Carver Middle

2014-15 School Improvement Plan

Carver Middle

4500 COLUMBIA ST, Orlando, FL 32811

[no web address on file]

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Middle	Yes	74%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	98%

School Grades History

Year	**2013-14**	**2012-13**	**2011-12**	**2010-11**
Grade	F	D	D	D

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During the first three weeks of each school year, Carver Middle School students are required to complete a student data-gathering instrument which teachers use as a tool to learn more about their students and their culture. This is a non-graded activity that helps teachers understand the perspectives and experiences of the students they serve. Once completed, teachers are encouraged to use the activity as a discussion starter for student data chats.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Before school: Teachers are accessible to meet with students for tutoring, mentoring and conferences.
During school: Each Carver Middle School student is connected with a caring and responsible adult. Norms are established in each classroom and common areas and the code of conduct is strictly followed. Students are taught and constantly reminded of campus and class expectations; consistency is key in each classroom and common area of the campus. Teachers are required to develop and reinforce classroom rules and norms that clearly support safe and respectful behavior. They are encouraged to greet students by name every time they walk in the door by using warm, inclusive behaviors with their face, body and words. When teachers notice and reinforce positive behaviors with encouraging words, they will ask students personal questions that will help them (teachers) get to know the students and what's happening in their lives outside of school. Teachers participate in professional development training which focuses on identifying changes in students' physical and emotional behaviors that may indicate a student is in need of additional emotional support and how to refer at-risk students to skilled adults in order to provide or find support for that student as needed. Teachers are expected to make positive personal contact with their students' families at least once during each nine week period.
After school: Teachers are accessible to meet with students for tutoring, mentoring and conferences. Students have the ability to participate in after-school clubs, activities, and tutoring provided by the school as well as partners including After-School All Stars, Agape Perfecting Praise & Worship Center and Bridges of Light. This year Carver Middle is part of an initiative to feed students dinner if they participate in the after school tutoring program.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Carver Middle School will continue its implementation of the CHAMPs Positive Behavior Support. CHAMPs assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. The new 2nd edition includes tips and resources to make this definitive guide to classroom management even more user friendly. CHAMPs strategies are easy to implement and will:
● Reduce classroom disruptions and office referrals
● Improve classroom climate
● Increase student on-task behavior
● Establish respectful and civil interactions
By following the effective, research based practices outlined in CHAMPs, teachers develop methods for
clearly communicating their expectations on every classroom activity and transition.
ALL Carver teachers and staff members are to review the Code of Student Conduct and follow our disciplinary procedures at all times. Students learn appropriate behaviors through instruction, practice, feedback and encouragement. With consistency in behavior expectations, students learn that there are both consequences and rewards for their choices. To this end, Carver Middle School has created a positive reward system utilizing "Bear Bucks", to reinforce our expectations and recognize students for doing their part to ensure a positive school environment.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Carver Middle School's Guidance Programs to help each student achieve academically, emotionally and socially. The SAFE (Student Assistance and Family Empowerment) team consists of teachers and counselors working together to help students solve their problems. This team provides support and direction to students who are dealing with concerns. Organized with the intention to aid troubled students, the program also provides information to students and parents about issues such as substance abuse, peer pressure, and self-image. Individual and group counseling is available to students and their families through SEDNET.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

At Carver Middle School, we identified the following early warning indicators for our students:
• problematic attendance (missing 20 or more school days)
• failing core subject(s)
• previous retention
• student suspension for three or more days.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	63	71	55	189
One or more suspensions	117	123	94	334
Course failure in ELA or Math	4	4	2	10
Level 1 on statewide assessment	120	138	121	379

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	92	104	83	279

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Carver Middle School uses the following Intervention strategies to improve the academic performance of students:
* Tutoring (before and after school)
* Academic boot-camps on weekends throughout the school year to enhance learning for students who are close to proficiency in reading, math, and science.
*Alternative to in-school suspension programs (new) - new district wide P.A.S.S. - positive alternative to school suspension
*Alternative to out-of-school suspension program (new) - partnership established with local non-profit to offer instruction at their location with parental permission.
*Early truancy meetings with students and parents (new)
*SEDNET referrals

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

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

Description

By June 2015, we will increase parental involvement in school based activities by 10% over the previous year. At Carver Middle School, we continuously seek to enhance the way we build relationships with our families by focusing on their strengths rather than faults. We share control with families by including them as partners in the care and education of their children. Instructional staff is encouraged to interact with families in ways that foster collaboration. Teachers are required to make positive contact with each student's parent/guardian at least once during a nine week period. We collaborate with family members on decisions regarding their his/her care and educational experience. Together, the school and parents decide on certain goals for the children and ways to achieve these goals.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Building and sustaining relationships with local community leaders and businesses supports our school's core purpose. During the summer months and throughout the year, our PIE representative mails and distributes partnership request letters to business in the local area. The leadership team meets with

managers and community leaders to discuss Carver MS' vision. We work collaboratively with local businesses to promote and encourage our students and parents to foster relationships. We acknowledge our partners in our parent newsletter and on our school's marquee. Our partners not only support us financially and through incentives, they also commit to volunteering throughout the school year. At the end of each partnership year, each business and community leader is presented with a certificate and plaque as an appreciation gift for their hard work and dedication to the students, teachers and parents of Carver MS.

Effective Leadership

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

School Leadership Team

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

Name	Title
Adams, Athena	Principal
Stephens, Nate	Assistant Principal
Henry, Curtis	Dean
Shavers, La'Shosha	Instructional Coach
Pringle, Eugene	Instructional Coach
Clark, Karen	Dean
Ellis, Jasmine	Instructional Coach
Mays, Gerai	Assistant Principal
Stephens, Shavonda	Instructional Coach
Tookes, Jennifer	Instructional Media

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team works collaboratively to ensure that curriculum and instruction is aligned with the established state standards and delivered in a manner that is consistent with the needs of the students. The team meets weekly to discuss school wide data in an effort to identify strengths and weaknesses in instructional delivery and drive the appropriate modifications that lead to increased student performance. Academic coaches work in conjunction with district support staff to support teachers in closing any instructional delivery gaps through the use of research-based high yield instructional strategies.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process through which school leadership identifies and aligns all available resources is very strategic. For personnel, the rosters are reviewed for certification and need along with a thorough review of previous performance results. Based on this review, classified instructional support staff are

strategically placed in order to ensure a balanced approach to instructional delivery. Once instructional staffing placements have been finalized, professional development will be given to ensure instructional and support staff is trained in delivering the district's adopted curriculum appropriate to meeting students' diverse needs. Through strategic personnel placement, appropriate curriculum and conducting relevant professional development, Carver MS aligns resources to maximize student achievement.

Supplemental funds such as Title I, Title II and other special categorical funds are used to enhance these plans. Specifically, Title I funds support the Supplemental Educational Services for students that require additional support in the areas of reading and math as evidenced by FCAT data. Title I funds support the costs of professional development for the instructional staff' the costs of highly qualified teachers to lower class sizes, parental outreach and involvement activities' tutoring of students, and the purchase of appropriate materials and supplies to enhance student achievement. Title II funds are used to support professional development in the areas of Middle Years IB Program. Title III funds are used to support the ELL program with materials, professional development, and student tutoring as needed. Title X Homeless funds are spent by the district to support the needs of students identified as homeless, such as transportation to and from most recently assigned school, funding for field trips or other school related activities, etc.

In order to be good stewards, the leadership team meets weekly to review upcoming events and secure needed resources. Additionally, the principal coordinates on a monthly basis with Area Superintendent to assess and review needs. Any problems or situations are reviewed to determine how to apply resources for the highest impact to student achievement.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Athena Adams	Principal
Curtis Henry	Education Support Employee
Freddie Shells Jr.	Teacher
Juanita Bell	Parent
P. Lalwani	Parent

Duties

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

Evaluation of last year's school improvement plan

The previous School Improvement Plan (SIP) will be reviewed and the SAC committee will have the opportunity to make suggestions or recommendations that will enhance the validity of our SIP. Based on the previous year's data, our school's interventions produced mixed results and collectively, we will review interventions and corresponding results and make adjustments as needed.

Development of this school improvement plan

The construction of the school improvement plan was a collaborative effort that included all stakeholders (i.e. parents, teachers, community members, school leadership, and students). Data for the 2013-2014 school year was reviewed. Based on the review and input from the Department of Education, two essential goals were written.

Preparation of the school's annual budget and plan

The budget was aligned with the school goals and initiatives that will help improve students achievement. Based on all goals, budget was created to ensure the alignment of funding to school's initiatives.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds were allocated in the previous year to ensure support of student achievement. The budget included $21,800. Of that amount, $18,000 was used for students tutors and $3,800 was used for collaborative planning and professional development of instructional personnel.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Pringle, Eugene	Instructional Coach
Mays, Gerai	Assistant Principal
Tookes, Jennifer	Instructional Media
Adams, Athena	Principal

Duties

Describe how the LLT promotes literacy within the school

This year, the LLT will work on incorporating literacy strategies across content areas, incorporating IB strategies throughout the curriculum, and cross collaborating with other departments. In addition, The LLT will bring literacy to the forefront during curriculum nights. The school will also develop model/ demonstration classrooms, use data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs. Additionally, the LLT will monitor and support the implementation of Florida Standards and research-based strategies in PLCs and through school-wide initiatives that promote literacy.

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

At Carver Middle School, teachers in each subject area are expected to meet weekly for common planning to create quality lesson plans in Professional Learning Communities (PLC). Each PLC created norms to help facilitate positive communication between teachers and monitor active participation in the group. The leadership team conducts classroom observations to help increase teacher capacity by providing actionable feedback. Teachers requiring support will be placed in the coaching cycle to increase their proficiency. A schedule for professional development has been created to meet the professional needs of all instructional staff.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Carver Middle school participates in district-wide recruitment initiatives to target highly qualified teachers who are both effective and certified in their content area. The school also provides ongoing professional development that is aligned to the curriculum and needs of students based on data. New teacher ambassadors support and mentor teachers with 0-3 years of teaching experience or those new to Carver MS to ensure their success.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Carver MS will follow the OCPS Great Beginnings mentoring program. Teacher mentees will be paired with veteran teacher mentors with a proven track record of success. in their same content area. The rationale for pairing these teachers and mentors is to allow for common planning and consistency of sharing of curriculum knowledge.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All programs have been district approved and aligned to Florida's standards such as Florida Next Generation Sunshine State Standards for Science and Florida State Standards for English Language Arts and Math.
These programs combine rigorous, research-based instruction with engaging content to increase student achievement.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Various forms of data are collected using both formative and summative assessments. Based on the data from these assessments, instruction is differentiated or modified to meet the needs of students. Below are examples of how this is done in various content areas:
● Reading: Differentiated Instruction (DI), Centers, Gradual Release, CLOSE Reading, Collaborative Structures, Tutoring
● English Language Arts (ELA): Modelling, Writing Workshop, Differentiated Instruction (DI), Centers, Gradual Release, CLOSE Reading, Collaborative Structures, Tutoring
● Math: Differentiated Instruction (DI), Centers, Gradual Release, Collaborative Structures, Venn Diagrams, Formative Assessments, Guided Practice, Independent Practice, Real-World Connections, Re-teach, Tutoring
● Science: Differentiated Instruction (DI), Centers, Collaborative Structures, 3-2-1 Remediation, Inquiry Probes, Formative Assessments, Interactive Notebooks, Tutoring
● Social Studies: Differentiated Instruction (DI), Centers, Gradual Release, Formative Assessments, Collaborative Structures, Tutoring

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program
Minutes added to school year: 19,200

Student tutoring will be offered after school where students can utilize Carver MS Media Center resources as well as the tutoring lab. After school tutoring will include core academic subject areas and academic electives.

Teachers are accessible after school for mentoring and student conferences about academic progress and assistance. Group tutoring is provided after school by After-School All Stars, Agape Perfecting Praise & Worship Center and Bridges of Light. Students are also fed if they participate in the after school tutoring program. Formative assessment data is analyzed to assess the effectiveness of after school tutoring

Strategy Rationale

The purpose of this strategy is to increase the instructional time for students who are not proficient in core content areas. Tutors motivate students, helps them focus, helps them organize information, and monitors their learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pringle, Eugene, eugene.pringle@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

All tutors will provide the SES Title I coordinator with a progression sheet of students so that it can be determined if students are progressing academically. This information will then be made available to the principal and assistant principals for review and adjustments.
- Formative Assessments
- Benchmark Assessments
- Pre/post Assessments
- Reading: Read 180, Achieve 3000, Systems 44
- ELA: Springboard, Compass Learning
- Math: Moby Max, Algebra Nation, iReady, FCAT Explorer
- Science: ThinkCentral, FCAT Explorer, Compass Learning

Student Transition and Readiness

PreK-12 Transition

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

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

Incoming 6th graders are invited to the campus for an informational session (assembly) as well as a campus tour. The assembly consists of information pertaining to schedules, tutoring, afterschool clubs, summer school, and policy and procedures. Students who may need accommodations are identified by feeder schools and Carver MS staff.

The outgoing 8th graders are provided the opportunity to visit their zone high school where they receive information concerning their grade level progression, college and career pathways, magnet programs, and graduation requirements. During their 8th grade year, the students are also provided with career counseling regarding college and career readiness.

College and Career Readiness

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

Goal-Setting: Every student is given support in developing personal goals (academic and social) and mapping out plans for achieving those goals.
Advisement is provided on taking college-entrance tests (PSAT, SAT, ACT).
Consultation is provided to students regarding advance course placements as related to their test scores.
Career Planning (CHOICES) as part of the curriculum integrated in every 8th grade Social Studies Class.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Informational Computer and Technical Education (ICTE) certification course is offered to the 8th grade students.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

College Trips - available to 8th graders at schedules intervals throughout the school year with the goal of increasing student awareness through hands-on experiences.
Teach-In – available to all students to allow opportunities to gain knowledge and personal interaction with persons in various career fields.
College and Career Success – available to all students to assist with identifying their personal future outcomes and accessing available resources (employment, educational establishments, tutoring, etc.) at the school and in the community.
Instruction on Entering Working World - includes mock interviews, resume writing, job search, personal finance, etc. (particularly geared towards over-age students)
Open access to Advanced Placement/International Baccalaureate courses and ITCE.
College Posters are visibly placed throughout the campus as well as a college and career center in the Guidance office.
Classroom guidance and career counseling with students about career and/or college preparation.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Over age students are invited to presentations from Alternative Ed and Technical schools Representatives. These presentations focus on giving them information about a variety of career pathways and technical programs that are industry –based. In additions, students will be given the opportunity to tour technical sites.
Selected students are also involved in the College Bound Programs (a program that assists students with college and career readiness).

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1. Carver Middle School will create a supportive environment by promoting cooperative learning in classrooms to increase student achievement.

G2. All instructional staff will use appropriate instructional strategies and implement rigorous, standards-based instruction to increase student achievement.

Strategic Goals Detail

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

G1. Carver Middle School will create a supportive environment by promoting cooperative learning in classrooms to increase student achievement. `1a`

🔍 G040059

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Title 1 Funds

- District Support

- Parent Academy

- Trained PIE coordinator

- CMS Leadership Team

- 2014 Parent Handbook

Targeted Barriers to Achieving the Goal `3`

- 1. Lack of collaborative structure in individual classrooms

Plan to Monitor Progress Toward G1. `8`

Instructional coaches and leadership team will analyze student data for effectiveness of cooperative learning.

Person Responsible
Athena Adams

Schedule
Monthly, from 8/21/2014 to 10/22/2014

Evidence of Completion
iObservation Data, Coaching Logs, Common Planning Reflections, mini assessment data

G2. All instructional staff will use appropriate instructional strategies and implement rigorous, standards-based instruction to increase student achievement. `1a`

🔍 G036534

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge of instructional strategies to meet demands of the Florida Standards

Plan to Monitor Progress Toward G2. `8`

iObservation Data, reviewing lesson plans, analyzing student data, teacher/student data chats

Person Responsible

Nate Stephens

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

student progress monitoring forms, iObservation Data, and assessment results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Carver Middle School will create a supportive environment by promoting cooperative learning in classrooms to increase student achievement. 1

🔑 G040059

G1.B1 1. Lack of collaborative structure in individual classrooms 2

🔑 B096773

G1.B1.S2 Top performing teachers will be placed in the coaching cycle 4

🔑 S108033

Strategy Rationale

Creating model classrooms to build teaching capacity

Action Step 1 5

Teachers who effectively engage in cooperative learning in classrooms will be identified and supported as model classrooms for other teachers to observe.

Person Responsible

Athena Adams

Schedule

On 10/22/2014

Evidence of Completion

Observational data as outlined by the Marzano Instructional Framework, self-reflection as denoted in the model classroom teacher

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Coaching cycle to support and build capacity of identified teachers and schedule classroom observations with other teachers to observe model classrooms for cooperative learning.

Person Responsible

Athena Adams

Schedule

Monthly, from 8/21/2014 to 10/22/2014

Evidence of Completion

Formal planning sessions, classroom observations, reflection logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Teachers who visit model classrooms will be supported through the coaching cycle in implementing cooperative learning and actionable feedback provided by leadership

Person Responsible

Athena Adams

Schedule

Monthly, from 8/21/2014 to 10/22/2014

Evidence of Completion

Lesson plans, iObservation Data

G1.B1.S3 All students will have high expectations based on what they read, hear and see as outlined on the teacher's common board configuration 4

🔑 S108034

Strategy Rationale

Creating the structure and culture of high expectations for all students

Action Step 1 5

Teachers will receive training on collaborative structures in the classroom.

Person Responsible

La'Shosha Shavers

Schedule

Quarterly, from 8/25/2014 to 4/30/2015

Evidence of Completion

sign in rosters, teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Leadership team and instructional coaches will monitor and provide classroom support to teachers in implementing collaborative structures.

Person Responsible

La'Shosha Shavers

Schedule

Daily, from 8/21/2014 to 6/8/2015

Evidence of Completion

classroom walkthrough, lesson plans, classroom walkthrough form

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Students will be able to articulate expectations, essential question and learning goals

Person Responsible

Nate Stephens

Schedule

Weekly, from 8/21/2014 to 6/8/2015

Evidence of Completion

student interviews

G2. All instructional staff will use appropriate instructional strategies and implement rigorous, standards-based instruction to increase student achievement. `1`

🔍 G036534

G2.B1 Lack of knowledge of instructional strategies to meet demands of the Florida Standards `2`

🔍 B087476

G2.B1.S1 Provide professional development (department meetings, common planning and PLC) and support in deconstructing content-based standards. `4`

🔍 S098196

Strategy Rationale

Action Step 1 `5`

Teachers will be provided professional development opportunities and training with the use of district developed tools such as Instructional Focus Calendars, lesson plan templates, Marzano's Domain 2 and instructional strategies.

Person Responsible

Nate Stephens

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

PD sign ins, PD survey, exit slips, agendas from PD and PD notes

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

Ensure professional development during common planning occurs weekly and appropriate resources such as items specs instructional strategies in lesson plans are incorporated.

Person Responsible

La'Shosha Shavers

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Teacher lesson plans and iObservation data

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

Student performance data as evidence by the Benchmark Assessments, Mini Skills Assessments, and common formative assessment.

Person Responsible

Nate Stephens

Schedule

Semiannually, from 8/18/2014 to 6/8/2015

Evidence of Completion

Teacher Lesson Plans, iObservation Data, Coaches Logs, and Student Achievement Data as evidenced by Mini Assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers will be provided professional development opportunities and training with the use of district developed tools such as Instructional Focus Calendars, lesson plan templates, Marzano's Domain 2 and instructional strategies.	Stephens, Nate	8/18/2014	PD sign ins, PD survey, exit slips, agendas from PD and PD notes	6/8/2015 monthly
G1.B1.S2.A1	Teachers who effectively engage in cooperative learning in classrooms will be identified and supported as model classrooms for other teachers to observe.	Adams, Athena	8/21/2014	Observational data as outlined by the Marzano Instructional Framework, self-reflection as denoted in the model classroom teacher	10/22/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	Teachers will receive training on collaborative structures in the classroom.	Shavers, La'Shosha	8/25/2014	sign in rosters, teacher lesson plans	4/30/2015 quarterly
G1.MA1	Instructional coaches and leadership team will analyze student data for effectiveness of cooperative learning.	Adams, Athena	8/21/2014	iObservation Data, Coaching Logs, Common Planning Reflections, mini assessment data	10/22/2014 monthly
G1.B1.S2.MA1	Teachers who visit model classrooms will be supported through the coaching cycle in implementing cooperative learning and actionable feedback provided by leadership	Adams, Athena	8/21/2014	Lesson plans, iObservation Data	10/22/2014 monthly
G1.B1.S2.MA1	Coaching cycle to support and build capacity of identified teachers and schedule classroom observations with other teachers to observe model classrooms for cooperative learning.	Adams, Athena	8/21/2014	Formal planning sessions, classroom observations, reflection logs	10/22/2014 monthly
G1.B1.S3.MA1	Students will be able to articulate expectations, essential question and learning goals	Stephens, Nate	8/21/2014	student interviews	6/8/2015 weekly
G1.B1.S3.MA1	Leadership team and instructional coaches will monitor and provide classroom support to teachers in implementing collaborative structures.	Shavers, La'Shosha	8/21/2014	classroom walkthrough, lesson plans, classroom walkthrough form	6/8/2015 daily
G2.MA1	iObservation Data, reviewing lesson plans, analyzing student data, teacher/ student data chats	Stephens, Nate	8/18/2014	student progress monitoring forms, iObservation Data, and assessment results	6/8/2015 monthly
G2.B1.S1.MA1	Student performance data as evidence by the Benchmark Assessments, Mini Skills Assessments, and common formative assessment.	Stephens, Nate	8/18/2014	Teacher Lesson Plans, iObservation Data, Coaches Logs, and Student Achievement Data as evidenced by Mini Assessments	6/8/2015 semiannually
G2.B1.S1.MA1	Ensure professional development during common planning occurs weekly and appropriate resources such as items specs instructional strategies in lesson plans are incorporated.	Shavers, La'Shosha	8/18/2014	Teacher lesson plans and iObservation data	6/8/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Carver Middle School will create a supportive environment by promoting cooperative learning in classrooms to increase student achievement.

G1.B1 1. Lack of collaborative structure in individual classrooms

G1.B1.S3 All students will have high expectations based on what they read, hear and see as outlined on the teacher's common board configuration

PD Opportunity 1

Teachers will receive training on collaborative structures in the classroom.

Facilitator

Gerai Mays, Assistant Principal; La'Shosha Shavers, CRT

Participants

All instructional staff

Schedule

Quarterly, from 8/25/2014 to 4/30/2015

G2. All instructional staff will use appropriate instructional strategies and implement rigorous, standards-based instruction to increase student achievement.

G2.B1 Lack of knowledge of instructional strategies to meet demands of the Florida Standards

G2.B1.S1 Provide professional development (department meetings, common planning and PLC) and support in deconstructing content-based standards.

PD Opportunity 1

Teachers will be provided professional development opportunities and training with the use of district developed tools such as Instructional Focus Calendars, lesson plan templates, Marzano's Domain 2 and instructional strategies.

Facilitator

Administrators, Curriculum Leaders and Coaches

Participants

Instructional staff

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Technical Assistance Items

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

G1. Carver Middle School will create a supportive environment by promoting cooperative learning in classrooms to increase student achievement.

G1.B1 1. Lack of collaborative structure in individual classrooms

G1.B1.S2 Top performing teachers will be placed in the coaching cycle

PD Opportunity 1

Teachers who effectively engage in cooperative learning in classrooms will be identified and supported as model classrooms for other teachers to observe.

Facilitator

Instructional Coaches school-based and STO

Participants

Instructional Staff

Schedule

On 10/22/2014

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**