

Lake County Schools

Carver Middle School



2016-17 Schoolwide Improvement Plan

Carver Middle School

1200 N. BEECHER ST, Leesburg, FL 34748

<https://cms.lake.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	17
Ambitious Instruction and Learning	18
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	41
Professional Development Opportunities	41
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	42

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of "Former F." These statuses are based on a school’s grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school’s improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in “Implementing” status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Carver Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Carver Middle School our mission is to fulfill the following three commitments:

- We will provide students opportunities to academically achieve through the strategic use of appropriate technologies, flexible learning environments, and individualized learning pathways. Students will have access to an engaging and standards-aligned curriculum that supports their personalized learning needs. In a safe and supportive environment, students will grow as individuals through access to multiple enrichment courses and extra-curricular opportunities. Our students will actively participate in the design of their own customized learning plans and monitor their progress towards their learning goals.
- We will provide teachers the support and resources needed to enhance their proficiency at the craft of teaching. Teachers will have access to both individualized and school-based professional development which will strategically target their needs and the needs of their students. We will empower our teachers by making them a part of a professional learning community where collaboration, teamwork, and a growth mindset are fostered.
- We will provide all stakeholders with opportunities for open communication regarding our students' education. Parents and community members will not only provide resources in support of the school's vision, but will be intentionally integrated as partners in achieving that vision.

b. Provide the school's vision statement.

The members of Raider Nation will BELIEVE in themselves and their ability to learn, ACHIEVE both academically and personally, and SUCCEED at Carver Middle School, through high school, and beyond.

2. School Environment

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

Carver Middle School's faculty and staff learn about student cultures and builds relationships between teachers and students by offering evening events such as the Carver Expo and Title 1 parent night. During these events parents and community members are able to meet the teachers and staff and receive information on special programs and events at Carver Middle School. Parents are encouraged to request parent conferences where a parent, guidance counselor, and all relevant teachers conference together to discuss individual needs of the student.

We have instituted a new "Success Time" block, which includes "Mentoring Mondays." Students are paired with mentors who write "prescriptions" for Success Time during one-on-one chats. This time may include "exploration" or academic support, based on the specific needs of the student.

Carver also hosts multiple "Student-led Parent Conference Nights," where students lead discussions with parents about their academic progress.

Carver is a "Launch School" for Personalized Learning. Our students have more voice and choice in

their learning process, which aids in the building of relationships with teachers.

Carver utilizes the program Schoology, which is a platform that enables both academic and social interaction between teachers and students.

AVID sponsors Carver Family Week, led by homeroom teachers. AVID also provides culturally relevant learning activities provided during REALM block.

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

CMS has a Positive Behavior System (PBS) in which the students are active participants. The PBS program allows students to have voice and choice in school based decisions. Incoming 6th grade students are invited to CMS to find out about policies and resources that are available to them when they enter middle school. They are introduced to the principal, assistant principals, School Resource Deputy (SRD), guidance counselors, academic coaches and teachers during the school meeting. Students participate in gender specific class meetings in order to provide students with information about the school board Code of Conduct policies, safety, and bullying. This takes place within a two to three day window. Moreover, homeroom teachers are required to cover the Student Code of Conduct with all students at CMS. These processes ensure that students understand what the expectations are at Carver Middle School.

CMS has a multiple-lesson unit on bullying prevention. Students are exposed to examples of both bullying and non-bullying, and learn the processes for reporting and dealing with situations if they were to occur. School counselors have initiated a mediation/conflict resolution program to aid students in the area of interpersonal relationships.

Students receive a Character Curriculum through Personalized Learning (PL) Block that focuses on the 12 characteristics aligned to Carver's mission and vision as well as the district's character traits listed in the Code of Conduct, per the Safe Schools department.

c. 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 uses a Behavior Tracking System (BTS) to minimize distractions and to keep students engaged during instructional time. The BTS form is also used in the MTSS process. Teachers are trained how to use the BTS in order to implement the system with fidelity.

CMS also has a clear and consistent Discipline Response Matrix in place. Students and teachers are trained on the matrix at the beginning of school, and the matrix is posted in classrooms and offices.

Classroom and common area SOP's (standard operating procedures) and COC's (Codes of Cooperation) are developed by teachers with students to establish clear behavioral expectations that students understand.

Grade level meetings (by gender) are scheduled twice a year to clarify, review, and reinforce clear expectations, both behavioral and academic.

d. 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.

An important function of Carver Middle School's psychologist, Potential Specialist, counselors, and social worker is providing support to teachers and other school professionals as they work with difficult students. Carver Middle School's services often include in-services, consultation, and information to assist teachers in creating classroom environments that promote positive behaviors and to allow them to identify students that have existing problems or help detect problems early, before their problems interfere with functioning in the classroom. The staff at CMS provides support for basic classroom management and interventions to help teachers handle and support students who struggle to meet the social-emotional and behavioral expectations of school. As such, programs and services improve conditions in the classroom as students' needs are met and teachers' stress and feelings of helplessness are reduced at Carver Middle School.

All students are assigned teacher mentors who will guide and support the student throughout the school year with academic and personal development experiences.

3. Early Warning Systems

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

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

Carver Middle School accesses Early Warning Systems (EWS) through Decision Education or DecisionEd. The targeted indicators for Carver Middle School are, attendance, academic performance, discipline, homelessness, and ELL population data. Early Warning Systems data is shared monthly during Executive Cabinet meetings. The data is then shared in Common Planning time.

The ELL student population has decreased by 14% from the 2015-16 school year. (35 students to 30 students)

Based on 2015-2016 assessments:

ELA FSA:

5th grade: 250 assessed - 52 level 1 (21%)
6th grade: 250 assessed - 80 level 1 (32%)
7th grade: 253 assessed - 102 level 1 (40%)
8th grade: 267 assessed - 78 level 1 (29%)

Math FSA:

5th grade: 253 assessed - 69 level 1 (27%)
6th grade: 254 assessed - 80 level 1 (31%)
7th grade: 248 assessed - 81 level 1 (33%)
8th grade: 192 assessed - 59 level 1 (31%)

Students who failed ELA course (for 2015-16):

6th grade - 4
7th grade - 7
8th grade - 4

Students who failed Math course (2015-16):

6th grade - 5
7th grade - 13
8th grade - 1

Carver Middle School had 81 students that accounted for 18 or more absences (10%) throughout the 2015-16 school year.

Carver Middle School had 180 students with 1 or more out of school suspensions in the 2015-16 school year.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	44	34	3	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	30	49	39	0	0	0	0	118
Course failure in ELA or Math	0	0	0	0	0	0	5	16	12	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	121	160	183	0	0	0	0	464
GPA below a 2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	1	4	3	0	0	0	8

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

Carver Middle receives Title I funding and Supplemental Academic Instruction (SAI) funding. CMS provides before and after school tutoring and grade recovery with these funds.

Carver Middle School uses the Multi-tiered System of Support Multi-Tiered Framework (MTSS)-This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to the needs of individual students. Through MTSS CMS initiates the problem solving process making instructional adjustments needed for continual improvement. In order to track this information data is stored in the MTSS processed folders.

Students with a GPA below a 2.0 will be given monthly reports on their grades and will meet with the Potential Specialist and the Acceleration Resource Teacher to review their grades and academic progress.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311660>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

Carver Middle School engages and sustains partnerships with the local community by keeping the community informed through the usage of the Lake County School District's website, Carver Middle School's website, Peachjar, and individual teacher communication methods.

The following are Carver Middle School Business partners:

Hungry Howies Pizza

Morrison United Methodist Church

Chik fil-a

Oakwood Smokehouse and Grill

The Fruitland Park Lions Club

Lake Sumter State College (AVID and STEM Day)

Kona Ice

Dr. Chris Curry and Advanced Wellness Center

Lake County Sheriff's Department

Mollie Cunningham, is an active member to the Leesburg Chamber of Commerce. The School Advisory Council is held once a month in order to allow parents, teachers, business partners, students, and other stakeholders to support, advise and give feedback towards academic and extra curricular activities at Carver Middle School.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Mollie, Cunningham	Principal
Dickson, Donald	Assistant Principal
Jablonski, Heather	Instructional Coach
Russell-Miller, Freda	Instructional Coach
Ferguson, Melonee	Other
Nash, Ashley	Other
Sapp, Shannon	Administrative Support
Williams, Robert	School Counselor
Rutledge, Treshonda	Instructional Coach
Kelley-Truitt, Kinetrai	Assistant Principal
Milchman, Stuart	Instructional Coach
Smith, Andrea	Instructional Coach
Augustine, Barbara	School Counselor

b. Duties

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

Mollie Cunningham - Principal- defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.

Kinetrai Kelley-Truitt and Donald Dickson - Assistant Principals: The assistant principals serve as a members of the administrative team to develop and implement the total school program.

Shannon Sapp - Potential Specialist-manages 7th grade discipline, provide teacher support and manages data as it relates to student progression.

Heather Jablonski - MTSS and ELL Coach- sets up meetings, supports teachers through the MTSS and ELL processes.

Ashley Parlato - ESE Specialist-manages the exceptional student population and support ESE teachers by assisting in the development of Individual Educational Plans.

Freda Russell-Miller - School based Literacy Coach- provides teacher support, and manages data as it relates to student progression.

Treshonda Rutledge - School based Personalized Learning Facilitator- provides teacher support and manages schools progression into Personalized Learning.

Stuart Milchman - School Based Math Coach -Assists in instructional support. Helps teachers determine strategies for differentiated instruction and manages data as it relates to student progression.

Melonee Ferguson - Florida Standards Teacher- provides teacher support, and manages data as it relates to student progression.

Andrea Smith - Accelerated Resource Teacher - provides teacher support, and manages data as it

relates to student progression.

Robert Williams -Guidance Counselor- provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students.

Barbara Augustine-Guidance Counselor- provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students.

Andrew Kuzmicki - School Psychologist - District-based support facilitator for student interventions and student services.

Laura Davis-School Social Worker- District based support facilitator for home/school connection.

Teresa Gonzalez - Family / School Liaison

Kelly Naboralski- AVID coordinator:

- Partner with High School AVID Elective Site Coordinator in documenting that all AVID essentials are met in order to assure annual certification
- Act as an AVID liaison with the principal, counselor, and other staff members as well as with AVID District Director.
- Co-Lead the building AVID site team in facilitating monthly meetings, focusing on instructional elements of AVID.
- Become an instructional leader, sharing techniques and materials through formal or informal professional development to help staff members across disciplines work with all learners.
- Assist teachers who request help in implementing AVID strategies in their classroom and as part of their instruction.
- Meet monthly with AVID Site Coordinators to collaborate on K-12 AVID alignment and plan district-wide AVID professional development that matches the district improvement plan. Disseminate information from AVID Directors to other teachers.
- Work with AVID Elective Site Coordinator to facilitate the planning and scheduling of college field trips, guest speakers, and special programs with other teachers.
- Co-Facilitate campus AVID parent involvement activities.
- Assist with AVID data collection as relates to school-wide implementation.
- Support recruitment of new AVID learners.
- Support organization and maintenance of AVID certification materials.
- Attend scheduled meetings with the District Director.
- Attend AVID trainings as directed by the principal or AVID District Director.

2. 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.

Executive leadership meetings are held once a week. These meetings pertain to curriculum issues, professional development, discipline issues, instructional trends, support concerns, individual student issues, budget issues, safety concerns, event planning and other issues as they relate to Carver's initiatives. The second level of leadership at Carver involves Department Chairs and Team Leaders. This group meets as needed to further facilitate decision making for the above concerns and the dissemination of information.

Mollie Cunningham, Principal, provides a common vision for data based decisions, monitors the

planning and implementation of goals, ensures that available resources and supports are provided.

The members are as follows:

Kinetrai Kelley-Truitt – Assistant Principal

Donald Dickson – Assistant Principal

Shannon Sapp – Potential Specialist

Robert Williams – Guidance Counselor

Barbara Augustine - Guidance Counselor

Heather Jablonski - MTSS and ELL Coach

Ashley Parlato – ESE School Specialist

Freda Russell-Miller – Literacy Coach

Treshonda Rutledge - Personalized Learning Facilitator

Stuart Milchman - Math Coach / PBS Coordinator

Melonee Ferguson - Florida Standards Teacher

Andrea Smith - Accelerated Resource Teacher

Andrew Kuzmicki -(School Psychologist)- School based support facilitator for student interventions

Laura Davis-School Social Worker

Teresa Gonzalez - Family School Liaison , and ELL language translator

Donald Dickson and Kinetrai Kelley-Truitt- Assistant Principals: Assist the principal in ensuring that the school-based team is implementing MTSS, conducting assessment of MTSS skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support MTSS implementation. Provides on-going progress monitoring of quarterly reports. Conduct teacher evaluations, provide instructional support and any management issues at Carver Middle School.

General /Core Education Teachers: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with members of their departments to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities for their departments. Conduct Professional Learning Committees (PLC's) and collaboratively plan for student instruction.

Ashley Parlato-Exceptional Student Education Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education and ESE inclusion teachers. Schedule Individual Educational Plan (IEP) meetings and collaborate with parents and teachers on best instructional practices for targeted ESE students.

Freda Russell-Miller, Treshonda Rutledge, Stuart Milchman, Andrea Smith, and Melonee Ferguson- Instructional Leaders-Provide guidance on K-12 core plans, facilitate and support data collection, assist in data analysis, provide professional development and assistance to teachers regarding research based reading strategies, support implementation of Tier 1, 2 and 3 intervention plans, and provide lesson plan strategies for teachers.

Shannon Sapp - Potential Specialist-To insure effective communication between the home, school, teacher and administrator to work on the academic improvement of identified at-risk students. Handles 7th grade discipline.

Robert Williams and Barbara Augustine- Guidance Counselors: Provide services to support the academic, emotional, behavioral, and social success to the students. Participate in collection, interpretation and analysis of data and facilitates in the development of intervention plans and communicating with parents regarding school-based RtI plans. Provide quarterly MTSS reports.

The team sets clear expectations, defines areas of need, and facilitates in the development of a systemic approach to teaching. During the school year, the team will meet on a regular basis to make

instructional decisions based on their review of relevant data, identify students who are at risk for not meeting benchmarks, identify professional development and resources for teachers, and monitors the implementation. The guidance counselors will provide quarterly reports to administration and hold monthly guidance meetings.

Professional development will be provided during teachers' common planning time. The MTSS team will also evaluate staff PD needs and provide on-going support and training as needed. District staff will provide on-going support as needed.

To provide appropriate staff development to ensure that teachers are implementing Marzano strategies and supporting Content Area Reading. Provide before and after school Learning Center.

Federal, state, and local funds, services, and programs will be coordinated and integrated in Carver Middle School by the following methods:

Title I funds the following instructional staff members:

- 1-Instructional Math Coach
- 1 MTSS coach
- 1 Paraprofessional
- 1 Potential Specialist
- 1 Intensive Math Teacher

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Micheka Thomas	Education Support Employee
Emily Givins	Business/Community
Ashley Ford	Parent
Angela Nalenzy	Parent
Lester Cougill	Parent
Dawn Cougill	Parent
Shandra Ramcharit	Parent
Denise Burry	Parent
Melodi Henderson	Parent
Tanya Haugabrook	Teacher
Stuart Milchman	Teacher
Kenneth McRoy	Teacher
Debra Quick	Education Support Employee
Benjamin Eddings	Education Support Employee
Pebbles Carson	Education Support Employee
Christine Kiser	Teacher
Rebecca Hill	Parent
Robin Williams	Parent
Freda Russell	Teacher
Stephanie Sigler	Parent
Maggie Talbot	Parent
Felix Ramirez	Education Support Employee
Erica Caballero	Parent
Leslie Ann Rivera	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council assists the principal in preparation, evaluation and monitoring of the SIP, decides jointly with school faculty how A+ recognition funds are spent when available, assists the principal with the school budget, and performs functions as prescribed by school board with the goal of increasing student achievement for all students in a safe learning environment.

b. Development of this school improvement plan

The development of the school improvement plan was processed through the following steps.

1. The initial notification of the plan was given to the principal, Mollie Cunningham.
2. Administration met with the Executive Leadership Team to discuss the intent of the SIP.
3. All sections were collaboratively completed with members of the committee.

4. The data was collected, reviewed, and edited by the assistant principal, Donald Dickson.
5. SIP plan submitted to district for review.
6. The data was submitted to the Florida CIMS.org online site.

c. Preparation of the school's annual budget and plan

The preparation of the school's annual budget and plan is conducted by SAC and the principal. The principal presents the budget to the School's Advisory Counsel, then the budget is presented to the Executive Leadership Team. Portions of the budget are presented to committees as needed.

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

Funding is not available.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mollie, Cunningham	Principal
Dickson, Donald	Assistant Principal
Russell-Miller, Freda	Instructional Coach
Rutledge, Treshonda	Instructional Coach
Ferguson, Melonee	Other
Sapp, Shannon	School Counselor
Milchman, Stuart	Instructional Coach
Kelley-Truitt, Kinetra	Assistant Principal
Smith, Andrea	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives will be to see the effect of literacy learning in the classroom and develop an action plan to address the information gained after reviewing the data. The initial data will be baseline data from the Florida Assessment in Reading-Florida Standards FAIR-FS and subsequent information will be gained from teacher observation and other FAIR administrations. The LLT will dedicate significant time to the evaluation of implementation of Literacy strategies in each classroom. Staff development focused on providing teachers with the training and support needed to implement these Literacy strategies will be conducted with the intent to increase the use of strategies that support increasing the amount of content-based reading, writing, and discussion in all content areas. LLT will identify model classrooms for the Literacy strategies and provide all teachers the opportunity to observe the Literacy strategies being used effectively by their colleagues

D. Public and Collaborative Teaching

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

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

Teachers at CMS are collegial and work collaboratively on improvement activities for student achievement. CMS teachers and administrators work together, to encourage a level of commitment, energy, and motivation towards student learning.

CMS teachers have Common Plan time and Professional Learning Communities (PLC's) on Mondays and Thursdays of every week. All members of each department meet in a central location for planning, collaboration, data analysis, and trainings necessary for quality, standards-based instruction and student tasks.

As a part of Personalized Learning, select teacher groups have been established within academic departments. Additional planning time has been scheduled to foster collaboration developing personalized learning instructional units, as well as analyzing and reviewing student artifacts and data.

Carver Middle School's faculty exhibit relationships and behaviors that support quality work and effective instruction, including the following:

- More complex problem-solving and sharing effective lesson plans.
- Plan lessons that are aligned to the Florida Standards along with discussing ways in which collaboration can provide interventions to support struggling students.
- Stronger professional networks to share information.
- Greater risk-taking and experimentation (because colleagues offer support and feedback)
- A richer technical language shared by educators at CMS, that can transmit professional knowledge quickly
- More continuous and comprehensive attempts to improve the school

Teachers at Carver Middle School are given time to collaborate by forming writing teams. The Title I budget is used in order to provide substitutes in order for teachers to effectively complete the following:

- What needs improvement; reasons for wanting improvement; mission, vision, costs and benefits of improving and not improving specific content
- Specific goals to improve outcomes of instructional delivery
- Expectations for participants and faculty/support structure

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

Carver Middle School engages in the following initiatives to recruit, develop and retain highly qualified, certified-in-field effective teachers:

- Instructional coaches and trained teachers provide a New Beginnings day during pre-planning.
- Partner new teachers with peer teachers.
- Reviewing applications from SearchSoft HR program and from Teachers-Teachers.com
- Providing on-going mentoring during planning time, department meetings and weekly Professional Learning Communities (PLC) and research-based professional development workshops.

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

The new teachers are assigned a mentor. They meet bi-weekly through PLC's to discuss evidence-based strategies from Marzano's Framework for Teaching. Time is also given for feedback, coaching and planning. Mentorship is a reciprocal relationship; new teachers learn from experienced teachers, and experienced teachers learn from new teachers. In addition, they lesson plan together weekly. As a

Title I School, the instructional coaches also serve as mentors to model and assist with lesson planning, classroom walkthroughs with immediate feedback.

The district provides instructional coaches who meet regularly with new teachers, reviewing and assisting new teachers with all requirements, including certification.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Carver Middle School ensures its core instructional programs and materials are aligned to the Florida Standards by the following techniques:

1. School-wide Goal for 2016-17 school year directly states objective to align instruction, tasks, and feedback to Florida Standards.
2. CMS provided research-based on-site and off-site professional development opportunities for all teachers in core and elective areas.
3. CMS trains teachers on current evidence-based materials and technology programs. Programs such as Eduphoria, Achieve 3000, FAIR-FS, Schoology, OneNote, and IXL are some of the instructional staff tools offered to teachers.
4. Any new initiatives offered by the Lake County School's Curriculum Department, Teaching and Learning, and the Academic Services Unit are afforded to all teachers.

b. Instructional Strategies

1. 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.

Teachers meet in Professional Learning Community / Common Plan to disaggregate data. The teachers then use the Plan, Do, Check, Act Model:

1. Plan. Recognize an opportunity and plan a change. (Lesson Studies)

Planning includes the following steps:

- a. Preparing the classroom environment for collaboration and small-group instruction
- b. Assessing students' strengths and needs to align curriculum with needs
- c. Creating teaching tools for managing resources such as time, pacing, and work
- d. Developing a rotation chart that identifies group memberships and expectations.

2. Do. Test the change. Carry out a small-scale study.

3. Check. Review the test, analyze the results and identify what you've learned.

4. Act. Take action based on what they have learned the study step: If the change did not work, go through the cycle again with a different plan. If they are successful, they will incorporate what they have learned from the test into wider changes. Then the teachers will use what they have learned to plan new improvements, beginning the cycle again.

2. 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: Extended School Day

Minutes added to school year: 4,800

The Carver Middle School before and after school program provides an opportunity to merge school reform strategies with community resources. The CMS program involves collaboration among parents, students, and teachers. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of CMS to encourage students to strive for excellence and provide safe and educationally enriching alternatives for youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.

Program Elements

The CMS before and after school program will be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, will be provided. The before and after school programs will consist of the elements below:

- An educational and literacy element that will provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
- The educational enrichment element will offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum.

Operational Requirements

All staff members who directly supervise pupils must meet the minimum qualifications, hiring requirements, and procedures to teach in the before and after school program. School site principals approve site supervisors for the after school program and ensure that the program maintains a pupil-to-staff member ratio of no more than 10 to 1.

Strategy Rationale

Before and after school tutoring opportunities are meant to support classroom instruction, supplement instructional time in small groups, and identify and address individual student academic deficiencies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mollie, Cunningham, cunningham@lake.k12.fl.us

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

Each core area teacher will provide a pre and post assessment for progress monitoring during the before and after school program. In addition to pre and post assessments teachers will give assessments pertaining to the core areas served.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Carver Middle School conducts several activities to ensure a smooth transition to high school and middle school:

1. Transition to Leesburg High School Informational meeting arranged by Kinetra Kelley Truitt, Assistant Principal.
2. Carver's Transition Night held for parents and students who will experience middle school for the first time.
3. Grade and gender specific class meetings held during the school day.

b. College and Career Readiness

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

Carver Middle School offers Civics and CTE courses to help students become aware of the relationships that exist between education and career planning, work and learning. Students are also provided with a greater awareness and knowledge of the benefits of educational achievement and will develop career plans in Florida CHOICES Planner. Students are introduced to educational alternatives and course options as they prepare for the transition to high school.

Students will use a variety of resources to create an academic and career plan that reflects their post-secondary goals. With the help of Carver's guidance counselors, students will learn what is expected of them in high school and how their career interests will guide them in selecting required courses and electives. They will learn of all the different options in high school such as dual enrollment, academies, career pathways, industry certifications, and advanced placement courses.

Carver's AVID program serves all grade levels (6-8), providing college and career awareness, as well as strategies to insure success as students transition into college and career.

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

Carver Middle School affords the students in the following CTE courses:

1. Robotics
2. Culinary Arts
3. Keyboarding
4. Beginning Computers

Carver's integrated CTE curriculum provides all students with college and career options that are crucial in today's modern society.

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

Teachers develop lesson plans that are aligned at each grade level and subject area by the creation and use of a Florida Standards. At each grade level and in that subject area individual teachers have the latitude to develop their own instructional strategies to deliver instruction within the confines of the local, state and national standards.

4. 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.

Carver Middle School uses PSAT to measure skills students need to be on track for success as they transition to high school. It provides insight into students' academic progress and also equips educators with tools they can use to make informed decisions in the classroom.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Teachers will provide students with standards-based instruction, standard-aligned tasks, and targeted feedback on evidentiary student products.

- G2.** Through the utilization of school-based systems, student-based programs, research-based tools, and early warning sign data the percentage of students receiving referrals and the percentage of student referrals resulting in out-of-school suspensions will decrease.

Strategic Goals Detail

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

G1. Teachers will provide students with standards-based instruction, standard-aligned tasks, and targeted feedback on evidentiary student products. 1a

G086817

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	92.0
FSA Mathematics Achievement	58.0
FSA ELA Achievement	51.0
FCAT 2.0 Science Proficiency	49.0
Civics EOC Pass	72.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas.
- Lack of specific and targeted opportunities for teachers to independently and collaboratively monitor student progression towards mastery of standards, benchmarks and competencies.
- Inconsistent use of targeted standards-based feedback on student tasks .

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Professional Development
- Instructional Coaches, Accelerated Resource Teacher, Florida Standards Teacher, Potential Specialist, Personalized Learning Coordinator, Program Specialists, Administration and other Personnel Resources
- Curriculum Blueprints, Test Item Specs, and other Curriculum and Standards-Based Resources
- PLC, Lesson Study, Common Plan, Success Time (Intervention Block), and other Time-Based / Scheduling Resources
- Marzano Taxonomy and TEAM-Related Resources
- Progress Monitoring and all Test/Data-Related Resources

Plan to Monitor Progress Toward G1. 8

FSA, LSA, and District reports.

Person Responsible

Freda Russell-Miller

Schedule

Semiannually, from 8/3/2016 to 5/26/2017

Evidence of Completion

Printed data reports

Plan to Monitor Progress Toward G1. 8

Lesson Plans and Student Artifacts monitored.

Person Responsible

Donald Dickson

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, Student Artifacts

Plan to Monitor Progress Toward G1. 8

TEAM and Walkthrough Teacher Observations by Administration

Person Responsible

Donald Dickson

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observations and TEAM scores

G2. Through the utilization of school-based systems, student-based programs, research-based tools, and early warning sign data the percentage of students receiving referrals and the percentage of student referrals resulting in out-of-school suspensions will decrease. 1a

G086818

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1000.0
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent understanding of bullying and the bullying reporting process.
- Lack of consistency in expectations from class to class.
- Out of school suspensions decreasing seat time for the most at-risk students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Behavior Tracking System for classroom level infractions, Discipline Matrix, and all school-based discipline systems
- Implementation of Bullying curriculum provided by Lake County Schools
- Positive Behavior Support System, including R3
- Early Warning Data
- Suspension Reduction Plan, including Student Mediation/Conflict Resolution Program
- Standard Operating Procedures (SOP's) for all Classroom and Common Areas

Plan to Monitor Progress Toward G2. 8

Incident Report Data Collection - for OSS and other discipline actions

Person Responsible

Shannon Sapp

Schedule

Quarterly, from 9/26/2016 to 5/29/2017

Evidence of Completion

Decision Ed data should show reduction in OSS incidents.

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. Teachers will provide students with standards-based instruction, standard-aligned tasks, and targeted feedback on evidentiary student products. **1**

 G086817

G1.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas. **2**

 B230795

G1.B1.S1 Provide professional development for unpacking standards, creating learning targets and performance scales, and aligning curricular resources. **4**

 S243489

Strategy Rationale

If we teach teachers to unpack standards, create learning targets/scales, and align curricular resources to standards-based instruction, then teachers will be able to implement in the classroom - planning lessons, resources, and learning goals appropriate to the intent of the standard.

Action Step 1 **5**

A professional development series on standards-based instruction will be provided for teachers.

Person Responsible

Treshonda Rutledge

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, teacher products

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

All professional development series materials, resources, and products will be uploaded to Schoology.

Person Responsible

Treshonda Rutledge

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, Teacher products, Schoology

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Targeted feedback will be provided to teachers followed by classroom observation of implementation.

Person Responsible

Donald Dickson


Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Classroom observation, Schoology

G1.B1.S2 Monitoring and revising of unpacking standards, learning targets, and alignment of curricular resources. 4

 S243490

Strategy Rationale

If we monitor and revise unpacking standards, learning targets, and alignment of curricular resourced, then we will ensure teacher acquisition of knowledge and implementation of best practices for standards based instruction.

Action Step 1 5

Teacher implementation of best practices for standards-based instruction must be monitored for fidelity and effectiveness.

Person Responsible

Donald Dickson

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

TEAM evaluations, walkthrough data, lesson plans

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

Classroom walkthroughs, informal visits, and TEAM evaluations will be used to monitor for fidelity of implementation.

Person Responsible

Donald Dickson

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

TEAM data, walkthrough data

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

To monitor for effectiveness of the strategy, student mastery of standards should increase and be evident in student tasks and formal assessments (including LSA and FSA).

Person Responsible

Donald Dickson

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

FSA data, LSA data, Classroom task data

G1.B2 Lack of specific and targeted opportunities for teachers to independently and collaboratively monitor student progression towards mastery of standards, benchmarks and competencies. 2

 B230796

G1.B2.S1 Provide planning opportunities to analyze and disaggregate student data based on targeted standards to support classroom instruction. 4

 S243491

Strategy Rationale

If we allow protected time for teachers to analyze data and identify deficits, then they will be able to implement adjustments to instructional practices.

Action Step 1 5

Provide PLC time and structure for all teachers.

Person Responsible

Donald Dickson

Schedule

Weekly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, data reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will sign in at each PLC meeting, and meetings will be monitored by instructional coaches and administration.

Person Responsible

Cunningham Mollie

Schedule

Weekly, from 8/3/2016 to 5/26/2017

Evidence of Completion

data reports, sign in sheets, FCIM model usage

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Time for PLC's is protected, and no other meetings will conflict.

Person Responsible

Cunningham Mollie

Schedule

On 5/26/2017

Evidence of Completion

Sign in sheets, data sheets, FCIM model

G1.B2.S2 Provide common planning time facilitated by academic coaches. 4

S243492

Strategy Rationale

If we allow for common planning time and academic coach support, then teachers will be able to identify areas of need to adjust instruction and increase student success.

Action Step 1 5

CMS teachers will participate in common planning time twice a week, where they can monitor student progression towards mastery of standards and collaboratively plan for appropriate lessons and tasks.

Person Responsible

Freda Russell-Miller

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, Teacher products (plans, assessments, FCIM)

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Instructional coaches and/or administration will be present at all common plan meetings, and these meetings are held in a common area.

Person Responsible

Cunningham Mollie

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, Teacher products

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Instructional coaches and/or administration will be present at all common plans to monitor for effectiveness.

Person Responsible

Donald Dickson

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, Teacher products (plans/assessments/etc)

G1.B3 Inconsistent use of targeted standards-based feedback on student tasks . 2

 B230797

G1.B3.S1 Provide a model gallery walk showcasing student work across all content areas that includes exemplary standards-based feedback. 4

 S243493

Strategy Rationale

If we provide exemplars targeting what the expectation of standards based feedback looks like, then teachers will understand the expectations and provide more consistent feedback.

Action Step 1 5

Instructional coaches will provide training with exemplars for targeted standards-based feedback on student task.

Person Responsible

Freda Russell-Miller

Schedule

Weekly, from 9/29/2016 to 10/6/2016

Evidence of Completion

exemplars shared, training PPT, Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will be present and participate in training to monitor for fidelity of strategy implementation.

Person Responsible

Donald Dickson

Schedule

Weekly, from 9/29/2016 to 10/6/2016

Evidence of Completion

Classroom visitations, Sign-in sheets, PPT for training, etc.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration and coaches monitoring of teacher feedback on student task will determine if the strategy is successful.

Person Responsible

Freda Russell-Miller

Schedule

Weekly, from 9/29/2016 to 5/26/2017

Evidence of Completion

Student tasks with targeted standards-based feedback from teachers

G2. Through the utilization of school-based systems, student-based programs, research-based tools, and early warning sign data the percentage of students receiving referrals and the percentage of student referrals resulting in out-of-school suspensions will decrease. 1

G086818

G2.B1 Inconsistent understanding of bullying and the bullying reporting process. 2

B230798

G2.B1.S1 School-wide Bullying prevention program. 4

S243494

Strategy Rationale

This program will help students understand what bullying really is and how bullying affects students. It will also help students feel safe if they need to report incidents.

Action Step 1 5

Bullying Prevention Program - "Bully Proofing Your School"

Person Responsible

Heather Jablonski

Schedule

Monthly, from 9/26/2016 to 5/29/2017

Evidence of Completion

All students will participate in activities for bullying prevention.

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

Administration will monitor for fidelity of implementation of anti-bullying program in classrooms.

Person Responsible

Donald Dickson

Schedule

Monthly, from 9/26/2016 to 5/29/2017

Evidence of Completion

Emails of Bully-Proofing Our School lesson plans will be archived as well as the lessons placed on the U-Drive.

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

All incidents of bullying will be tracked using Decision Ed and Skyward.

Person Responsible

Shannon Sapp

Schedule

Monthly, from 9/26/2016 to 5/29/2017


Evidence of Completion

Monthly Decision Ed reports focusing on bullying incidences will be printed and saved on the U-drive.

G2.B2 Lack of consistency in expectations from class to class. 2

 B230799

G2.B2.S1 Provide instructional staff with professional development on Standard Operating Procedures (SOPs) and Codes of Cooperation (COC). 4

 S243495

Strategy Rationale

Teachers will be equipped to create positive, safe classroom environments.

Action Step 1 5

Provide professional development on SOPs, Codes of Cooperation, and the CMS Discipline Matrix.

Person Responsible

Donald Dickson

Schedule

On 8/5/2016

Evidence of Completion

Sign-In sheets, PD curriculum, classroom walk-throughs, discipline records

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration and Instructional Coaches will deliver the trainings during pre-planning time and attendance/sign-in from all teachers is required.

Person Responsible

Donald Dickson

Schedule

Weekly, from 8/3/2016 to 8/10/2016

Evidence of Completion

Sign-ins, PPT for trainings, mandatory attendance

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Potential Specialist, Personalized Learning Facilitator, and Administration will monitor incident referrals and BTS as related to consistency from class to class.

Person Responsible

Shannon Sapp

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Decision Ed data should show that implementation of SOP's and consistent use of BTS result in a decrease in discipline events.

G2.B3 Out of school suspensions decreasing seat time for the most at-risk students. 2

B230800

G2.B3.S1 Suspension Reduction Plan 4

S243496

Strategy Rationale

A focused emphasis and plan for OSS reduction, including options for discipline consequences and a Student Conflict Mediation program, should reduce the amount of missed school days.

Action Step 1 5

Potential Specialist and Administration have completed a Suspension Reduction Plan.

Person Responsible

Shannon Sapp

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Mrs. Sapp, along with administration, has completed a plan to reduce OSS, utilizing alternatives for discipline actions and student conflict mediation.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitoring of OSS events will happen continually through Principal notifications of infractions leading to OSS.

Person Responsible

Cunningham Mollie

Schedule

Weekly, from 9/19/2016 to 6/1/2017

Evidence of Completion

OSS notification sheets, Decision Ed data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitoring of OSS events quarterly.

Person Responsible

Shannon Sapp

Schedule

Quarterly, from 9/19/2016 to 6/1/2017

Evidence of Completion

Decision Ed data for OSS (and other discipline actions) will be monitored quarterly.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.A1 A315036	Provide professional development on SOPs, Codes of Cooperation, and the CMS Discipline Matrix.	Dickson, Donald	8/3/2016	Sign-In sheets, PD curriculum, classroom walk-throughs, discipline records	8/5/2016 one-time
G2.B2.S1.MA1 M326436	Administration and Instructional Coaches will deliver the trainings during pre-planning time and...	Dickson, Donald	8/3/2016	Sign-ins, PPT for trainings, mandatory attendance	8/10/2016 weekly
G1.B3.S1.MA1 M326429	Administration will be present and participate in training to monitor for fidelity of strategy...	Dickson, Donald	9/29/2016	Classroom visitations, Sign-in sheets, PPT for training, etc.	10/6/2016 weekly
G1.B3.S1.A1 A315034	Instructional coaches will provide training with exemplars for targeted standards-based feedback on...	Russell-Miller, Freda	9/29/2016	exemplars shared, training PPT, Sign-in sheets	10/6/2016 weekly
G1.MA1 M326430	FSA, LSA, and District reports.	Russell-Miller, Freda	8/3/2016	Printed data reports	5/26/2017 semiannually
G1.MA2 M326431	Lesson Plans and Student Artifacts monitored.	Dickson, Donald	8/10/2016	Lesson Plans, Student Artifacts	5/26/2017 weekly
G1.MA3 M326432	TEAM and Walkthrough Teacher Observations by Administration	Dickson, Donald	8/10/2016	Classroom observations and TEAM scores	5/26/2017 weekly
G1.B1.S1.MA1 M326420	Targeted feedback will be provided to teachers followed by classroom observation of implementation.	Dickson, Donald	8/3/2016	Classroom observation, Schoology	5/26/2017 quarterly
G1.B1.S1.MA1 M326421	All professional development series materials, resources, and products will be uploaded to...	Rutledge, Treshonda	8/3/2016	Sign-in sheets, Teacher products, Schoology	5/26/2017 quarterly
G1.B1.S1.A1 A315030	A professional development series on standards-based instruction will be provided for teachers.	Rutledge, Treshonda	8/3/2016	Sign-in sheets, teacher products	5/26/2017 quarterly
G1.B2.S1.MA1 M326424	Time for PLC's is protected, and no other meetings will conflict.	Mollie, Cunningham	8/3/2016	Sign in sheets, data sheets, FCIM model	5/26/2017 one-time
G1.B2.S1.MA1 M326425	Teachers will sign in at each PLC meeting, and meetings will be monitored by instructional coaches...	Mollie, Cunningham	8/3/2016	data reports, sign in sheets, FCIM model usage	5/26/2017 weekly
G1.B2.S1.A1 A315032	Provide PLC time and structure for all teachers.	Dickson, Donald	8/3/2016	Sign in sheets, data reports	5/26/2017 weekly
G1.B3.S1.MA1 M326428	Administration and coaches monitoring of teacher feedback on student task will determine if the...	Russell-Miller, Freda	9/29/2016	Student tasks with targeted standards-based feedback from teachers	5/26/2017 weekly
G1.B1.S2.MA1 M326422	To monitor for effectiveness of the strategy, student mastery of standards should increase and be...	Dickson, Donald	8/10/2016	FSA data, LSA data, Classroom task data	5/26/2017 quarterly
G1.B1.S2.MA1 M326423	Classroom walkthroughs, informal visits, and TEAM evaluations will be used to monitor for fidelity...	Dickson, Donald	8/10/2016	TEAM data, walkthrough data	5/26/2017 weekly
G1.B1.S2.A1 A315031	Teacher implementation of best practices for standards-based instruction must be monitored for...	Dickson, Donald	8/10/2016	TEAM evaluations, walkthrough data, lesson plans	5/26/2017 weekly
G1.B2.S2.MA1 M326426	Instructional coaches and/or administration will be present at all common plans to monitor for...	Dickson, Donald	8/10/2016	Sign-in sheets, Teacher products (plans/assessments/etc)	5/26/2017 weekly
G1.B2.S2.MA1 M326427	Instructional coaches and/or administration will be present at all common plan meetings, and these...	Mollie, Cunningham	8/10/2016	Sign-in sheets, Teacher products	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1 A315033	CMS teachers will participate in common planning time twice a week, where they can monitor student...	Russell-Miller, Freda	8/10/2016	Sign-in sheets, Teacher products (plans, assessments, FCIM)	5/26/2017 weekly
G2.MA1 M326439	Incident Report Data Collection - for OSS and other discipline actions	Sapp, Shannon	9/26/2016	Decision Ed data should show reduction in OSS incidents.	5/29/2017 quarterly
G2.B1.S1.MA1 M326433	All incidents of bullying will be tracked using Decision Ed and Skyward.	Sapp, Shannon	9/26/2016	Monthly Decision Ed reports focusing on bullying incidences will be printed and saved on the U-drive.	5/29/2017 monthly
G2.B1.S1.MA1 M326434	Administration will monitor for fidelity of implementation of anti-bullying program in classrooms.	Dickson, Donald	9/26/2016	Emails of Bully-Proofing Our School lesson plans will be archived as well as the lessons placed on the U-Drive.	5/29/2017 monthly
G2.B1.S1.A1 A315035	Bullying Prevention Program - "Bully Proofing Your School"	Jablonski, Heather	9/26/2016	All students will participate in activities for bullying prevention.	5/29/2017 monthly
G2.B2.S1.MA1 M326435	Potential Specialist, Personalized Learning Facilitator, and Administration will monitor incident...	Sapp, Shannon	8/10/2016	Decision Ed data should show that implementation of SOP's and consistent use of BTS result in a decrease in discipline events.	6/1/2017 daily
G2.B3.S1.MA1 M326437	Monitoring of OSS events quarterly.	Sapp, Shannon	9/19/2016	Decision Ed data for OSS (and other discipline actions) will be monitored quarterly.	6/1/2017 quarterly
G2.B3.S1.MA1 M326438	Monitoring of OSS events will happen continually through Principal notifications of infractions...	Mollie, Cunningham	9/19/2016	OSS notification sheets, Decision Ed data	6/1/2017 weekly
G2.B3.S1.A1 A315037	Potential Specialist and Administration have completed a Suspension Reduction Plan.	Sapp, Shannon	8/10/2016	Mrs. Sapp, along with administration, has completed a plan to reduce OSS, utilizing alternatives for discipline actions and student conflict mediation.	6/1/2017 daily

V. Professional Development Opportunities

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

G1. Teachers will provide students with standards-based instruction, standard-aligned tasks, and targeted feedback on evidentiary student products.

G1.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas.

G1.B1.S1 Provide professional development for unpacking standards, creating learning targets and performance scales, and aligning curricular resources.

PD Opportunity 1

A professional development series on standards-based instruction will be provided for teachers.

Facilitator

Instructional Coaches and Administration

Participants

All teachers

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

G2. Through the utilization of school-based systems, student-based programs, research-based tools, and early warning sign data the percentage of students receiving referrals and the percentage of student referrals resulting in out-of-school suspensions will decrease.

G2.B2 Lack of consistency in expectations from class to class.

G2.B2.S1 Provide instructional staff with professional development on Standard Operating Procedures (SOPs) and Codes of Cooperation (COC).

PD Opportunity 1

Provide professional development on SOPs, Codes of Cooperation, and the CMS Discipline Matrix.

Facilitator

Dickson, Kelley-Truitt, Rutledge

Participants

All Instructional Staff

Schedule

On 8/5/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	A professional development series on standards-based instruction will be provided for teachers.				\$13,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0351 - Carver Middle School	Other		\$13,500.00
			<i>Notes: Engage Project #18006 - Object 1940</i>			
2	G1.B1.S2.A1	Teacher implementation of best practices for standards-based instruction must be monitored for fidelity and effectiveness.				\$0.00
3	G1.B2.S1.A1	Provide PLC time and structure for all teachers.				\$0.00
4	G1.B2.S2.A1	CMS teachers will participate in common planning time twice a week, where they can monitor student progression towards mastery of standards and collaboratively plan for appropriate lessons and tasks.				\$0.00
5	G1.B3.S1.A1	Instructional coaches will provide training with exemplars for targeted standards-based feedback on student task.				\$7,727.27
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0351 - Carver Middle School	Other		\$5,100.00
			<i>Notes: Collaborative Plan 7500</i>			
	6400		0351 - Carver Middle School	Title I, Part A		\$2,627.27
			<i>Notes: Object 7500</i>			
6	G2.B1.S1.A1	Bullying Prevention Program - "Bully Proofing Your School"				\$0.00
7	G2.B2.S1.A1	Provide professional development on SOPs, Codes of Cooperation, and the CMS Discipline Matrix.				\$0.00
8	G2.B3.S1.A1	Potential Specialist and Administration have completed a Suspension Reduction Plan.				\$0.00
Total:					\$21,227.27	