BS Physical Education MS Management and Administration of Educational Programs EdD Organizational Leadership Physical Education (K-12) Educational Leadership (All Levels)	
<b>Performance Record</b>	Reading 3+	
	2010 75	
	2011 78	
	2012 66	
	2013 59	
	Learning Gains Reading	
	2010 66	
	2011 65	
	2012 66	
	2013 68	
	Progress of Bottom 25% in Reading	
	2010 67	
	2011 69	
	2012 59	
	2013 72	
	Math 3+	
	2010 75	
2011 76		
2012 65		
2013 55		
Learning Gains Math		
2010 72		
2011 70		
2012 66		
2013 64		
Progress of Bottom 25% in Math		
2010 66		
2011 61		
2012 54		
2013 62		
Science 3+		
2010 48		
2011 50		
2012 52		
2013 43		
Writing		
2010 91		
2011 89		
2012 84		
2013 50		
School Grade		
2010 560 (A)		

2011 558 (A)  
 2012 587 (A)  
 2013 567 (B)

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Thomas Nigel Hames**

Full-time / School-based

Years as Coach: 6

Years at Current School: 0

**Areas**

Reading/Literacy

**Credentials**

Member OCPS Instructional Coaching Pool  
 M. Ed. in Reading Ed.  
 B.S. in Secondary Language Arts Ed.  
 Certifications in Reading K-12 and Language Arts 6-12

**Performance Record**

\* Reading Coach at Chain of Lakes Middle School from 2007-2011  
 \* More than 70% of students proficient in reading  
 \* More than 60% of students made learning gains in reading, including those in the lowest 25%

**Travis Hinkley**

Full-time / School-based

Years as Coach: 0

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**

B.A. Environmental Science  
 M.S.T. Elementary Education  
 Ed.S. Educational Leadership  
 ESOL Endorsement  
 K-6 Certification  
 5-9 Middle Grades Integrated  
 Educational Leadership Certification

**Performance Record**

2012-2013: 80% of students made learning gains

<b>Jasmine Ellis</b>		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Science	
<b>Credentials</b>	Certified: Health (K-12), Integrated Curriculum (5-9), General Science (5-9), PLC Coaching Academy	
<b>Performance Record</b>	FCAT: 2011-2012 21% of students proficient at a level 3 or higher (Pre dating my position) 2012-2013 25% of students proficient at a level 3 or higher District Data comparison unavailable due to inconsistencies in completion of required assessments for 2011-2012 school year	

**Classroom Teachers**

<b># of classroom teachers</b>	44
<b># receiving effective rating or higher</b>	0%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	44, 100%
<b># ESOL endorsed</b>	9, 20%
<b># reading endorsed</b>	9, 20%
<b># with advanced degrees</b>	14, 32%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	7, 16%
<b># with 1-5 years of experience</b>	20, 45%
<b># with 6-14 years of experience</b>	13, 30%
<b># with 15 or more years of experience</b>	4, 9%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

10

**# receiving effective rating or higher**

10, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Work collaboratively in grade level/subject area PLC's Responsible: Administration
  2. Work collaboratively in departments by subject areas Responsible: Department Chairs
  3. Instructional Support for all classroom teachers Responsible: Leadership Team
  4. Mentor and Buddy Program Responsible: Academic Dean
- Offer Professional Development Opportunities Weekly Leadership Team Ongoing throughout the year
5. Training and modeling of strategies needed to implement the Marzano teacher evaluation tool Responsible: Academic Dean/Administration

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Carver MS will follow the Great Beginnings Mentoring program currently established by OCPS. Beginning teachers will be paired with more experienced teachers in their same content area. The rationale for pairing these teachers and mentors were to allow for common planning and the consistency of sharing of curricular knowledge. Beginning teachers will meet the first Tuesday of each month (8:30-9:15), from September- May, with Ms. Shavers, CRT, to complete lesson studies and learn effective teaching strategies. Classroom management tips, data collection strategies, grading procedures, coping strategies for stress and time management, school's policies and procedures, face to face activities, lesson planning and unit planning will be offered and discussed collaboratively.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The team meets regularly to engage in the following:

- Review summative and formative data (Benchmark, state & district assessment data; report cards, progress reports, common classroom assessment data) to identify school, grade, and class level academic and social/emotional needs of individual students.

- Based on data review, instructional strategies will be identified and a timeline for implementation constructed. Teachers will continue with the instruction/intervention and monitor progress using documentation tools aligned with MTSS protocol.
- If a response to instruction/intervention is not meeting a student's need, the team collaborates to increase the intensity of instruction/intervention.
- Throughout the MTSS process, professional development opportunities will be facilitated through weekly Professional Learning Communities geared towards building teacher capacity to increasing student performance outcomes.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The MTSS team meets biweekly in order to look at each department data and to tier students and discuss interventions as needed. Each member discusses the data and students' tiering with each team to assist or improve on effective strategies. Coaches meet with the principal/administration to discuss districts expectation. Team leaders discuss it with team members and team members implement strategies in the class and monitor strategies. The focus of the meetings will be around one question, "How do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and our students?"

The school based MTSS Leadership Team is comprised of general education teachers, instructional coaches, and student support personnel that facilitate MTSS process:

Principal/Assistant Principals: Provide support in instructional resources, strategies and overall data demographics.

General Education Teachers: Provide information regarding classroom instructional strategies, interventions, daily monitoring and progress.

School Guidance Counselors: Provide information related to services, groups and intervention strategies. Also facilitate student identification.

Curriculum Resource Teacher: Identifies, facilitates and coordinates resource and strategy implementation.

Instructional Coaches: Provides direct support to the teacher and/or student in ensuring that interventions are implemented with fidelity.

Exceptional Student Education (ESE) Liaison: Provides information regarding current IEP, related strategies and on-going reviews.

School Social Worker: Serves as family liaison providing information related to social services and related topics.

School Psychologist: Assists in data-collection, implementation of interventions, and conducting needed assessments.

School Deans: Serves as liaison between students, parents, school, and teachers in promoting positive behavior and safety within the learning environment and school campus.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

- Design and implement quality, evidence-based instruction and intervention within the classroom for all students supported by student data.
- Identifying, promoting, and training school leaders and teachers about evidence based instructional practices that will benefit all students.
- Accessing available campus-based resources to determine areas of support needed to sustain fidelity.
- Providing periodic professional development to inform, maintain, and improvement fidelity of effective instructional practices and learning strategies.
- \* Maintain adequate documentation/data that aligns with both District and State MTSS system

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The data management system used to summarize and collect tiered data is the Information Management System (IMS), the Educational Data Warehouse (EDW) and various other reports from Edusoft, FAIR, ALEKS, SRI, and Imagine Learning.

Baseline data: Baseline data for educational needs will be pulled from IMS. Behavior data will be pulled from

EDW and collected data via observation.

Progress Monitoring:

Midyear: Florida Assessments for Instruction in Reading (FAIR), Edusoft

End of Year: FAIR, AIMS, Edusoft, FCAT

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Staff professional development on the MTSS/RtI/CHAMPS model will continue through regularly scheduled staff development meetings throughout the year.

Administration will collaborate with instructional staff in regular review and improvement of MTSS.

As part of PTSA/SAC meetings, parent will be kept informed of student expectations, goals for learning, and applauding student success in closing achievement gaps.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 19,200

We will allow students to stay after or come before school so that they can utilize Carver's Media Center resources as well as the tutoring lab. We will also encourage our teachers to provide materials and websites for parents so that they can also assist their child at home.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

All tutors will provide the SES Title I coordinator will a progression sheet of all students so that it can be determined if students are progressing academically. This information will then be made available to the principal and assistant principals for review and revamping.

**Who is responsible for monitoring implementation of this strategy?**

The tutors, Assistant Principal, Principal, Title I coordinator, and Instructional Coaches

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Thomas N. Hames	Instructional Dean
Travis Hinkley	Resource Teacher, Reading
Jennifer Tookes	Media Specialist

### How the school-based LLT functions

The reading coach, Instructional dean and media center specialist are responsible for recruiting and retaining a team of staff volunteers from all academic disciplines, with the aim of promoting literacy skills and independent reading among students, and reading across the curriculum among staff. The LLT meets at least once a month to discuss the status of literacy projects and programs, decide what actions need to be taken, and determine the roles and responsibilities of members to accomplish LLT initiatives. The team will meet monthly to discuss activities that will be done throughout the school year and monthly activities during PTA. Each PTA meeting will have a literacy component to help parents and students get more involved in reading. The goal is to get each student at Carver involved in reading every day.

The topics covered during PTSO meetings will be as follows:

Literacy Skills in the 21st Century  
 The Importance of Independent Reading  
 Literacy for our Second Language Learners  
 Literacy Night (School Wide Event)  
 Common Core and Literacy

### Major initiatives of the LLT

This year the LLT will work on incorporating literacy strategies across content areas, incorporating IB strategies throughout the curriculum, and cross collaborating with other departments. In addition, bringing literacy to the forefront during our curriculum nights will be a major initiative, as well.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Carver MS is emphasizing through staff development and PLCs, the use of reading strategies throughout the content areas in addition to incorporating IB skills into all subject areas. The Reading Coach works with all department heads or coaches to identify needs and collaborate on literacy in the content area. The administration carefully and regularly reviews lesson plans and PLC notes to ensure that

literacy is a focus and is being intentionally placed in all lesson plans. Furthermore, classroom walkthroughs

continue to be a large focus as administrators and coaches continue to look for proof of implementation and

provide feedback

. \* The school will adopt common before, during, and after reading strategies to be used across content areas.

\* Language arts, reading, social studies, and science will receive professional development on the Common Core State Standards of ELA and the Close Reading format.

\* Social studies will incorporate DBQ's into their curriculum on a regular basis.

\* Every teacher will incorporate Marzano's high yield strategies.



- \* Every teacher will implement Marzano's six steps of teaching
- \* Teachers will use data to drive their instruction across all content areas.
- \* Each teacher will differentiate instruction based on each student's needs.
- \* All teachers will have meaningful "Data Chats" with their students.
- \* All teachers will infuse outside resources of rich informational and literary text that is complex and aligned to CCSS.
- \* All teachers will integrate "Close Reads" of complex text.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Career Planning (CHOICES) is a part of the curriculum integrated in every 8th grade Social Studies Class.

Guidance Counselors facilitate small/whole group activities geared towards equipping students with the skills needed for high school and beyond with an emphasis on college readiness.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Goal-Setting: Every student is given support in developing personal goals (academic and social) and mapping out plan for achieving those goals.

Advisement is provided on taking college-entrance tests (PSAT, SAT, ACT).

Consultation is provided to students regarding advance course placements as related to their test scores.

Career Planning (CHOICES) as part of the curriculum integrated in every 8th grade Social Studies Class.

### **Strategies for improving student readiness for the public postsecondary level**

College Trips - available to 8th graders at scheduled intervals throughout the school year with the goal of increasing student awareness through hands-on experiences.

Teach-In – available to all students to allow opportunities to gain knowledge and personal interaction with persons in various career fields.

College and Career Success – available to all students to assist with identifying their personal future outcomes and accessing available resources (employment, educational establishments, tutoring, etc.) at the 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)

Open access to Advanced Placement/International Baccalaureate courses.

College Posters are visibly placed throughout the campus.

Conversations with students about career and/or college preparation.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	32%	No	48%
American Indian				
Asian				
Black/African American	42%	31%	No	48%
Hispanic	43%	34%	No	49%
White				
English language learners	46%	21%	No	51%
Students with disabilities	29%	9%	No	36%
Economically disadvantaged	42%	32%	No	48%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	149	21%	25%
Students scoring at or above Achievement Level 4	47	6%	11%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	352	59%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	101	66%	69%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	41	49%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	29%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	17%	20%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	93	40%	43%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		60%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	35%	29%	No	42%
American Indian				
Asian				
Black/African American	34%	28%	No	41%
Hispanic	38%	32%	No	45%
White				
English language learners	35%	24%	No	42%
Students with disabilities	24%	8%	No	32%
Economically disadvantaged	35%	29%	No	42%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	17%	20%
Students scoring at or above Achievement Level 4	31	4%	7%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	336	56%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	114	73%	76%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	55%	58%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		6%
Students scoring at or above Achievement Level 4	10	6%	9%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	14%	17%
Students scoring at or above Achievement Level 4	18	8%	11%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	150	19%	22%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	150	19%	22%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		8%	11%
Students taking CTE industry certification exams	24	16%	19%
Passing rate (%) for students who take CTE industry certification exams		8%	11%
CTE program concentrators	1	100%	100%
CTE teachers holding appropriate industry certifications	1	2%	5%

**Area 8: Early Warning Systems****Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	55	7%	4%
Students who fail a mathematics course	3	1%	0%
Students who fail an English Language Arts course	3	1%	0%
Students who fail two or more courses in any subject	3	1%	0%
Students who receive two or more behavior referrals	332	42%	39%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	334	44%	41%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

By June 2014, we will increase parental involvement in school based activities by 10% over the previous year.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Carver Middle School will hold parent meetings, conferences and activities regularly throughout the school year.			

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.
- G2.** All instructional staff will use appropriate instructional strategies and rigor to implement standards-based instruction in all content areas.
- G3.** Create a school culture conducive to learning (collegiality, student relationships, community and parental involvement).

## Goals Detail

**G1.** Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Middle School

### Resources Available to Support the Goal

- Assessment data, School based coaches STO coaches, Common Core standards, Grade-level curriculum

### Targeted Barriers to Achieving the Goal

- Instructional staff's lack of understanding of analyzing and disaggregating student data.

## Plan to Monitor Progress Toward the Goal

MTSS team based decision making forms, classroom walk throughs, iObservations, PLCs, data chats

### Person or Persons Responsible

Administrative, content-based coaches (School and STO) & MTSS team

### Target Dates or Schedule:

Weekly

### Evidence of Completion:

Classroom walk throughs, assessment data, MTSS forms, PLC meeting minutes

**G2.** All instructional staff will use appropriate instructional strategies and rigor to implement standards-based instruction in all content areas.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE

### Resources Available to Support the Goal

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

### Targeted Barriers to Achieving the Goal

- Teachers ability to match standards with effective research-based strategies.



### Plan to Monitor Progress Toward the Goal

Classroom walk throughs, analyzing student data, teacher/student data chats

#### Person or Persons Responsible

Instructional coaches (school based & STO) Administrative Team Instructional staff

#### Target Dates or Schedule:

bi-weekly

#### Evidence of Completion:

student progress monitoring forms, classroom walk through and assessment results

**G3.** Create a school culture conducive to learning (collegiality, student relationships, community and parental involvement).

#### Targets Supported

- Parental Involvement
- Additional Targets

#### Resources Available to Support the Goal

- Title 1 Coordinator Guidance Counselors Partners in Education School-wide Positive Behavior Program Mentorship program Bridges of Hope G.E.M. Mentor Program (Going the Extra Mile) Fellowship of Christian Athletics Teacher Recognition Program

#### Targeted Barriers to Achieving the Goal

- Limited number of effective structures that lead to long-term sustainability and continuous student improvement

### Plan to Monitor Progress Toward the Goal

All available data sources will be used to determine the effectiveness of every program and support that is implemented.

#### Person or Persons Responsible

School based leadership team, instructional and classified staff, outside agencies, school volunteers.

#### Target Dates or Schedule:

Implementation dates begin 10/28/2013 and all programs will be be monitored on a weekly, biweekly, or monthly basis.

#### Evidence of Completion:

positive referral and student discipline data from SMS, EDW and Google Drive

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.

**G1.B1** Instructional staff's lack of understanding of analyzing and disaggregating student data.

**G1.B1.S1** Instructional staff will receive training on Performance Matters, how to analyze and disaggregate data by school, classroom, targeted students and subgroups. (N).

#### **Action Step 1**

Provide MTSS and training for Performance Matters; Instructional staff will participate in Professional Development focused on how to read, analyze and disaggregate assessment data using multiple sources of data.

#### **Person or Persons Responsible**

School based and STO coaches Staffing Specialist

#### **Target Dates or Schedule**

November 14, 2013

#### **Evidence of Completion**

sign-in sheets, data meetings, data notebooks, assessment data

#### **Facilitator:**

Staffing Specialist MTSS team (school-based)

#### **Participants:**

Instructional & Classified staff Administrative Team

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Monitoring PLC data chats, data notebooks, assessment data, classroom walk through

#### **Person or Persons Responsible**

Administrative Team, Content based coaches

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

data chat forms, classroom walk throughs, iObservation

### Plan to Monitor Effectiveness of G1.B1.S1

Classroom walk through, PLCs, data notebooks and one on one data chats with principal, assistant principals or coaches to review and discuss assessment results (class as a whole or individual students).

#### Person or Persons Responsible

Administrative & MTSS team

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

iObservations MTSS team based decision making forms, data notebooks, teacher chats

**G2.** All instructional staff will use appropriate instructional strategies and rigor to implement standards-based instruction in all content areas.

**G2.B1** Teachers ability to match standards with effective research-based strategies.

**G2.B1.S1** Provide professional development (department meetings, common planning and PLC) to improve teacher's ability to match standards with effective research-based strategies using collaborative structures, Marzano's similarities and differences, and various Reading strategies (N).

#### Action Step 1

Weekly common planning, PLCs and department meetings Identify resources/strategies and teacher experts to present Create agenda for department meetings and PLCs Conduct professional development in department meetings and PLCs.

#### Person or Persons Responsible

Instructional staff, coaches (school based and STO) Administrative Team

#### Target Dates or Schedule

Process will be held on a weekly/bi-weekly basis beginning 9/9/2013

#### Evidence of Completion

Agenda Lesson plans Classroom Walkthrough

#### Facilitator:

Instructional coaches (school based and STO)

#### Participants:

All Instructional staff Administrative Team

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

Use data to determine instructional focus, identify resources/strategies and conduct professional development.

#### **Person or Persons Responsible**

Instructional coaches (school based and STO) Administrative team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Agendas, sign-in sheets, and meeting minutes

### Plan to Monitor Effectiveness of G2.B1.S1

Student assessment results/data, teacher/student data chats

#### **Person or Persons Responsible**

Instructional coaches (school based and STO) Administrative team Instructional staff

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

common assessments, mini-assessments, benchmark data, classroom walk-through observations

**G3.** Create a school culture conducive to learning (collegiality, student relationships, community and parental involvement).

**G3.B1** Limited number of effective structures that lead to long-term sustainability and continuous student improvement

**G3.B1.S2** Incorporate teacher/student incentive programs that recognize and celebrate success (N).

**Action Step 1**

Implement various positive recognition/celebration programs for both teachers and students, as well as utilize staff and outside organizations to support and mentor students that are struggling academically, behaviorally, and affectively.

**Person or Persons Responsible**

Administrative team, Instructional and classified staff, outside agencies

**Target Dates or Schedule**

Implementation dates begin 10/28/2013 and all programs will be monitored on a weekly, biweekly, or monthly basis.

**Evidence of Completion**

Reduction in discipline issues based on data, positive referral data, increased parent participation counts via sign-in sheets, attitudinal survey data

**Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Parent/teacher/student surveys

**Person or Persons Responsible**

Administrative team, Instructional staff

**Target Dates or Schedule**

December 2013 & May 2014

**Evidence of Completion**

survey results

## Plan to Monitor Effectiveness of G3.B1.S2

student chats, review positive behavior referrals

### **Person or Persons Responsible**

Administrative team, Instructional and classified staff, outside agencies

### **Target Dates or Schedule**

bi-weekly

### **Evidence of Completion**

Positive behavior referrals, decrease in student discipline referrals, data chat forms

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I dollars support the Supplemental Educational Services for students that require additional support in the areas of reading and math as evidenced by FCAT data.

Title I dollars support the costs of professional development for the instructional staff; the costs of Highly Qualified teachers to lower class sizes; parental outreach and involvement activities; and the purchase of appropriate materials and supplies to enhance student achievement. Title I dollars support the Supplemental Educational Services for students that require additional support in the areas of reading and math as evidenced by FCAT data.

Title I dollars support the costs of professional development for the instructional staff; the costs of Highly Qualified teachers to lower class sizes; parental outreach and involvement activities; tutoring of students, and the purchase of appropriate materials and supplies to enhance student achievement.

Title II dollars are used to support Professional Development in the areas of Middle Years IB Program.

Title III dollars are used to support the ELL program with materials, Professional Development, and student tutoring as needed.

Title X Homeless dollars are spent by the district to support the needs of students identified as homeless, such as transportation to and from most recently assigned school, funding for field trips or other school related activities, etc.

\* Meeting w/parents about student's academic curriculum and scheduled classes 8/23/2013 Staff/Leadership Team

\* Parent involvement Plan draft and School Improvement Plan draft 9/11/13 staff/leadership Team

\* Parents were taught how they could assist their child at home with Reading and Math skills Faculty/Staff/Leadership Team

\* Lecture and skills enhancement workshops that will inform parents and build students confidence Staff/leadership Team

\* Parent involvement Plan draft and School Improvement Plan draft plans approved by parents and faculty members 10/10/13

\* Parents and community partners workshops to promote productivity at Carver Middle School

\* Parents /Students survey on School effectiveness with suggested feedback form parents and students

\* Parents /Students are transitioned to all of the students classes and given an overdraft of what's being taught to students

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Student achievement will increase by implementing the Multi-Tiered Systems of Support (MTSS) process.

**G1.B1** Instructional staff's lack of understanding of analyzing and disaggregating student data.

**G1.B1.S1** Instructional staff will receive training on Performance Matters, how to analyze and disaggregate data by school, classroom, targeted students and subgroups. (N).

### PD Opportunity 1

Provide MTSS and training for Performance Matters; Instructional staff will participate in Professional Development focused on how to read, analyze and disaggregate assessment data using multiple sources of data.

#### Facilitator

Staffing Specialist MTSS team (school-based)

#### Participants

Instructional & Classified staff Administrative Team

#### Target Dates or Schedule

November 14, 2013

#### Evidence of Completion

sign-in sheets, data meetings, data notebooks, assessment data



**G2.** All instructional staff will use appropriate instructional strategies and rigor to implement standards-based instruction in all content areas.

**G2.B1** Teachers ability to match standards with effective research-based strategies.

**G2.B1.S1** Provide professional development (department meetings, common planning and PLC) to improve teacher's ability to match standards with effective research-based strategies using collaborative structures, Marzano's similarities and differences, and various Reading strategies (N).

### **PD Opportunity 1**

Weekly common planning, PLCs and department meetings Identify resources/strategies and teacher experts to present Create agenda for department meetings and PLCs Conduct professional development in department meetings and PLCs.

#### **Facilitator**

Instructional coaches (school based and STO)

#### **Participants**

All Instructional staff Administrative Team

#### **Target Dates or Schedule**

Process will be held on a weekly/bi-weekly basis beginning 9/9/2013

#### **Evidence of Completion**

Agenda Lesson plans Classroom Walkthrough

## Appendix 2: Budget to Support School Improvement Goals