

Lake County Schools

Carver Middle School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school’s grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Carver Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 build relationships between teachers and students by offering evening events such as open house and Title 1 parent nights. During these events parents and community members are able to meet the teachers and staff and receive information on special programs and events at the school. Parents are encouraged to request parent conferences where the parent, guidance counselor, and all relevant teachers conference together to discuss individual needs of the student.

Carver students have "voice and choice" in their learning process and the procedures of the school and classroom, which not only increases student participation and achievement but also aids in the building of relationships between student and teacher.

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

AVID sponsors Carver Family Night, led by homeroom teachers. AVID also provides culturally relevant learning activities provided during extended homeroom blocks.

Carver has added several clubs to increase student involvement and relationships with teachers. Those clubs include, but are not limited to SGA, STEAM, Robotics, NJHS, and AVID Club.

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 (PBIS) in which the students are active participants. The PBIS program allows students to have voice and choice in school based decisions, such as SOPs (standard operating procedures) for classrooms, common areas, and events. Positive behaviors from students are supported, reinforced, and often rewarded. The 3R conduct rules are in posted and applied to all aspects and areas of school life - Carver students are Respectful, Responsible, and Ready to Learn.

We host Camp Carver each school year, where 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 at the beginning of each semester. 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, and what their rights and responsibilities are.

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 utilize a mediation/conflict resolution program to aid students in the area of interpersonal relationships. This program reduces incidents of student conflicts and reduces the amount of conflicts which escalate to levels which interrupt the learning environment or reach the level of becoming physical altercations.

Students receive a Character Curriculum through Homeroom Block that focuses on 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. Those characteristics are: Responsibility, Cooperation, Citizenship, Kindness, Tolerance, Respect, Honesty, Charity, Self-Control, Patriotism, and Employability Skills.

Carver Middle School has four core values that apply to the relationships and actions of all stakeholders, including our interactions with students: Excellence, Collaboration, Kinship, and Equality/Equity.

We have implemented "Dress for Success" day, which takes place each Wednesday. Students are encouraged to dress professionally on these days. Students are rewarded with items or privileges, such as coupons and free items from local businesses, lunch "fast passes," popsicles, etc. Male students are encouraged to wear ties, and are able to borrow them for the day, as well as receive instruction on how to tie them from male staff members.

We have a Safety Team in place, which includes administration, faculty, staff, and students. All students and staff are encouraged to discuss and/or report any safety concerns as they arise to the school safety team.

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.

In addition to reinforcing and increasing positive behaviors through our PBIS program, Carver has several systems in place to minimize distractions, disciplinary incidents, and safety concerns. Like PBIS, these systems are most often proactive, in order to prevent negative discipline or safety events from occurring, such as controlled grouping and movement of students before, during, and after the school day.

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 behavioral portion of the MTSS process. Teachers are trained how to use the BTS in order to implement the system with fidelity. Parent contacts based on discipline concerns are documented by teachers through this BTS process, as well.

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. This matrix clearly outlines discipline events and how they are handled by classroom teachers and/or administration, eliminating uncertainty while ensuring consistency and fidelity of the discipline process.

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.

Our Potential Specialist pulls monthly reports from Decision Ed on discipline data. The leadership team and administration examine and track this data and make decisions and adjustments to school-wide systems as needed.

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 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 they interfere with learning.

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 is reduced at Carver Middle School.

For 2017-2018, Carver is launching "A Better Tomorrow" mentoring group, which is a mentoring

group based on building social skills, time management, life skills, etiquette, academic strategies, conflict resolution, and college readiness. A Better Tomorrow will assist the PBIS with bullying prevention, cyberbullying, and other aspects of student relationships. The mission of this group, in student-centered language, is "to build skills to enhance my life and educational journey by utilizing those same skills to accomplish my dreams."

Carver also encourages the "1-hour" involvement of parents/guardians. There are several opportunities for parents to become involved here at Carver (as outlined in our Parental Involvement Plan), and these times where parents and guardians become involved in students schooling certainly supports the social-emotional needs of those students.

The guidance counselors of Carver Middle provide students with a Conflict Mediation program, where students with interpersonal conflicts participate in counseling in order to resolve those difficulties prior to an affect on academic performance, personal mental/emotional health, or physical altercation. These students can be referred to conflict mediation through teachers, administration, or peers.

For 2017-18, Carver has implemented a "Message of the Day," which is aimed at providing a thought or quote to help build students' ability to deal with difficult situations, motivate themselves, and to promote healthy habits and states of mind. These "Thoughts of the Day" are given during the morning announcements and are also posted on our Facebook page daily.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 leadership meetings. The data is then shared in department meeting, PLC, and/or common plan time.

The ELL student population has increased by 13% from the 2016-17 school year, from 30 students to 34 students.

Based on 2016-2017 assessments:

ELA FSA:

6th grade: 270 assessed - 81 level 1 (30%)
7th grade: 250 assessed - 68 level 1 (27%)
8th grade: 227 assessed - 73 level 1 (32%)

Math FSA:

6th grade: 272 assessed - 76 level 1 (28%)
7th grade: 258 assessed - 67 level 1 (26%)
8th grade: 161 assessed - 69 level 1 (43%)

Students who failed an ELA course in 2016-17 (by grade level):

6th grade - 9
7th grade - 4

8th grade - 7

Students who failed a Math course in 2016-2017 (by grade level):

6th grade - 12

7th grade - 5

8th grade - 12

Carver Middle School had 161 students that failed to meet attendance expectations for the 2016-17 school year.

Carver Middle School had 123 students with 1 or more out of school suspensions in the 2016-17 school year, a decrease of 31.6% from the previous school year (2015-16). The total number of students exceeding expected levels for OSS (2 or more OSS) was 54. (6th grade at 35 students/12% - 7th grade at 6 students/2%, and 8th grade at 13 students/6%)

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	48	61	52	0	0	0	0	161
One or more suspensions	0	0	0	0	0	0	27	64	32	0	0	0	0	123
Course failure in ELA or Math	0	0	0	0	0	0	21	9	19	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	157	137	142	0	0	0	0	436

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	0	0	0	0	0	0	0

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

Carver Middle is implementing an AIR (Acceleration, Intervention, and Remediation) Block during the 2017-18 school year. This time will be built into our weekly schedule to provide students with individualized academic needs, which would not only include acceleration, but also intervention and remediation for students identified by our early warning systems. Teachers will develop specialized lessons and tasks to meet those needs, and time will be provide through the modification of our bell schedule for AIR Block days.

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

Carver Middle School uses the Multi-tiered System of Support Multi-Tiered Framework (MTSS)-This system is 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 to review their grades and academic progress.

Students in the bottom quartile for achievement will be monitored by the Data Coach. Academic interventions, content-area support, and mentoring will be assigned and provided as needed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/445491>.

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, Remind.com, the Carver Middle School Facebook account, and individual teacher communication methods.

Carver Middle School's administration and faculty participate actively in community activities that are appropriate for community relations and to enhance communication with families, business partners, and all stakeholders. For example, CMS faculty, support staff, and administration participated in the city-sponsored "Leesburg Love Walk," CMS students participated in clean up efforts after Hurricane Irma, etc.

The following are Carver Middle School Business partners:

Hungry Howies Pizza
Morrison United Methodist Church
Chik fil-a
Oakwood Smokehouse and Grill
Lake Sumter State College (AVID and STEAM Day)
Dr. Chris Curry and Advanced Wellness Center
Lake County Sheriff's Department
Nobles' Golf Carts
Central Florida Solutions Group
NASA Education Initiative

Kinetrai Kelley-Truitt, CMS Principal, is an active member to the Leesburg Chamber of Commerce.

The School Advisory Council (SAC) 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.

The Parent and Teacher Organization (PTO) meets once a month in order to allow parents, teachers, and stakeholders opportunities to support the school's efforts towards our mission and vision through fundraising and volunteer efforts, as well as communicate and give feedback regarding all school-related issues. Both the SAC and PTO are increasing in numbers and outreach over prior school years.

Carver administration communicates and builds relationships with local law enforcement and first responders, including Lake County Sheriff's Department, Leesburg Police Department, and Leesburg Fire Department. Safety and health decisions, such as drill and evacuation routes and other safety plan issues, are adjusted through feedback from those agencies.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Kelley-Truitt, Kinetrai	Principal
Dickson, Donald	Assistant Principal
Sapp, Shannon	Assistant Principal
Williams, Robert	School Counselor
Milchman, Stuart	Instructional Coach
Smith, Andrea	Teacher, K-12
Augustine, Barbara	School Counselor
Griffin, Chadwick	Instructional Coach
Jones, Kristian	Instructional Coach
Nash, Ashley	Administrative Support

b. Duties

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

Kinetrai Kelley-Truitt - Principal: Defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community. Provides a common vision for the use of data-based decision making. Ensures the implementation of effective teaching strategies. Conducts assessment of skills of school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development

Shannon Sapp and Donald Dickson - Assistant Principals: Serve as members of the administrative team to develop and implement the total school program. Assists the principal in ensuring that the school -based team is implementing effective teaching strategies, conducting assessment of skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate

professional development to support the success and implementation of the schools mission, vision, and goals.

Ashley Nash - Potential Specialist: Manages 7th grade discipline, provide teacher support and manages data as it relates to student progression. Assists the assistant principals in ensuring that the school-based team is implementing effective teaching strategies, conducting assessment of skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support the success and implementation of the schools mission, vision, and goals.

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. Provides guidance and facilitates and supports data collection, assists in data analysis, provides professional development and assistance to teachers regarding research based math strategies, and effective instructional strategies. MTSS support and implementation of Tier 1, 2 and 3 intervention.

Kristian Jones - School based Literacy Coach: Provides teacher support, and manages data as it relates to student progression. Provides guidance on K-12 reading plan, facilitates and supports data collection, assists in data analysis, provides professional development and assistance to teachers regarding research based reading strategies, and effective instructional strategies for ELL, provides MTSS support and implementation of Tier 1, 2 and 3 intervention.

Kathryn Sobler- ESE Specialist-manages the exceptional student population and support ESE teachers by assisting in the development of Individual Educational Plans. Participates in collection, interpretation and analysis of data and facilitates professional development to support teachers..

Chadwick Griffin - School-based Data Coach: Provides teacher support, and manages data as it relates to student progression. Provides guidance and facilitates and supports data collection, assists in data analysis, provides professional development and assistance to teachers regarding research based and effective instructional strategies. MTSS support and implementation of Tier 1, 2 and 3 intervention. Provides mentorship to at risk students, and provides research based in-school interventions.

Andrea Smith - Resource Teacher/ Peer Counseling Instructor/Testing Coordinator: In the role as the peer counseling teacher, the teacher instructs students and development of peer counselor. Peer counseling is a powerful and effective youth leadership model. This role encourages students to help other students to resolve their differences and conflicts in flexible and non-violent ways. Peer counseling aides students through conflict resolution practices and social, emotional and civic skills/ dispositions to play a leadership role in increasing positive school culture. As the school's testing coordinator, the role is to oversee, train and organization district and state assessments.

Robert Williams and Barbara Augustine - Guidance Counselors: Provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/ vocational needs of all students. Support facilitator for student interventions and student services. MTSS support and implementation of Tier 1, 2 and 3 intervention -sets up meetings, and supports teachers through the MTSS processes.

Andrew Kuzmicki - School Psychologist: District-based support for student interventions and student

services.

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

Teresa Gonzalez - Family / School Liaison:

Serves as a liaison between school personnel, parents and community agencies facilitating parent awareness and school involvement. Maintain active communication with parents to facilitate the successful academic achievement of students. Sets up and managing a Parent Resource Center at our school site. Serves as a translator when needed.

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.

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.

Kinetrai Kelley-Truitt, (kelley-truittk@lake.k12.fl.us) 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:

Shannon Sapp – Assistant Principal (SappS@lake.k12.fl.us)

Donald Dickson – Assistant Principal (DicksonD@lake.k12.fl.us)
Ashley Nash – Potential Specialist (NashA@lake.k12.fl.us)
Robert Williams – Guidance Counselor (WilliamsR@lake.k12.fl.us)
Barbara Augustine - Guidance Counselor (AugustineB@lake.k12.fl.us)
Kathryn Sobler – ESE School Specialist (SoblerK@lake.k12.fl.us)
Kristian Jones – Literacy Coach/MTSS Support/Testing Support (JonesK5@lake.k12.fl.us)
Stuart Milchman - Math Coach / PBS Coordinator/ MTSS Support (MilchmanS@lake.k12.fl.us)
Chadwick Griffin - Data Coach/MTSS Support/ Testing Support (GriffinC1@lake.k12.fl.us)
Andrea Smith - Peer Counseling/ Test Coordinator (SmithA2@lake.k12.fl.us)
Teresa Gonzalez - Family School Liaison and ELL Language Translator (GonzalezT1@lake.k12.fl.us)

Donald Dickson and Shannon Sapp 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.

Kathryn Sobler -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.

Kristian Jones, Stuart Milchman, Andrea Smith, and Chadwick Griffin 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.

Ashley Nash - 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 MTSS 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.

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, WICOR, Authentic Literacy and supporting Content Area Reading. Provide before and after-school Learning Centers.

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 Data Coach
- 1 Potential Specialist

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 a Math Coach, Literacy Coach (district), Teacher Assistant for Literacy (District) and a Family School Liaison (FSL) and Potential Specialist. 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 IX, 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
Dawn Cougill	Parent
Stephanie Sigler	Parent
Arnold Eugene	Parent
Robin Williams	Parent
April Niglio	Parent
Alissa Sustarsic	Parent
Michele Jones	Teacher
Teresa Gonzalez	Education Support Employee
Kinetrai Kelley-Truitt	Principal
Donald Dickson	Education Support Employee
Shannon Sapp	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council assists the principal in preparation, evaluation and monitoring of the SIP (current plan and review of prior plan), 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, Kinetrai Kelley-Truitt.
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 the plan was edited by the assistant principal, Donald Dickson.
5. The plan and goals reviewed by SAC.
6. SIP submitted to the district for review.
7. SIP and data 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.

Title I B/A School Tutoring
 Supplies \$4,492.38

Office Depot \$326.60
Warehouse \$183.02
Triumph Learning \$3,982.76

Payroll \$15,517.50

Title I Funds

Instructional Personnel \$40,000.00
Tutoring \$4,327.50

Software \$3,500.00 Partial payment for IXL Software

Supplies \$1,772.10

Cap Equipment \$5,743.00

Non Cap Computer \$7,884.00

Parent Involvement \$9,323.04

Professional Development

Coaches \$88,123.27

Supplies \$759.50

Conference (AVID) \$3,032.00

Writing Teams \$380.46

Grants

Media \$6,800.00

Culinary Funds \$1,744.00

IDEA \$4,327.00

Science Lab Materials \$1,072.00

SAI
Software \$4,372.00 Partial payment for IXL Software

AVID Tutoring \$950.00

Inst. Supplies \$4,064.00

SAI Tutoring \$1,570.00

STEAM Summer Ins.,. \$3,901.00

Personalized Learning

Cap Equipment \$4,893.00

Writing Teams \$22,947.40

Conference Registrations \$4,852.00

Substitutes for PD \$1,295.00

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
Kelley-Truitt, Kinetrai	Principal
Dickson, Donald	Assistant Principal
Sapp, Shannon	School Counselor
Milchman, Stuart	Instructional Coach
Smith, Andrea	Instructional Coach
Jones, Kristian	Instructional Coach
Griffin, Chadwick	Administrative Support
Nash, Ashley	Administrative Support

b. Duties

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

The goals of the Literacy Leadership Team 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 Research Based Literacy strategies, Marzano Strategies, Avid Strategies (WICOR), and the incorporation of all elements of Authentic Literacy in each classroom. Staff development focused on providing teachers with the training and support needed to implement these Research Based Literacy strategies, Marzano Strategies, Avid Strategies (WICOR), and the incorporation of all elements of Authentic Literacy will be conducted with the intent to increase the use of strategies 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers at Carver are collegial and work collaboratively on improvement instructional tools, resources and strategies for student achievement. CMS teachers and administrators work together, to encourage a level of commitment, energy, and motivation towards student learning through continuous articulation and collaboration.

Carver's teachers have Common Plan time weekly to share, review and revise lesson plans. Professional Learning Communities (PLC's) are scheduled twice a month to support training and development of strategies to support student achievement, acceleration, interventions and remediation. PLC's are times to analyze data and the alignment of student artifacts to further driven instructional practices. All members of each department meet in a central location for planning, collaboration, data analysis, and professional necessary for quality, standards-based instruction and student tasks aligned to the standards.

As a part of our school culture, we continue to foster professional development and school culture through Elevating and Celebrating Effective Teaching and Teachers (ECET2) and Positive Behavior Interventions and Support (PBIS). ECET2, provides us with the opportunities to collaborate effective instructional strategies for teachers by teachers. In addition, ECET2 is a forum for our teachers to convene and celebrate the academic successes in the students in our classrooms. The mission of our PBIS is for all stakeholders to invest positive behavior interventions and support, in an effort to increase student achievement.

This school year, Carver will launch "Red Raider Retreats," where faculty, staff, and administration will come together outside of the school day in order to build relationships, teamwork, and support our core value of kinship.

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 that support "what we teach, how we teach, and authentic literacy."
- 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 effective instruction practices.
- A richer technical language shared by our colleagues that can transmit professional knowledge into our instructional delivery.

Teachers at Carver Middle School are given time to collaborate by forming writing teams to support planning. The Title I budget and SAI budgets are 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.

Teachers who are new to the profession and/or new to CMS become part of a specialized PLC called the "New Crew," which includes meetings and support from academic coaches, peers, and administration. These meetings are scheduled for once a month, and ensure time for problem solving and support as needed, with decisions driven by new teacher input.

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 twice a month 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.

Carver provides new teachers with layers of support and mentoring, which not only includes the mentor, but also includes the team leader, the department head, the instructional coaches, the district instructional coaches, and school-based administration. Instructional coaches, both school and district-based, assist with lesson planning, classroom walkthroughs, coaching cycles with immediate and targeted feedback, and certification concerns.

Through the open-invitation "New Crew" meetings, teachers who are not specifically assigned as mentors provide additional support and resources for new teachers.

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.

1. The school-wide goal #1 for the 2017-2018 school year directly states that objectives are aligned to instruction, tasks, and feedback based on Florida Standards and authentic literacy.
2. CMS will provide research-based, on-site, and off-site professional development opportunities for all teachers in core and elective areas. Specifically, we will provide continuous training for CMS staff in the researched based strategies within the AVID (Advancement Via Individualized Determination) program.
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 professional learning opportunities offered by the Lake County Schools Curriculum Department or Teaching and Learning are afforded to all teachers.

BUDGET ITEMS: SAI FUNDS

SAI BASIC, 14012

SAI funds allocated for 2017-18: \$17,479.00

5100 1500 AVID TUTORS 6,150.00

6300 1930 WT000 Writing Team (Intervention Block) 3,570.00

6300 2100 SM000 Retirement (7.92%) 282.74

6300 2200 SM000 FICA (7.65%) 273.11

6300 2400 SM000 Workman's Comp (0.61%) 21.78

5100 5100 Curriculum Materials 3,000.00

5100 1930 Extra Duty Pay (Grade Recovery) 4,181.37

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.

A. 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.

B. Academic coaches will create pull-out and/or push-in lessons based on needs identified by FSA data as well as ongoing classroom-based common assessments.

C. Acceleration, Intervention, and Remediation (AIR) Block will provide opportunities for lessons and tasks based on the individual student's specific academic needs.

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

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 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.

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

Smith, Andrea, smitha2@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Donald Dickson, 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 are held during the school day. Assistant principals

meet with their grade levels and explain school rules and updates. This occurs at the beginning of each semester to assist with students transitioning.

4. Camp Carver occurs prior to the start of the school year. During this event, incoming 6th graders tour the school and are introduced to the systems in place at CMS.

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, Algebra 1, and CTE courses to help students become aware of the relationships that exist between education and career planning, work and learning. 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 high school, 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. Fundamentals in Culinary Careers and Career Planning. (Industry Certification = National Registry of Food Safety Professionals - NRFSP)
2. Business Keyboarding
3. Digital Information Technology (Industry Certification = CIW Internet Business Associates)

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 to the Florida Standards, and they integrate career and technical knowledge through their use and application to real-world tasks. These tasks and concepts are often taught through associations with careers. For example, our math textbooks (and math classes) have careers and related professions listed in each unit, as they apply to the concept or skill being taught. A specific example of this is the 7th grade standard of scale drawing in math. The related career listed in the text and discussed in class is architecture. Students make the connection between the concept and task they are learning and the future careers to which they apply. This method of connecting task and/or concept to its real-world application or career is encouraged in all core academic classrooms, which leads to increased student engagement, and ultimately increased academic achievement.

Career and technical education classrooms take the same approach, but in reverse. As skills are taught in CTE classes, they are often tied to their application in academic areas. For example, a recipe in culinary arts may include mathematics standards (e.g., fractions, ratios), and those skills are reinforced as they are applied. Teachers will make those connections, and students will understand

the relationships and applications as they are encountered in the CTE classroom as well as the core academic classroom. As these relationships and applications are reinforced, achievement will increase.

Perhaps the most obvious connections between career and technical education and the academic classroom can be found in the area of technology application itself. All core courses apply the student use of technology in the completion of tasks, research, and/or assessment. Carver is also a Bring-Your-Own-Technology (BYOT) school, where students have the ability to provide their own devices to be used during those task and research opportunities.

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 student and parent with knowledge of a student's college or career readiness and informs them of what corrective actions are needed to assist them in the future. The school will inform the students of their data and provide educational resources to assist them in their learning needs. Carver will host a PSAT evening event to educate students and parents on the PSAT resources that will assist them in their learning needs.

AVID strategies and all Authentic Literacy strategies/skills incorporated in all classrooms at Carver prepare students for the public postsecondary level.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** We will provide our students with standards-based instruction, standards-aligned tasks, and targeted feedback, while engaging them in lessons that incorporate all elements of authentic literacy.
- G2.** With the core values of excellence, collaboration, kinship, and equality driving our culture, we will provide a school climate that promotes the success of all stakeholders.
- G3.** Through the utilization of school-wide systems, data monitoring, and the implementation of an A.I.R. block, we will provide students opportunities for both acceleration and intervention based on their individual academic needs.
- G4.** The percentage of students receiving referrals and the percentage of student referrals resulting in out-of-school suspensions will decrease through the application and monitoring of school-based systems, student-based programs, research-based tools, and early warning sign data.

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. We will provide our students with standards-based instruction, standards-aligned tasks, and targeted feedback, while engaging them in lessons that incorporate all elements of authentic literacy. **1a**

G097833

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	94.0
FSA Mathematics Achievement	62.0
FSA ELA Achievement	55.0
FCAT 2.0 Science Proficiency	54.0
Civics EOC Pass	80.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	56.0
Math Gains	64.0
Math Lowest 25% Gains	56.0

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 .
- Lack of teacher knowledge of best practices for the establishment of Authentic Literacy elements in lesson plans and tasks.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Professional Development
- Instructional Coaches, Potential Specialist, Program Specialists, Administration, and other Personnel Resources
- Curriculum Blueprints, Test Item Specs, and other Curriculum and Standards-Based Resources
- PLC, Lesson Study, Common Plan, AIR Block (Acceleration/Intervention Block), and other Time-Based or 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

Chadwick Griffin

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

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 9/4/2017 to 6/4/2018

Evidence of Completion

Lesson Plans, Student Artifacts

Plan to Monitor Progress Toward G1. 8

TEAM and Learning Walk Teacher Observations by Administration and Instructional Coaches

Person Responsible

Donald Dickson

Schedule

Weekly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Classroom observations and TEAM scores

G2. With the core values of excellence, collaboration, kinship, and equality driving our culture, we will provide a school climate that promotes the success of all stakeholders. 1a

G097834

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	100.0
School Climate Survey - Student	100.0
School Climate Survey - Parent	100.0
Attendance Below 90%	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of parental involvement in PTO, SAC, and other volunteer opportunities.
- Lack of community and business partners.
- Inconsistent level of teacher morale and sense of community in past school years.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Family-School Liaison, Title 1 Funding, Community/Stakeholder Resources and Contacts

Plan to Monitor Progress Toward G2. 8

End of Year Stakeholder Surveys will be monitored and analyzed for progress for Goal 2.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

On 5/29/2018

Evidence of Completion

End of Year Stakeholder Survey Analysis

G3. Through the utilization of school-wide systems, data monitoring, and the implementation of an A.I.R. block, we will provide students opportunities for both acceleration and intervention based on their individual academic needs. 1a

G097835

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	64.0
Statewide Science Assessment Achievement	54.0
Civics EOC Pass	80.0
Algebra I EOC Pass Rate	94.0

Targeted Barriers to Achieving the Goal 3

- Lack of available instructional time beyond regular class period instruction for implementation of acceleration, intervention, and remediation strategies.
- Lack of teacher knowledge of intervention and acceleration strategies and resources/plans for those lessons.
- Need for increased opportunities for middle school acceleration - high school credit and/or industry certification

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Teachers, District Instructional Support

Plan to Monitor Progress Toward G3. 8

In order to monitor for plan its effectiveness in support of Goal 3, we will analyze our middle school acceleration points, EOC test data, and industry certification data (as each becomes available). This data should show improvement in participation and scoring over past school year(s). For goal 3 specifically, this data should support increase in opportunities for acceleration.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

On 5/24/2018

Evidence of Completion

EOC test data, industry certification data, and FL middle school acceleration points

G4. The percentage of students receiving referrals and the percentage of student referrals resulting in out-of-school suspensions will decrease through the application and monitoring of school-based systems, student-based programs, research-based tools, and early warning sign data. 1a

G097836

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	900.0
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 G4. 8

Incident Report Data Collection - for OSS and other discipline actions

Person Responsible

Shannon Sapp

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

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. We will provide our students with standards-based instruction, standards-aligned tasks, and targeted feedback, while engaging them in lessons that incorporate all elements of authentic literacy. **1**

 G097833

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

 B263079

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

 S278546

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

Donald Dickson

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Sign-in sheets, teacher products

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

PLC agendas, calendars, materials, resources, and products will be made available through electronic means, in order to both monitor the implementation for fidelity, but also provide those resources to teachers for classroom implementation.

Person Responsible

Donald Dickson

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Sign-in sheets, Teacher products, Schoology, Agendas, Teacher Products

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 9/4/2017 to 6/4/2018

Evidence of Completion

Classroom observation, Schoology

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

 S278547

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 9/4/2017 to 6/4/2018

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 9/4/2017 to 6/4/2018

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 9/4/2017 to 6/4/2018

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

 B263080

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

 S278548

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 9/4/2017 to 6/4/2018

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

Donald Dickson

Schedule

Weekly, from 9/4/2017 to 6/4/2018

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

Kinetrai Kelley-Truitt

Schedule

On 6/4/2018

Evidence of Completion

Sign in sheets, data sheets, FCIM model

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

S278549

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 once a week, where they can monitor student progression towards mastery of standards and collaboratively plan for appropriate lessons and tasks.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Weekly, from 9/4/2017 to 6/4/2018

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

Kinetrai Kelley-Truitt

Schedule

Weekly, from 9/4/2017 to 6/4/2018

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 9/4/2017 to 6/4/2018

Evidence of Completion

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

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

 B263081

G1.B3.S1 Provide professional development session during PLC across all content areas to include exemplary standards-based feedback. 4

 S278550

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

Donald Dickson

Schedule

Weekly, from 9/4/2017 to 6/4/2018

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 9/4/2017 to 6/4/2018

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

Donald Dickson

Schedule

Weekly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Student tasks with targeted standards-based feedback from teachers

G1.B4 Lack of teacher knowledge of best practices for the establishment of Authentic Literacy elements in lesson plans and tasks. 2

B263082

G1.B4.S1 Provide professional development for all content area teachers during PLC time to include understanding and defining elements of Authentic Literacy (Reading, Writing, Speaking, and Thinking) and specific classroom strategies for authentic literacy, to include research-based AVID WICOR strategies. 4

S278551

Strategy Rationale

If teachers have training and modeling of authentic literacy strategies which can be immediately implemented in the classroom, both teacher competency and student achievement in the areas of authentic literacy will increase.

Action Step 1 5

Teachers in all content areas will receive professional development in the area of authentic literacy which will include specific strategies for classroom implementation.

Person Responsible

Donald Dickson

Schedule

Biweekly, from 9/5/2017 to 6/4/2018

Evidence of Completion

PLC sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Principal will oversee assistant principal for implementation of the PLC professional development calendar.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Biweekly, from 9/4/2017 to 6/4/2018

Evidence of Completion

PLC sign-in sheets, professional development agendas, presentations, and activities

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom Learning Walks, teacher TEAM evaluations, and lesson plans will be used to monitor the implementation of authentic literacy and WICOR strategies in the classroom.

Person Responsible

Donald Dickson

Schedule

Weekly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Learning Walk data, TEAM data, Lesson Plans

G2. With the core values of excellence, collaboration, kinship, and equality driving our culture, we will provide a school climate that promotes the success of all stakeholders. 1

G097834

G2.B1 Lack of parental involvement in PTO, SAC, and other volunteer opportunities. 2

B263083

G2.B1.S1 CMS is implementing the "I Hour" parental/guardian involvement drive. 4

S278552

Strategy Rationale

If all parents/guardians give 1 hour of their time to a school-based volunteer or event opportunity, our parent involvement would increase by approximately 750 hours.

Action Step 1 5

Our principal has instituted a plan to encourage all parents and guardians to devote at least one hour of volunteer or event attendance time during the 2017-2018 school year.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Parent sign-in sheets. 2017-2018 School Compact.

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

CMS administration and family-school liaison will monitor the numbers of attendance at after-school events and during-school volunteer opportunities. Administration will monitor the communication of the plan to the public, through the use of website, callouts, newsletter, facebook account, etc.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Parent sign-in sheets for attendance

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

If attendance numbers and volunteer numbers for parents and guardians increases, then the program has been effective.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Monthly, from 8/10/2017 to 6/8/2018

Evidence of Completion

Parent sign-in sheets and volunteer hours logged

G2.B2 Lack of community and business partners. 2

B263084

G2.B2.S1 Increase community business partners through actively communicating our needs while recruiting business partners and expanding stakeholder awareness. 4

S278553

Strategy Rationale

If we actively recruit business partners and communicate needs with stakeholders, our number of business partners will increase, which in turn will increase our resources.

Action Step 1 5

Active recruitment of community and business partners will occur through a recruitment letter, our website, or facebook page, and through networking.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Business Partner Recruitment Letter(s), School Website, and Social Media Pages

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

The principal, with support of assistant principals, will monitor the fidelity of our recruitment of business partners.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Business partner recruitment letter, PTO and SAC minutes

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

The principal will monitor the effectiveness of our business and community partner growth.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Addition of community and business partners and additional resources they provide

G2.B3 Inconsistent level of teacher morale and sense of community in past school years. 2

B263085

G2.B3.S1 The general morale of all teachers, staff, and all stakeholders will be increased through the daily implementation of our 4 core values and the implementation of 2 faculty and staff events called Red Raider Retreats, where faculty and staff will engage in team-building and fun activities. 4

S278554

Strategy Rationale

These core values and the implementation of faculty and staff events will help build the morale and culture of school stakeholders, and help them understand their value to the school and community as a whole.

Action Step 1 5

Our principal will communicate these core values repeatedly through community meetings, stakeholder meetings, and faculty meetings. Administration will plan and execute 2 faculty and staff retreats. Two Red Raider Retreats will occur - one in the fall and one in the spring.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Daily, from 8/10/2017 to 5/29/2018

Evidence of Completion

Presentations for community and faculty meetings, agendas and events for the Red Raider Retreats

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

School administration will monitor for the fidelity of implementation of the 4 core values (interactions and decisions made by adult employees) and the Red Raider Retreats.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Red Raider Retreat agenda

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

Administration will monitor morale through discussions and end of year staff survey.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Annually, from 8/10/2017 to 5/24/2018

Evidence of Completion

End of year stakeholder surveys

G3. Through the utilization of school-wide systems, data monitoring, and the implementation of an A.I.R. block, we will provide students opportunities for both acceleration and intervention based on their individual academic needs. 1

G097835

G3.B1 Lack of available instructional time beyond regular class period instruction for implementation of acceleration, intervention, and remediation strategies. 2

B263086

G3.B1.S1 CMS will institute a scheduled time set aside specifically for acceleration, intervention, and remediation based on individual student need, which will be called AIR Block. 4

S278555

Strategy Rationale

If we provide a scheduled time and logistical ability for teachers to meet these individual student needs, student achievement will increase.

Action Step 1 5

The launch and application of our AIR block will provide time for individualized student acceleration, intervention, and remediation.

Person Responsible

Donald Dickson

Schedule

Biweekly, from 10/13/2017 to 5/31/2018

Evidence of Completion

AIR block bell schedule, AIR block task plans, AIR block student groups, AIR block team rotation plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

This AIR block will be scheduled, starting in the second grading period, and its implementation and frequency will be monitored by administration.

Person Responsible

Donald Dickson

Schedule

Biweekly, from 10/14/2017 to 5/31/2018

Evidence of Completion

AIR Block bell schedule, lesson plans, walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student data will be monitored at the school level and at the classroom level to determine effectiveness.

Person Responsible

Donald Dickson

Schedule

Monthly, from 10/28/2017 to 5/31/2018

Evidence of Completion

Data (achievement and growth) collected by administration, data coach, potential specialist, and teachers.

G3.B2 Lack of teacher knowledge of intervention and acceleration strategies and resources/plans for those lessons. 2

 B263087

G3.B2.S1 Provide both PLC training in acceleration/intervention and time for teachers to generate resources/plans for AIR block. 4

 S278556

Strategy Rationale

If we train the teachers how to develop appropriate lessons and tools, and provide them with the time to create them, they will generate the most effective and targeted acceleration/intervention opportunities for their students.

Action Step 1 5

We will provide teachers with training on developing acceleration/intervention strategies and the time to create the plans/lessons to be implemented in AIR block.

Person Responsible

Donald Dickson

Schedule

Monthly, from 10/7/2017 to 5/4/2018

Evidence of Completion

PLC sign-in sheets, AIR block plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

PLCs and Writing Team sessions will be attended and monitored by administration.

Person Responsible

Donald Dickson

Schedule

Monthly, from 10/17/2017 to 5/22/2018

Evidence of Completion

PLC agendas, AIR block plans, sign-in and/or time sheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Effectiveness of the teachers' ability to create intervention/acceleration plans can be monitored through the plans created (teacher products) for AIR block.

Person Responsible

Donald Dickson

Schedule

Monthly, from 10/24/2017 to 5/15/2018

Evidence of Completion

Plans for AIR blocks

G3.B3 Need for increased opportunities for middle school acceleration - high school credit and/or industry certification **2**

 B263088

G3.B3.S1 Increase opportunities for middle school acceleration (high school credit and/or industry certifications) available through strategic scheduling of classes and students. **4**

 S278557

Strategy Rationale

If we strategically design our master schedule to include both CTE and core opportunities for acceleration (both now and through building future programs), and strategically schedule appropriate students into those classes, opportunities for middle school acceleration increase.

Action Step 1 **5**

CTE courses, students enrolled in those courses, and the accompanying certification tests taken (NFRSP and DIT) will increase due to changes in the master schedule.

Person Responsible

Shannon Sapp

Schedule

On 5/24/2018

Evidence of Completion

Master schedule, individual student schedules, CTE certification testing schedule

Action Step 2 **5**

Strategic scheduling of students will lead to increased opportunities for acceleration in math, due to preparations for future opportunities for students to take algebra (this year and in the future) and geometry (next school year).

Person Responsible

Shannon Sapp

Schedule

On 5/24/2018

Evidence of Completion

individual student schedules, class rosters

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Opportunities for middle school acceleration (student and school) will be monitored through the monitoring of CTE and high school credit classes - and their students' EOC and/or industry certification test results - as they are instituted in our schedule and implemented during the school year.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student EOC test data, industry certification test data, course rosters

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

In order to monitor for plan effectiveness, we will analyze our middle school acceleration points, EOC test data, and industry certification data (as each becomes available). This data should show improvement in participation and scoring over past school year(s).

Person Responsible

Kinetrai Kelley-Truitt

Schedule

On 5/24/2018

Evidence of Completion

State scoring data for middle school acceleration points, EOC test data, CTE industry certification data

G4. The percentage of students receiving referrals and the percentage of student referrals resulting in out-of-school suspensions will decrease through the application and monitoring of school-based systems, student-based programs, research-based tools, and early warning sign data. 1

G097836

G4.B1 Inconsistent understanding of bullying and the bullying reporting process. 2

B263089

G4.B1.S1 School-wide Bullying prevention program. 4

S278558

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

Ashley Nash

Schedule

Monthly, from 8/10/2017 to 6/8/2018

Evidence of Completion

All students will participate in activities for bullying prevention.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will monitor for fidelity of implementation of anti-bullying program in classrooms through walkthroughs during extended homeroom time and the monitoring of anti-bullying curriculum/lesson plans and documentation.

Person Responsible

Donald Dickson

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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 G4.B1.S1 7

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

Person Responsible

Ashley Nash

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

G4.B2 Lack of consistency in expectations from class to class. 2

 B263090

G4.B2.S1 Provide instructional staff with professional development on Standard Operating Procedures (SOPs) and Codes of Cooperation (COC). 4

 S278559

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 5/24/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.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

On 8/10/2017

Evidence of Completion

Sign-ins, PPT for trainings, mandatory attendance

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

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

Person Responsible

Ashley Nash

Schedule

Daily, from 8/10/2017 to 5/24/2018

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.

G4.B3 Out of school suspensions decreasing seat time for the most at-risk students. 2

B263091

G4.B3.S1 Suspension Reduction Plan 4

S278560

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

Ashley Nash

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Mrs. Nash, 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 G4.B3.S1 6

Monitoring of OSS events will happen continually through Principal notifications of infractions leading to OSS. Monthly Decision-Ed reports will be printed and reviewed by principal and administration team during leadership meetings.

Person Responsible

Kinetrai Kelley-Truitt

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

OSS notification sheets, Decision Ed data

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Monitoring of OSS events quarterly.

Person Responsible

Ashley Nash



















Schedule

Quarterly, from 8/10/2017 to 5/24/2018

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
2018					
G4.B2.S1.MA1  M405415	Administration and Instructional Coaches will deliver the trainings during pre-planning time and...	Dickson, Donald	8/7/2017	Sign-ins, PPT for trainings, mandatory attendance	8/10/2017 one-time
G3.B2.S1.A1  A375311	We will provide teachers with training on developing acceleration/intervention strategies and the...	Dickson, Donald	10/7/2017	PLC sign-in sheets, AIR block plans	5/4/2018 monthly
G3.B2.S1.MA1  M405407	Effectiveness of the teachers' ability to create intervention/acceleration plans can be monitored...	Dickson, Donald	10/24/2017	Plans for AIR blocks	5/15/2018 monthly
G3.B2.S1.MA1  M405408	PLCs and Writing Team sessions will be attended and monitored by administration.	Dickson, Donald	10/17/2017	PLC agendas, AIR block plans, sign-in and/or time sheets	5/22/2018 monthly
G3.MA1  M405411	In order to monitor for plan its effectiveness in support of Goal 3, we will analyze our middle...	Kelley-Truitt, Kinetra	5/24/2018	EOC test data, industry certification data, and FL middle school acceleration points	5/24/2018 one-time
G4.MA1  M405418	Incident Report Data Collection - for OSS and other discipline actions	Sapp, Shannon	8/10/2017	Decision Ed data should show reduction in OSS incidents.	5/24/2018 quarterly
G2.B1.S1.MA1  M405399	CMS administration and family-school liaison will monitor the numbers of attendance at after-school...	Kelley-Truitt, Kinetra	8/10/2017	Parent sign-in sheets for attendance	5/24/2018 monthly
G2.B1.S1.A1  A375307	Our principal has instituted a plan to encourage all parents and guardians to devote at least one...	Kelley-Truitt, Kinetra	8/10/2017	Parent sign-in sheets. 2017-2018 School Compact.	5/24/2018 daily
G2.B2.S1.MA1  M405400	The principal will monitor the effectiveness of our business and community partner growth.	Kelley-Truitt, Kinetra	8/10/2017	Addition of community and business partners and additional resources they provide	5/24/2018 daily
G2.B2.S1.MA1  M405401	The principal, with support of assistant principals, will monitor the fidelity of our recruitment...	Kelley-Truitt, Kinetra	8/10/2017	Business partner recruitment letter, PTO and SAC minutes	5/24/2018 daily
G2.B2.S1.A1  A375308	Active recruitment of community and business partners will occur through a recruitment letter, our...	Kelley-Truitt, Kinetra	8/10/2017	Business Partner Recruitment Letter(s), School Website, and Social Media Pages	5/24/2018 daily
G2.B3.S1.MA1  M405402	Administration will monitor morale through discussions and end of year staff survey.	Kelley-Truitt, Kinetra	8/10/2017	End of year stakeholder surveys	5/24/2018 annually
G2.B3.S1.MA1  M405403	School administration will monitor for the fidelity of implementation of the 4 core values...	Kelley-Truitt, Kinetra	8/10/2017	Red Raider Retreat agenda	5/24/2018 daily
G3.B3.S1.MA1  M405409	In order to monitor for plan effectiveness, we will analyze our middle school acceleration points,...	Kelley-Truitt, Kinetra	5/24/2018	State scoring data for middle school acceleration points, EOC test data, CTE industry certification data	5/24/2018 one-time
G3.B3.S1.MA1  M405410	Opportunities for middle school acceleration (student and school) will be monitored through the...	Kelley-Truitt, Kinetra	8/10/2017	Student EOC test data, industry certification test data, course rosters	5/24/2018 semiannually
G3.B3.S1.A1  A375312	CTE courses, students enrolled in those courses, and the accompanying certification tests taken...	Sapp, Shannon	8/10/2017	Master schedule, individual student schedules, CTE certification testing schedule	5/24/2018 one-time
G3.B3.S1.A2  A375313	Strategic scheduling of students will lead to increased opportunities for acceleration in math, due...	Sapp, Shannon	8/10/2017	individual student schedules, class rosters	5/24/2018 one-time
G4.B1.S1.MA1  M405412	All incidents of bullying will be tracked using Decision Ed and Skyward.	Nash, Ashley	8/10/2017	Monthly Decision Ed reports focusing on bullying incidences will be printed and saved on the U-drive.	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1 M405413	Administration will monitor for fidelity of implementation of anti-bullying program in classrooms...	Dickson, Donald	8/10/2017	Emails of Bully-Proofing Our School lesson plans will be archived as well as the lessons placed on the U-Drive.	5/24/2018 monthly
G4.B2.S1.MA1 M405414	Potential Specialist and Administration will monitor incident referrals and BTS as related to...	Nash, Ashley	8/10/2017	Decision Ed data should show that implementation of SOP's and consistent use of BTS result in a decrease in discipline events.	5/24/2018 daily
G4.B2.S1.A1 A375315	Provide professional development on SOPs, Codes of Cooperation, and the CMS Discipline Matrix.	Dickson, Donald	8/10/2017	Sign-In sheets, PD curriculum, classroom walk-throughs, discipline records	5/24/2018 one-time
G4.B3.S1.MA1 M405416	Monitoring of OSS events quarterly.	Nash, Ashley	8/10/2017	Decision Ed data for OSS (and other discipline actions) will be monitored quarterly.	5/24/2018 quarterly
G4.B3.S1.MA1 M405417	Monitoring of OSS events will happen continually through Principal notifications of infractions...	Kelley-Truitt, Kinetrai	8/10/2017	OSS notification sheets, Decision Ed data	5/24/2018 weekly
G4.B3.S1.A1 A375316	Potential Specialist and Administration have completed a Suspension Reduction Plan.	Nash, Ashley	8/10/2017	Mrs. Nash, along with administration, has completed a plan to reduce OSS, utilizing alternatives for discipline actions and student conflict mediation.	5/24/2018 daily
G2.MA1 M405404	End of Year Stakeholder Surveys will be monitored and analyzed for progress for Goal 2.	Kelley-Truitt, Kinetrai	5/29/2018	End of Year Stakeholder Survey Analysis	5/29/2018 one-time
G2.B3.S1.A1 A375309	Our principal will communicate these core values repeatedly through community meetings, stakeholder...	Kelley-Truitt, Kinetrai	8/10/2017	Presentations for community and faculty meetings, agendas and events for the Red Raider Retreats	5/29/2018 daily
G3.B1.S1.MA1 M405405	Student data will be monitored at the school level and at the classroom level to determine...	Dickson, Donald	10/28/2017	Data (achievement and growth) collected by administration, data coach, potential specialist, and teachers.	5/31/2018 monthly
G3.B1.S1.MA1 M405406	This AIR block will be scheduled, starting in the second grading period, and its implementation and...	Dickson, Donald	10/14/2017	AIR Block bell schedule, lesson plans, walk-throughs	5/31/2018 biweekly
G3.B1.S1.A1 A375310	The launch and application of our AIR block will provide time for individualized student...	Dickson, Donald	10/13/2017	AIR block bell schedule, AIR block task plans, AIR block student groups, AIR block team rotation plans	5/31/2018 biweekly
G1.MA1 M405395	FSA, LSA, and District reports.	Griffin, Chadwick	9/4/2017	Printed data reports	6/4/2018 quarterly
G1.MA2 M405396	Lesson Plans and Student Artifacts monitored.	Dickson, Donald	9/4/2017	Lesson Plans, Student Artifacts	6/4/2018 weekly
G1.MA3 M405397	TEAM and Learning Walk Teacher Observations by Administration and Instructional Coaches	Dickson, Donald	9/4/2017	Classroom observations and TEAM scores	6/4/2018 weekly
G1.B1.S1.MA1 M405383	Targeted feedback will be provided to teachers followed by classroom observation of implementation.	Dickson, Donald	9/4/2017	Classroom observation, Schoology	6/4/2018 quarterly
G1.B1.S1.MA1 M405384	PLC agendas, calendars, materials, resources, and products will be made available through...	Dickson, Donald	9/4/2017	Sign-in sheets, Teacher products, Schoology, Agendas, Teacher Products	6/4/2018 quarterly
G1.B1.S1.A1 A375301	A professional development series on standards-based instruction will be provided for teachers.	Dickson, Donald	9/4/2017	Sign-in sheets, teacher products	6/4/2018 quarterly
G1.B2.S1.MA1 M405387	Time for PLC's is protected, and no other meetings will conflict.	Kelley-Truitt, Kinetrai	9/4/2017	Sign in sheets, data sheets, FCIM model	6/4/2018 one-time
G1.B2.S1.MA1 M405388	Teachers will sign in at each PLC meeting, and meetings will be monitored by instructional coaches...	Dickson, Donald	9/4/2017	data reports, sign in sheets, FCIM model usage	6/4/2018 weekly
G1.B2.S1.A1 A375303	Provide PLC time and structure for all teachers.	Dickson, Donald	9/4/2017	Sign in sheets, data reports	6/4/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1 M405391	Administration and coaches monitoring of teacher feedback on student task will determine if the...	Dickson, Donald	9/4/2017	Student tasks with targeted standards-based feedback from teachers	6/4/2018 weekly
G1.B3.S1.MA1 M405392	Administration will be present and participate in training to monitor for fidelity of strategy...	Dickson, Donald	9/4/2017	Classroom visitations, Sign-in sheets, PPT for training, etc.	6/4/2018 weekly
G1.B3.S1.A1 A375305	Instructional coaches will provide training with exemplars for targeted standards-based feedback on...	Dickson, Donald	9/4/2017	exemplars shared, training PPT, Sign-in sheets	6/4/2018 weekly
G1.B4.S1.MA1 M405393	Classroom Learning Walks, teacher TEAM evaluations, and lesson plans will be used to monitor the...	Dickson, Donald	9/4/2017	Learning Walk data, TEAM data, Lesson Plans	6/4/2018 weekly
G1.B4.S1.MA1 M405394	Principal will oversee assistant principal for implementation of the PLC professional development...	Kelley-Truitt, Kinetrai	9/4/2017	PLC sign-in sheets, professional development agendas, presentations, and activities	6/4/2018 biweekly
G1.B4.S1.A1 A375306	Teachers in all content areas will receive professional development in the area of authentic...	Dickson, Donald	9/5/2017	PLC sign-in sheets.	6/4/2018 biweekly
G1.B1.S2.MA1 M405385	To monitor for effectiveness of the strategy, student mastery of standards should increase and be...	Dickson, Donald	9/4/2017	FSA data, LSA data, Classroom task data	6/4/2018 quarterly
G1.B1.S2.MA1 M405386	Classroom walkthroughs, informal visits, and TEAM evaluations will be used to monitor for fidelity...	Dickson, Donald	9/4/2017	TEAM data, walkthrough data	6/4/2018 weekly
G1.B1.S2.A1 A375302	Teacher implementation of best practices for standards-based instruction must be monitored for...	Dickson, Donald	9/4/2017	TEAM evaluations, walkthrough data, lesson plans	6/4/2018 weekly
G1.B2.S2.MA1 M405389	Instructional coaches and/or administration will be present at all common plans to monitor for...	Dickson, Donald	9/4/2017	Sign-in sheets, Teacher products (plans/assessments/etc)	6/4/2018 weekly
G1.B2.S2.MA1 M405390	Instructional coaches and/or administration will be present at all common plan meetings, and these...	Kelley-Truitt, Kinetrai	9/4/2017	Sign-in sheets, Teacher products	6/4/2018 weekly
G1.B2.S2.A1 A375304	CMS teachers will participate in common planning time once a week, where they can monitor student...	Kelley-Truitt, Kinetrai	9/4/2017	Sign-in sheets, Teacher products (plans, assessments, FCIM)	6/4/2018 weekly
G2.B1.S1.MA1 M405398	If attendance numbers and volunteer numbers for parents and guardians increases, then the program...	Kelley-Truitt, Kinetrai	8/10/2017	Parent sign-in sheets and volunteer hours logged	6/8/2018 monthly
G4.B1.S1.A1 A375314	Bullying Prevention Program - "Bully Proofing Your School"	Nash, Ashley	8/10/2017	All students will participate in activities for bullying prevention.	6/8/2018 monthly

V. Professional Development Opportunities

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

G1. We will provide our students with standards-based instruction, standards-aligned tasks, and targeted feedback, while engaging them in lessons that incorporate all elements of authentic literacy.

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 9/4/2017 to 6/4/2018

G1.B4 Lack of teacher knowledge of best practices for the establishment of Authentic Literacy elements in lesson plans and tasks.

G1.B4.S1 Provide professional development for all content area teachers during PLC time to include understanding and defining elements of Authentic Literacy (Reading, Writing, Speaking, and Thinking) and specific classroom strategies for authentic literacy, to include research-based AVID WICOR strategies.

PD Opportunity 1

Teachers in all content areas will receive professional development in the area of authentic literacy which will include specific strategies for classroom implementation.

Facilitator

Dickson, Jones, Milchman

Participants

Teachers

Schedule

Biweekly, from 9/5/2017 to 6/4/2018

G3. Through the utilization of school-wide systems, data monitoring, and the implementation of an A.I.R. block, we will provide students opportunities for both acceleration and intervention based on their individual academic needs.

G3.B2 Lack of teacher knowledge of intervention and acceleration strategies and resources/plans for those lessons.

G3.B2.S1 Provide both PLC training in acceleration/intervention and time for teachers to generate resources/plans for AIR block.

PD Opportunity 1

We will provide teachers with training on developing acceleration/intervention strategies and the time to create the plans/lessons to be implemented in AIR block.

Facilitator

Instructional Coaches - Milchman, Jones

Participants

All Teachers

Schedule

Monthly, from 10/7/2017 to 5/4/2018

G4. The percentage of students receiving referrals and the percentage of student referrals resulting in out-of-school suspensions will decrease through the application and monitoring of school-based systems, student-based programs, research-based tools, and early warning sign data.

G4.B2 Lack of consistency in expectations from class to class.

G4.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 5/24/2018

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.				\$0.00
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 once 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.				\$0.00
6	G1.B4.S1.A1	Teachers in all content areas will receive professional development in the area of authentic literacy which will include specific strategies for classroom implementation.				\$0.00
7	G2.B1.S1.A1	Our principal has instituted a plan to encourage all parents and guardians to devote at least one hour of volunteer or event attendance time during the 2017-2018 school year.				\$0.00
8	G2.B2.S1.A1	Active recruitment of community and business partners will occur through a recruitment letter, our website, or facebook page, and through networking.				\$0.00
9	G2.B3.S1.A1	Our principal will communicate these core values repeatedly through community meetings, stakeholder meetings, and faculty meetings. Administration will plan and execute 2 faculty and staff retreats. Two Red Raider Retreats will occur - one in the fall and one in the spring.				\$0.00
10	G3.B1.S1.A1	The launch and application of our AIR block will provide time for individualized student acceleration, intervention, and remediation.				\$0.00
11	G3.B2.S1.A1	We will provide teachers with training on developing acceleration/intervention strategies and the time to create the plans/lessons to be implemented in AIR block.				\$3,852.74
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		0351 - Carver Middle School	Other		\$3,852.74
			Notes: Notes: SAI Funds, Project #14012 - Teachers' hourly rate of pay for collaborative time compensation.			
12	G3.B3.S1.A1	CTE courses, students enrolled in those courses, and the accompanying certification tests taken (NFRSP and DIT) will increase due to changes in the master schedule.				\$0.00
13	G3.B3.S1.A2	Strategic scheduling of students will lead to increased opportunities for acceleration in math, due to preparations for future opportunities for students to take algebra (this year and in the future) and geometry (next school year).				\$0.00
14	G4.B1.S1.A1	Bullying Prevention Program - "Bully Proofing Your School"				\$0.00

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15	G4.B2.S1.A1	Provide professional development on SOPs, Codes of Cooperation, and the CMS Discipline Matrix.	\$0.00
16	G4.B3.S1.A1	Potential Specialist and Administration have completed a Suspension Reduction Plan.	\$0.00
Total:			\$3,852.74