

Orange County Public Schools

# Carver Middle



## 2022-23 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: 6/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (47%) 2018-19: C (49%) 2017-18: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Carver Middle

4500 W COLUMBIA ST, Orlando, FL 32811

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>99%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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## SIP Authority

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## Purpose and Outline of the SIP

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Danner, Samuel	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.
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.
Dantzer, 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.
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.
Lester, Remeé	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.
Simmons, Maurice	Assistant Principal	The Assistant principal provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, allocates fiscal and human resources to align with SIP goals, hires and evaluates staff, and oversees facilities.
Campbell, Toyka	Assistant Principal	The Assistant principal provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and

Name	Position Title	Job Duties and Responsibilities
		procedures, allocates fiscal and human resources to align with SIP goals, hires and evaluates staff, and oversees facilities.

**Demographic Information**

**Principal start date**

Wednesday 6/1/2022, Samuel Danner

**Number of teachers with a 2022 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.*

**Number of teachers with a 2022 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.*

**Total number of teacher positions allocated to the school**

70

**Total number of students enrolled at the school**

702

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

18

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

14

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	244	225	233	0	0	0	0	702
Attendance below 90 percent	0	0	0	0	0	0	68	89	76	0	0	0	0	233
One or more suspensions	0	0	0	0	0	0	48	59	63	0	0	0	0	170
Course failure in ELA	0	0	0	0	0	0	92	109	98	0	0	0	0	299
Course failure in Math	0	0	0	0	0	0	92	108	98	0	0	0	0	298
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	76	93	85	0	0	0	0	254
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	72	85	62	0	0	0	0	219
Number of students with a substantial reading deficiency	0	0	0	0	0	0	76	93	85	0	0	0	0	254

Using the table above, complete the table below with the number of students by current grade level who have 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	93	109	98	0	0	0	0	300

Using current year data, complete the table below with the number of students identified as being "retained.":

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	36	29	34	0	0	0	0	99
Students retained two or more times	0	0	0	0	0	0	2	4	7	0	0	0	0	13

Date this data was collected or last updated

Monday 7/25/2022

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	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	

**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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	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	

**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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%	49%	50%				31%	52%	54%
ELA Learning Gains	38%						45%	52%	54%
ELA Lowest 25th Percentile	37%						51%	45%	47%
Math Achievement	36%	36%	36%				38%	55%	58%
Math Learning Gains	56%						58%	55%	57%
Math Lowest 25th Percentile	66%						61%	50%	51%
Science Achievement	29%	55%	53%				29%	51%	51%
Social Studies Achievement	44%	61%	58%				50%	67%	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	2022					
	2019	31%	52%	-21%	54%	-23%
Cohort Comparison						
07	2022					
	2019	27%	48%	-21%	52%	-25%
Cohort Comparison		-31%				
08	2022					
	2019	32%	54%	-22%	56%	-24%
Cohort Comparison		-27%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	32%	43%	-11%	55%	-23%
Cohort Comparison						
07	2022					
	2019	29%	49%	-20%	54%	-25%
Cohort Comparison		-32%				
08	2022					
	2019	35%	36%	-1%	46%	-11%
Cohort Comparison		-29%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	26%	49%	-23%	48%	-22%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	47%	66%	-19%	71%	-24%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	53%	41%	57%	37%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	15	20	9	22	39	44	17	15			
ELL	22	43	35	38	66	67	36	38			
BLK	26	37	37	34	53	63	26	42	92		
HSP	35	47	36	49	76	85	50	62	100		
FRL	24	37	35	33	54	64	26	39	90		

  

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		

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46

<b>ESSA Federal Index</b>	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	10
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

<b>English Language Learners</b>	
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Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Native American Students</b>	
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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%	0

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

Carver's 2022 FSA data reflects increases of: two percentage points in Civics, four percentage points in Science, and six points in Math. The only content area that showed a decline was ELA and that was a one point decrease. It is believed that this was a direct result of low reading comprehension mastery and the need for students to utilize strategies that will allow them to digest written material and analyze, process and apply information to respond to question provided.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

ELA showed the greatest need for improvement with only twenty-seven percent of our students demonstrating grade level proficiency. Science also showed a great need for improvement with only 29% showing proficiency.

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

Excessive student absences created major obstacles that impeded student achievement in ELA. In addition, teacher attrition posed challenges for the ELA department, with sixty percent of the ELA teachers departing during the year. This affected the continuity of the instruction and the structure and stability of our classrooms.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math showed the most improvement with a six point increase. However, since math's proficiency (36%) still falls below the ESSA benchmark of 41%, this represents an opportunity for growth for Carver Middle.

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

In 8th grade, the teachers remained with the students all year, which resulted in more stability and fewer discipline issues in the 8th grade math classes. The 2022 FSA data bears this out with the 8th grade math class showing the highest grade level proficiency rates.

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

Deploying strategies that increase student engagement and remediates deficits in learning through small group instruction. Carver Middle will also make a concerted effort to refine our Guided Practice through improving teachers' higher order questioning, prompting and cueing techniques. Teachers will also be expected to deliver instruction to the full intent of the B.E.S.T. standards.

**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.**

Professional development on B.E.S.T. standards, and guided practice and small group instruction will support teachers and instructional leaders. Carver Middle will also deliver PD on accountable Talk and accountable collaboration.

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

Creating a positive environment and a culture where high expectations are set and reflected in all classrooms, will be a top priority. Carver Middle will accomplish this through engaging all of stakeholders. This will involve community and business partners through mentoring programs, guest speakers; as well as the implementation of Carver Ways and SEL strategies through SEL Signature 3. Poor attendance will be addressed through the HERO program and Carver Middle will improve faculty/ staff morale by holding monthly socials on campus and by recognizing the Teacher/Staff of the Month.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Positive Culture and Environment specifically relating to Social and Emotional Learning practices with an emphasis on setting and maintaining high expectations.**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Carver Middle School's goal is to become a "model" school in the district. In order to attain this, administration has prioritized the need for the school to have a positive culture and environment which reflects a high degree of collective teacher efficacy, and the belief that ALL of its students can successfully learn. This culture will be reinforced with evidence of high expectations demonstrated in every classroom.

Attendance and discipline data along with high faculty attrition rate presents major opportunities for growth with regards to school culture and environment. Administration believes that by adequately addressing this area of focus; it will improve the school's attendance rate, lower discipline referrals and ultimately improve student achievement.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Through addressing the social and emotional learning needs Carver Middle School administration expects to see a 25% decrease in the percentage of students who miss 90% or more of the school year. Administration also anticipates seeing 10% reductions in discipline referrals as well in the number of students who have served at least one OSS.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

The Admin Team will conduct weekly classroom walkthroughs to look for evidence of high expectations and positive culture in every classroom. The Social and Emotional Learning and Literacy Site team will also utilize a district rubric listing indicators for implementing SEL strategies. Administrators will also monitor the effectiveness of the various mentoring programs, the Hero program and collaborations with local community partners such as fraternities and sororities business partners.

**Person responsible for monitoring outcome:**

Samuel Danner (samuel.danner@ocps.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Implementation of SEL 3 Signature practices via the Carver Ways. In adhering to this with authenticity, administration will be able to address attendance declines as well as meet school-wide learning goals.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the**

By deploying this strategy, Carver Middle will be able to meet the goal of creating a learning environment where high expectations are set and reflected in every classroom; and a positive school-wide culture is built. The re-launching of Carver Ways will help the faculty and staff build a rapport with the students and it will foster an atmosphere of mutual respect on campus. This positive culture and environment where high expectations are embedded, will be foundational to Carver Middle increasing student achievement.

**resources/criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Hold monthly faculty socials

**Person Responsible** Samuel Danner (samuel.danner@ocps.net)

Continuous implementation of the HERO program to incentivize attendance.

**Person Responsible** Samuel Danner (samuel.danner@ocps.net)

Schoolwide implementation of PBS.

**Person Responsible** Samuel Danner (samuel.danner@ocps.net)

Full implementation of mentoring programs for at-risk students

**Person Responsible** Samuel Danner (samuel.danner@ocps.net)

**#2. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus  
Description and  
Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

In compliance with the state adoption of these new standards and in alignment with the new FAST assessment, it is prudent to concentrate on teaching these standards with high precision and fidelity in order to ensure student mastery in the classrooms and grade level proficiency on the FAST.

**Measurable Outcome:  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Overall student achievement should reflect an increase in ELA proficiency by 14% points, math by six percentage points science by 12% and social studies by 10%.

**Monitoring:  
Describe how this Area of Focus will be monitored for the desired outcome.**

Administrators will attend common planning and conduct weekly classroom walkthroughs for the purpose of monitoring teachers' delivery of instruction aligned to the B.E.S.T. standards. Administrators will also provide specific, timely and actionable feedback to teachers. Leadership will review classroom walkthrough data to identify school-wide trends and utilize the data to make instructional decisions.

**Person responsible for monitoring outcome:**

Samuel Danner (samuel.danner@ocps.net)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

According to the 2022 FSA data, ELA is our most critical areas of focus, because only 27% of Carver's students scored level 3 or higher on the FSA. This figure falls below the 41% ESSA threshold and reveals that 73% of our students struggle with comprehending grade level text which also adversely impacts learning in other content areas such as: science, social studies and even math. This area of focus will improve learning in the ELA content area, by ensuring that the school's teachers are efficacious in delivering instruction that aligns to the full intent of our new B.E.S.T. standards. Small group instruction with an emphasis on higher order questioning, prompting and cueing techniques is the primary strategy that will be used to increase grade level proficiency across all subgroups..

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific**

Instruction that fully aligns to the intent of the B.E.S.T. standards, will improve students' probability of success. This instruction must be delivered with precision in order to meet the goals. Refinement in Carver's teachers' questioning, prompting and cueing techniques is integral in triggering cognitive and meta-cognitive thinking in the students. When these strategies are deployed skillfully in the classroom, teachers will have deeper insight as to how their students are thinking, so that they might be able to better support the students in their learning.

**strategy.  
Describe the  
resources/  
criteria used for  
selecting this  
strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilizing Amplify Curriculum, all ELA teachers will meet weekly to plan collaboratively and establish what grade level texts, writing tasks and engaging activities that their students will participate in, as part of the gradual release model. These weekly meetings will follow the common planning protocols set forth by the principal and will include identifying the essential B.E.S.T. standards to be taught, the alignment of the assessment to those standards.

**Person Responsible** Samuel Danner (samuel.danner@ocps.net)

Provide interventions unique to students' standards-based deficiencies.

**Person Responsible** Christina Carter-Thomas (christina.carter-thomas@ocps.net)

Utilize Resource Teacher to deliver more intensive remediation when students fail to meet grade level expectations in spite of the classroom teacher's interventions.

**Person Responsible** Christina Carter-Thomas (christina.carter-thomas@ocps.net)

Teachers will participate in professional development centered around SIPPS, guided practice, accountable collaboration and other pedagogical strategies.

**Person Responsible** Samuel Danner (samuel.danner@ocps.net)

ELA teachers will review progress monitoring data quarterly in order to identify trends and gaps in student learning and drive their instruction.

**Person Responsible** Samuel Danner (samuel.danner@ocps.net)

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The staff at Carver Middle School will establish a positive culture where high expectations for all students are not only believed but reflected in specific teacher/student moves in our classrooms and our daily interactions with our students. This positive culture will include all stake holders, including parents, partners and community members. Communication will be integral in cultivating positive relationships and the BEAR newsletter will serve this purpose by disseminating information about school events, initiatives and academics to parents, etc. In order to promote positive peer relationships on campus, Carver Middle will hold monthly faculty socials. This will give Carver's teachers opportunities, to connect personally and build collective teacher efficacy.

The re-launching of Carver Ways will help the faculty and staff build a rapport with our students and it will foster an atmosphere of mutual respect on campus. The Social and Emotional Learning and Literacy Site team will also utilize a district rubric listing indicators for implementing SEL strategies. Implementation of SEL 3 Signature practices via the Carver Ways. In adhering to this with authenticity, Carver Middle will be able to address attendance declines as well as meet school-wide learning goals.

In an effort to improve faculty morale, Carver Middle will recognize a teacher/staff every month and celebrate their hard work and dedication to our students.

According to our 2021 attendance data, more than half of Carver's students missed 10% or more of the school year. To ameliorate this, Carver Middle will institute the Hero Program, which will incentivize attendance.

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

The Man Up, MBK and Find Your Voice mentoring programs will allow community partners to collaborate with Carver Middle in providing support to at-risk students through character education and mentor relationships. Other stakeholders will be invited to as guest speakers and talk to students about financial literacy and making academic connections through real world examples.