

Orange County Public Schools

Carver Middle



2021-22 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: 5/22/2018

| | |
|--|--|
| 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 |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 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%) |
| 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 | |
| * 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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Carver Middle

4500 W COLUMBIA ST, Orlando, FL 32811

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

School Demographics

| | | |
|--|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p> | <p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">98%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Grade | | C | C | C |

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create an enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|--------------------------|------------------------|---|
| Ramsey, Jackie | Principal | The Principal provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities. |
| Lewis, Joy | Assistant Principal | The Assistant Principal assists the principal, provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities. |
| Lovely, Paul | Assistant Principal | The Assistant Principal assists the principal, provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities. |
| McMillion, Dennis | Administrative Support | The Administrative Support person serves as our SAFE Coordinator. He promotes 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. |
| Carter-Thomas, Christina | Administrative Support | The Administrative Support person serves as our Testing Coordinator. She organizes the administration of local and state testing, manages the testing calendar, and ensures all protocols are in place and followed during testing administration. |
| Labee, Earnest | Assistant Principal | The Assistant Principal assists the principal, provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities. |
| Dantzler, Heath | Dean | The Dean is responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior, fostering a culture of high expectations for all students, building strong partnerships with families and the community, and creating a safe and supportive school climate. |
| Williams, Rosie | Instructional Coach | The Instructional Coach builds teacher capacity and teacher understanding of instructional practices. She is responsible for ensuring high-quality instruction in classrooms through modeling, planning, co-teaching, and providing instructional feedback to teachers. |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------------|---------------------|--|
| Woodard, Iris | Staffing Specialist | The Staffing Specialist provides direct and consultative services for special education classes, special education students, and general education students within an alternative placement. She assesses and supports instructional programs for students in special education. She provides training and works 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. |
| Berthelette, Cathleen | Instructional Coach | The Instructional Coach builds teacher capacity and their understanding of instructional practices. They are responsible for ensuring high-quality instruction in classrooms through modeling lessons, participating in co-planning, co-teaching, and providing actionable feedback to teachers. |
| Lester, Remea | Instructional Media | The Instructional Media Specialist builds teacher capacity and their understanding of instructional practices through various media outlets. They are responsible for ensuring that multiple modes of media are utilized in the classroom and support school-wide literacy initiatives. |

Demographic Information

Principal start date

Tuesday 5/22/2018, Samuel Danner

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

755

Identify the number of instructional staff who left the school during the 2020-21 school year.

25

Identify the number of instructional staff who joined the school during the 2021-22 school year.

25

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 224 | 279 | 252 | 0 | 0 | 0 | 0 | 755 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 108 | 167 | 166 | 0 | 0 | 0 | 0 | 441 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 53 | 34 | 0 | 0 | 0 | 0 | 94 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 39 | 79 | 0 | 0 | 0 | 0 | 163 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 44 | 43 | 0 | 0 | 0 | 0 | 128 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 88 | 90 | 0 | 0 | 0 | 0 | 250 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 90 | 88 | 0 | 0 | 0 | 0 | 239 |
| Number of students with a substantial reading deficiency | 0 | 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 | 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 | 89 | 137 | 137 | 0 | 0 | 0 | 0 | 363 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - 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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 311 | 300 | 248 | 0 | 0 | 0 | 0 | 859 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 145 | 70 | 0 | 0 | 0 | 0 | 276 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 45 | 10 | 0 | 0 | 0 | 0 | 75 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 95 | 72 | 0 | 0 | 0 | 0 | 205 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 47 | 51 | 0 | 0 | 0 | 0 | 144 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 106 | 82 | 0 | 0 | 0 | 0 | 287 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 105 | 85 | 0 | 0 | 0 | 0 | 291 |

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 | 108 | 154 | 107 | 0 | 0 | 0 | 0 | 369 |

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 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 9 | 0 | 0 | 0 | 0 | 29 |

2020-21 - 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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 311 | 300 | 248 | 0 | 0 | 0 | 0 | 859 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 145 | 70 | 0 | 0 | 0 | 0 | 276 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 45 | 10 | 0 | 0 | 0 | 0 | 75 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 95 | 72 | 0 | 0 | 0 | 0 | 205 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 47 | 51 | 0 | 0 | 0 | 0 | 144 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 106 | 82 | 0 | 0 | 0 | 0 | 287 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 105 | 85 | 0 | 0 | 0 | 0 | 291 |

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 | 108 | 154 | 107 | 0 | 0 | 0 | 0 | 369 |

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 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 9 | 0 | 0 | 0 | 0 | 29 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 31% | 52% | 54% | 26% | 52% | 53% |
| ELA Learning Gains | | | | 45% | 52% | 54% | 39% | 50% | 54% |
| ELA Lowest 25th Percentile | | | | 51% | 45% | 47% | 43% | 42% | 47% |
| Math Achievement | | | | 38% | 55% | 58% | 28% | 53% | 58% |
| Math Learning Gains | | | | 58% | 55% | 57% | 41% | 51% | 57% |
| Math Lowest 25th Percentile | | | | 61% | 50% | 51% | 58% | 44% | 51% |
| Science Achievement | | | | 29% | 51% | 51% | 28% | 51% | 52% |
| Social Studies Achievement | | | | 50% | 67% | 72% | 46% | 68% | 72% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 31% | 52% | -21% | 54% | -23% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 27% | 48% | -21% | 52% | -25% |
| Cohort Comparison | | -31% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 32% | 54% | -22% | 56% | -24% |
| Cohort Comparison | | -27% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 32% | 43% | -11% | 55% | -23% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 29% | 49% | -20% | 54% | -25% |
| Cohort Comparison | | -32% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 35% | 36% | -1% | 46% | -11% |
| Cohort Comparison | | -29% | | | | |

| SCIENCE | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 26% | 49% | -23% | 48% | -22% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 47% | 66% | -19% | 71% | -24% |

| HISTORY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| ALGEBRA EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 63% | 37% | 61% | 39% |

| GEOMETRY EOC | | | | | |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 94% | 53% | 41% | 57% | 37% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Carver Middle School uses i-Ready as a progress monitoring tool for students in grades six through eight in ELA, and for students in Math; excluding those students who are enrolled in Algebra or Geometry. Likewise, the district provides PMA (Progress Monitoring Assessments) for students enrolled in Civics and eighth grade Science. The data from these tools are used below: i-Ready BOY, MOY, EOY and PMA 1, PMA 2, and PMA 3 (Algebra, Geometry, Civics, and Science)

| | | Grade 6 | | | |
|-----------------------|----------------------------|----------------------|--------|--------|--------|
| | | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 40/14% | 40/14% | 67/24% |
| | Economically Disadvantaged | | 27/12% | 43/19% | 40/17% |
| | Students With Disabilities | | 2/5% | 1/2% | 2/5% |
| | English Language Learners | | 3/9% | 6/18% | 7/21% |
| | | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 34/12% | 46/17% | 50/18% |
| | Economically Disadvantaged | | 23/10% | 29/13% | 35/15% |
| | Students With Disabilities | | 1/2% | 0/0 | 2/5% |
| | English Language Learners | | 6/13% | 4/9% | 6/13% |

| Grade 7 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 35/13% | 53/19% | 59/21% |
| | Economically Disadvantaged | 26/11% | 39/17% | 46/20% |
| | Students With Disabilities | 0 | 0 | 3/8% |
| | English Language Learners | 3/8% | 3/8% | 7/18% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 26/9% | 43/16% | 57/21% |
| | Economically Disadvantaged | 22/9% | 35/15% | 40/20% |
| | Students With Disabilities | 1/3% | 3/9% | 6/17% |
| | English Language Learners | 2/5% | 6/16% | 7/18% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | All Students | 43/42% | 41/42% | 49/64% |
| | Economically Disadvantaged | 68/56% | 64/53% | 99/82% |
| | Students With Disabilities | 3/9% | 2/6% | 7/20% |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 8 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 44/19% | 77/40% | 85/45% |
| | Economically Disadvantaged | 37/19% | 67/35% | |
| | Students With Disabilities | 3/10% | 4/14% | |
| | English Language Learners | 3/9% | 14/41% | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 15/12% | 21/21% | 36/26% |
| | Economically Disadvantaged | 6/3% | 18/10% | |
| | Students With Disabilities | 0/0% | 1/3% | |
| | English Language Learners | 1/3% | 5/16% | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 38/11% | 45/24% | 62/27% |
| | Economically Disadvantaged | | | 52/27% |
| | Students With Disabilities | | | 2/7% |
| | English Language Learners | | | 10/29% |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 10 | 24 | 24 | 9 | 28 | 44 | 8 | 19 | | | |
| ELL | 21 | 43 | 48 | 32 | 39 | 44 | 18 | 33 | | | |
| BLK | 27 | 32 | 29 | 29 | 32 | 40 | 22 | 43 | 58 | | |
| HSP | 45 | 44 | 36 | 33 | 31 | 20 | 53 | 26 | 73 | | |
| FRL | 25 | 29 | 27 | 29 | 30 | 35 | 26 | 41 | 61 | | |
| 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 | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 35 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 29 |
| Total Points Earned for the Federal Index | 346 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 87% |

Subgroup Data

| Students With Disabilities | |
|---|-----|
| Federal Index - Students With Disabilities | 21 |
| 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 | 34 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 33 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 40 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 33 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The 2021 FSA data shows a decline in proficiency in each subject area: ELA -3%, Math -16%, Science -4%, and Civics -8%. As a result, there was a decline among the students with disabilities (ESE) subgroup. This group fell below the performance of the other subgroups. According to school grade components by subgroups, ESE students performed at 9% proficiency in Science, followed by 14% ELA proficiency. It is believed that this was a direct result of low reading comprehension mastery and the need for students with disabilities to utilize strategies that will allow them to digest written material and analyze, process, and apply information to respond to questions provided. Additionally, teachers and administrators need to consider how questions are written and ensure that assessments administered throughout the year are closely aligned to the end-of-course assessment administered.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Science was the lowest school grade data component at 29% proficiency on FCAT. Compared to the 2017-2018 school year's data, there was a 1% increase. Over the past three years, approximately 70% of eighth-grade students have not shown mastery of the Science FCAT. The Science scores could have resulted from segmented concepts taught per grade level and the difficulty retaining information for over two years. OCPS has now adopted a comprehensive science curriculum that allows for spiraled standards at each grade level, which will deepen as the students progress. Historically, there has been a correlation between eighth-grade Reading achievement and Science achievement, differing by 2%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors that led to a decline in proficiency were a high number of students who attended school virtually. There was a disparity among eighth-grade Science assessments compared to ELA. Science has more technical components embedded in the assessments, whereas, ELA assesses students' ability to read informational and literary text. The science department should support reading comprehension by focusing on the following standards: R.I.1.1 (supporting the text with evidence) and R.I.2.4 (vocabulary within the text). This would allow students to practice using textual evidence to support the claim and different vocabulary skills within the text.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to ELA i-Ready End of the Year assessment, eighth grade showed the most improvement. From the Beginning of the Year assessment to the End of the Year assessment, there was a 26% increase in student proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

During common planning, teachers were responsible for using the standard overviews to deconstruct the standards and identify student/teacher actions related to the standard. While reviewing the standard overviews, each target was closely analyzed and identified the following: the previous years' standard, differentiation of the new skill for the grade level, common student misconceptions related to the standard, scaffolds for addressing the misconceptions, and analyzed the strategies for teaching grade-level standards.

What strategies will need to be implemented in order to accelerate learning?

Address and build upon prior content. Develop common small group structures across disciplines. Provide appropriate scaffolds and consistently assist staff to operate at the Applying or Innovative level. In addition, provide equitable opportunities for students to reach beyond the rigor of the standard.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Carver staff will focus on three elements from Marzano's framework to increase student achievement and teacher pedagogy: Organizing Students to Practice Skills, Helping Students Practice Skills, Strategies, and Processes, and Using Engagement Strategies. The administrative team will expand the window and frequency of informal observations. Teachers will have a safe space to practice implementing the strategy in their classrooms. Teachers will receive weekly notifications rather than selecting a date for observation. Teachers will use the current instructional practice data to identify the highest-rated elements that increase student achievement. Those elements will be a schoolwide focus. Facilitate professional development sessions throughout the year focused on elements that result in higher student achievement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Staff will receive ongoing professional development throughout the year to deepen the staff's understanding of intentionally grouping students according to data and closely monitoring student actions. The Carver staff will participate in classroom walks to view model classrooms that exhibit the implementation of effective strategies. Teachers will have an opportunity to practice the skills and receive feedback on their use of implementing the strategies within their classroom.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

| | |
|---|---|
| Area of Focus Description and Rationale: | The 2020-2021 FSA scores indicated a decrease in student achievement among the ESE subgroup. During the 2021-2022 school year, staff needs to increase student achievement among students with disabilities. Administration, teachers, coaches, and support staff will focus on increasing scaffolding measures for inclusion, effective implementation of the gradual release model, and strategies enabling students to work independently without prompting. Increased student achievement is a derivative of implementing elements and research-based strategies to increase student achievement. Instructional practice data confirmed that although teachers may have similar instructional practice scores, only those utilizing research-based elements lead to student mastery on assessment scores. |
| Measurable Outcome: | In regards to students with disabilities, the staff at Carver expects the proficiency to increase as well. ESSA FPPI above 41%, specifically targeting a score of 49% or better. Overall, student performance should increase proficiency in ELA by 10%, Math by 7%, Science by 11%, and Social Studies by 17%. |
| Monitoring: | Administration and coaches will conduct weekly observations to determine the effective use of the designated strategies. Feedback will be provided to teachers with follow-up during the planning process. Additionally, the staff will observe common assessment and i-Ready data trends to determine mastery and opportunities for growth. The Leadership Team will review data with the support of the Interventionist to determine effectiveness and alterations or modifications needed to be made in instruction. |
| Person responsible for monitoring outcome: | Paul Lovely (paul.lovely@ocps.net) |
| Evidence-based Strategy: | Close monitoring occurs directly after the teacher presents new content to the class. The teacher creates a highly structured environment and provides scaffolding for more complex material. In the close monitoring stage, the teacher judiciously observes and corrects erroneous actions of students before they become ingrained. Infrequent structured practice, students are given multiple chances to solve problems for which they have a high probability of success. During this phase, the teacher may choose to divide a process into discrete parts for students to practice. Students may also practice the process in its entirety. Before the teacher transitions to the next type of practice, students should experience success several times during frequent structured practice |
| Rationale for Evidence-based Strategy: | According to the instructional practice trends and student achievement data, there was a trend with exemplar teachers receiving higher ratings in the following elements: 1. Helping Students Practice Skills Strategies and Process 2. Close monitoring & Frequent Structured Practice 3. Student Engagement According to the exemplar teacher's ratings, they were rated highly effective in using strategies to create opportunities for most of their students to engage in the lesson actively. In addition, exemplar teachers were highly intentional in using effective strategies to create opportunities for most students to practice and process skills. Therefore, in exemplar classes, the transfer of knowledge to students was evident in student work. |

Action Steps to Implement

Address the "State of the School" with faculty and staff, sharing annual data results and vision for the upcoming year. Principal Ramsey will share her vision for the year and introduce plans for change.

Person Responsible Jackie Ramsey (jackie.ramsey@ocps.net)

Professional development will be offered to support teachers in implementing the three strategies identified above. These strategies will be used to increase student engagement and cognitive thinking. Professional development will be offered monthly with opportunities for safe practice.

Person Responsible Paul Lovely (paul.lovely@ocps.net)

Monthly discipline meetings to discuss trends, attendance, and implementation of strategies to promote a positive school environment. Deans will review weekly data to identify students in crisis and work with the Parent Engagement Liaison and Safe Coordinator to develop a wrap-around approach to support these students.

Person Responsible Heath Dantzler (heath.dantzler@ocps.net)

Through weekly observations, the administration will monitor and provide coaching to support teachers and staff. Safe practice will allow teachers to become comfortable with using new techniques and best practices in the classroom. Immediate written feedback will be provided for teachers as well.

Person Responsible Joy Lewis (joy.lewis@ocps.net)

Providing support to teachers and coaches will be a part of the planning process in PLC meetings. Instructional coaches will also work with select students to ensure their understanding and mastery of standards.

Person Responsible Earnest Labee (earnest.labee@ocps.net)

The administration will communicate monthly to stakeholders highlighting the school improvement plan and inviting stakeholders to discuss and identify ways to support students. The data will be shared with stakeholders to identify trends, areas of growth, and success stories.

Person Responsible Earnest Labee (earnest.labee@ocps.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Carver Middle will continue to focus on increasing student proficiency in all content areas through teachers consistently, purposefully, and effectively utilizing instructional framework elements that research shows lead to high student engagement and achievement. Special emphasis will be placed on close monitoring of students learning concepts and structured practice of skills. Consecutive, consistent, streamlined, and explicit feedback from the administration on proper implementation of this element, schoolwide, will be culturally embedded to enhance pedagogical practices.

Area of Focus Description and Rationale:

According to instructional practice data, there was a trend among exemplar teachers receiving higher ratings in the following elements:
 Organizing Students to Deepen Their Understanding
 Helping Students Practice Skills Strategies and Processes
 Student Engagement

According to the exemplar teacher's ratings, they were rated highly effective in using strategies to create opportunities for most students to be highly engaged in the lesson. In addition, exemplar teachers were highly intentional in using effective strategies to create opportunities for most students to practice and process skills. Therefore, the transfer of knowledge to students was evident in student work.

Conversely, teachers needing support were inconsistent in using the two strategies and were rated well below a 3.0 in the two elements. The majority of their students were inconsistent in actively engaging in the lesson. In addition, the transfer of knowledge was inconsistent in the element of practice and process skills.

Measurable Outcome:

Overall student performance should increase proficiency in ELA by 10%, Math by 7%, Science by 11%, and Social Studies by 17%.

Monitoring:

Administrators will monitor teachers' delivery of instruction and the transfer of knowledge daily and provide actionable feedback. The administrative team will track each teacher's progress and meet at selected dates to review instructional trends schoolwide. As a result of the data findings, the administrative team will make instructional decisions to grow teacher pedagogy. Teachers will receive Professional Development on the effective use of strategies. Model classrooms will be selected for teachers to see exemplars of effective use of strategies and best practices. In addition, the administrative team will inform teachers that their informal evaluations will take place within a window of time rather than allowing teachers to select a date for an informal. This will provide a more authentic representation of teachers' capacity in delivering instruction.

Person responsible for monitoring outcome:

Cathleen Berthelette (cathleen.berthelette@ocps.net)

Evidence-based Strategy:

Helping students Practice Skills, Strategies, and Processes. In order for students to use new knowledge on their own, they must practice and deepen their understanding of the content after it has been introduced. Close monitoring occurs directly after the teacher presents new content to the class. The teacher creates a highly structured environment and provides scaffolding for more complex material. In the close monitoring stage, the teacher judiciously observes and corrects erroneous actions of students before they become ingrained. Infrequent structured practice, students are given multiple chances to solve problems for which they have a high probability of success. During this phase, the teacher may choose to divide a process into discrete parts for students to practice.

Students may also practice the process in its entirety. Before the teacher transitions to the next type of practice, students should experience success several times during frequent structured practice.

The administrative team analyzed exemplar teachers' student achievement data and compared their evaluation ratings from three years consecutively. According to instructional practice data, there was a trend among exemplar teachers receiving higher ratings.

Rationale for Evidence-based Strategy:

According to the exemplar teacher's ratings, they were rated highly effective in using strategies to create opportunities for most of their students to engage in the lesson actively. In addition, exemplar teachers were highly intentional in using effective strategies to create opportunities for most students to practice and process skills. Therefore, the transfer of knowledge to students was evident in student work.

Conversely, teachers needing support were inconsistent in using the two strategies and were rated well below a 3.0 in the two elements. The majority of their students were inconsistent in actively engaging in the lesson. In addition, the transfer of knowledge was inconsistent in the element of practice and process skills.

Action Steps to Implement

The administrative team met to analyze data and extrapolate trends related to exemplar teachers and teachers needing support. Mrs. Lewis and Mr. Lovely developed a schoolwide action plan to improve teacher pedagogy and shared it with the members of the Administrative Team. Mrs. Lewis and Mr. Lovely contacted OCPS Professional Learning Department to host professional development with the Leadership Team and a separate training with staff during the summer. The Leadership Team attended a professional development hosted by the School Transformation Office (STO). STO created model classrooms for the Leadership Team to experience the effectiveness of classroom that implements instructional strategies and best practices. The Administrative Team selected the Instructional Coach to lead the professional development with the entire staff during pre-planning. Teachers worked in groups analyzing the Protocols of the Marzano Elements. The Leadership Team will have ongoing training for staff to experience modeled classrooms.

Person Responsible Cathleen Berthelette (cathleen.berthelette@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: The staff at Carver Middle School is committed to the continual development of a more positive culture and climate by implementing Social and Emotional Learning practices within all levels of learning for students and adults that would serve to alter the current results more positively. According to the 2020-2021 teacher and student survey, both teachers, and students felt a lack of belonging and disconnection. By committing to the use of the Social and Emotional Learning 3 Signature Practices in an authentic way, the staff at Carver will address the attendance decline and the unfortunate increase in discipline referrals. The building of Social and Emotional Learning skills creates a positive learning and work environment, thus leading to increased student achievement.

Panorama student survey results indicate 63% of students' responses perceive teachers held rigorous expectations; however, 36% of the students feel a sense of belonging. More specifically, 24% of student surveys responses felt connect to the adults at the school

Measurable Outcome: The Social and Emotional Learning Literacy site team at Carver Middle School is committed to developing a more positive culture and climate by Implementing SEL practices within all levels of learning for students and adults. This would serve to alter the current results more positively. When the entire staff at Carver Middle School commits to using the SEL 3 Signature Practices in an authentic way, the staff will be able to better address the attendance decline, meet our school-wide learning goals as well as improve student learning outcomes. The building of SEL skills creates a positive learning and work environment, thus leading to increased student achievement.

Monitoring: The Social and Emotional Learning and Literacy Site Team will meet monthly to review strategies implemented schoolwide and within classrooms. The Social and Emotional Learning and Literacy site team will use a district rubric listing indicators for implementing strategies. In addition, the site team intends to conduct classroom walkthroughs to collect evidence of teachers implementing Social and Emotional Learning and Literacy strategies within their classroom. The SELL site team will observe the data and determine the next steps.

Person responsible for monitoring outcome: Paul Lovely (paul.lovely@ocps.net)

Evidence-based Strategy: The SELL site team will use the following as evidence of strategies that are implemented at Carver:
 -Schoolwide re-launch of the "The Carver Ways" guides teachers and students interactions
 -Implementation of SELL strategies within the classroom following the Marzano Framework
 -Implementation of district initiatives presented during the fall district training

Rationale for Evidence-based Strategy: The SELL site team determined the purpose of re-launching the Carver Ways was that the previous agreement did not reflect the current state of the school. Initially, Carver Ways was established to create a culture of respect and rapport among teachers and staff. After analyzing the student survey, over 70% of students surveyed expressed that their teachers hold them to high expectations for student learning. In contrast, less than 40% expressed a sense of belonging at the school. As a result, the SELL site team launched the revamping of the Carver Ways by having the current staff and students update the Carver Ways.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

School bullying is an issue at Carver. The Leadership Team proactively monitors students' behaviors in an attempt to reduce bullying. The Leadership Team implements Restorative Justice practices to teach students how to resolve conflict effectively. Teachers will utilize SELL strategies within their lessons to help build students' efficacy. The SELL team will use various data to measure and monitor student's behavior and discipline issues. In addition, the SELL team will provide ongoing Professional Development to the staff. The following are school goals: reduce bullying, students becoming more self-aware of their actions, students learning how to make better decisions, and students productively expressing themselves.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Carver Middle School will build a positive school culture and environment by becoming more culturally responsive in our approaches. The aim is to focus on the equity of the students at Carver, to enhance student achievement for all students, and to build a positive school culture. Based on culturally responsive goals and high-yield strategies, the SELL site team created three collective standards to become a mantra for our success in student achievement and morale:

1. Growth is a mindset; we embrace the challenge and enjoy the journey.
2. We share ideas to expand our world.
3. We appreciate our success and uplift one another.

The Administrative Team plans to help teachers become skilled in providing differentiated support based upon the specific needs of students, focus on literacy across all content areas, and infuse culturally responsive approaches to instruction. The Administrative Team members will create an action plan to measure and monitor the implementation and impact of specific focus strategies targeted in instruction. Faculty will actively collaborate and communicate ways to enhance school culture that focuses on effective instructional practice and student equity. There is a plan to collaborate with parents and community members to provide additional supports for our students. There will be meetings with parents and stakeholders to gain feedback from their perspectives. Partnering with the EXTEND Community Involvement Team will provide parents and stakeholders with an opportunity to have a hands-on experience assisting teachers in motivating and tutoring struggling students. The team members will work with students

individually and in small groups and help interact with students during class changes. The Instructional Coach will work with community members to train them on cultural awareness. In addition, the Instructional Coach will train community members in using vocabulary and strategies within the content areas. Business partners will assist in creating moments of celebration for student success and provide resources of support for students and families. There is an established relationship with a community music organization to support the arts, a partnership with black-owned dentistry to support dental hygiene, a relationship with the Historically Black College/University community, and the National Pan-Hellenic Council to support higher learning mentoring. The Administrative Team also works with faith-based partners to support mental health and mentoring.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Carver Middle has multiple stakeholders that promote a positive culture and environment at the school. Teachers and school-based administrators are the primary stakeholders that hold most of the responsibility in ensuring a positive culture and environment. This past year, the SELL Leadership Team reviewed the staff and student survey data from Panorama and determined to re-launch 'The Carver Ways.' The data suggested that the SELL site team focus on improving the positive culture at Carver Middle. During the December professional development, the SELL site team initiated a collaborative session with the staff focused on re-launching 'The Carver Ways.' This activity aimed to establish and re-launch 'The Carver Ways' for students and teachers. Stakeholders received surveys to develop a schoolwide shared agreement to support the school's vision. The SELL site team conducted a professional development to discuss the previous 'Carver Ways' commitments and were tasked as a community to develop a new 'Carver Ways' pledge to reflect the needs of the current staff and students on campus.

The SELL team introduced the final version of the Carver Ways to the staff at another professional development. Students had the opportunity to respond in a survey expressing their core values in learning and how they prefer teachers and students to interact. Having students respond to the survey questionnaire supports the focus on improving school climate and culture. The staff agreed to the following mantra: Carver Middle is a community of lifelong learners, responsible global citizens, and champions of our own success. The staff and students have adopted this shared vision.

The SELL Site Team identified the next steps in promoting a positive culture and environment. The team will focus on sustaining and building the culture and climate at Carver by being deliberate and actively adhering to The Carver Ways.

The SELL will analyze the following data:

Student and staff surveys

Discipline data

Attendance data

Threat assessment data

Retention/Stay data

School and district-based formative assessments

Next year, the goal is to increase awareness and education of SELL strategies with parents and promote parental involvement.

Part V: Budget

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

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|---------------|--------|--|---------------|
| 1 | III.A. | Areas of Focus: ESSA Subgroup: Students with Disabilities | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Small Group Instruction | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| Total: | | | \$0.00 |