



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Carver Middle School

1200 BEECHER ST

Leesburg, FL 34748

352-787-7868

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

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 75%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 44%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> B	<b>2009-10</b> A
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Carver Middle School

##### Principal

Mollie Cunningham

##### School Advisory Council chair

##### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mollie Cunningham	Principal
Maralena Coggins	Assistant Principal I
Donald Dickson	Assistant Principal II
Shannon Sapp	Guidance Counselor
Robert Williams	Guidance Counselor
Dawn Dorflinger	Rti, ESOL Coach
Heather Jablonski	Math & Science Coach
Freda Russell-Miller	Literacy Coach
Glenda Hayes	ESE Specialist
Rhonda Lynn	Writing Instructional Coach

#### District-Level Information

##### District

Lake

##### Superintendent

Dr. Susan Moxley

##### Date of school board approval of SIP

12/16/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

SAC is a group of stakeholders representing the broad school community and those persons closest to the students who will share responsibility for guiding the school toward continuous improvement. The SAC membership is comprised of principal, appropriate balanced number of teachers, staff, parents, community members, and students. The SAC represents ethnic, racial, and elected by their peers. Business and community members are recended by the Principal and approved by a vote of the SAC. According to the SAC bylaws, the SAC officers consist of a Chairman, Co-Chairman, and Secretary.

**Involvement of the SAC in the development of the SIP**

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

**Activities of the SAC for the upcoming school year**

The SAC is involved in the decision-making process for the development of School Improvement Plan (SIP). The SAC assists the principal with school's annual budget, reviews and assesses school data and surveys provided by the principal. The principal ensures the implementation of the SIP and updates the SAC with progress monitoring. The SAC approves the School Improvement Plan, Mid-year Report, Title I Plan, Parent Involvement Plan, SAI Plan and budget, Student/Parent Compact, and the Technology Plan. The SAC also participates in the SACS Accreditation .

**Projected use of school improvement funds, including the amount allocated to each project**

Funding is not available.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Mollie Cunningham**

Principal

Years as Administrator: 19

Years at Current School: 2

**Credentials**

Bachelor of Science in Special Education and a Concentration in Speech Pathology and Audiology. Master of Science Degree in Educational Leadership from Nova Southeastern University

**Performance Record**

Carver Middle School 2012-2013 School Grade C (490)  
 FCAT% Meeting Standards  
 Reading 48%  
 Math 48%  
 Science 39%  
 Writing 32%  
 FCAT % Making Learning Gains  
 Reading 63%  
 Math 60%  
 Sorrento Elementary School SY 2012:School Grade A (553 points)  
 FCAT % meeting high standards: Reading-61%; Math-61%  
 Writing-82%; Science-45%  
 FCAT% making learning gains: Reading-75%, Math-81%  
 LQ Reading-75%; Math-81%  
 AYP—Met %  
 Sorrento Elementary SY 2011: School Grade: B  
 Meeting High Standards in: Reading 74%, Math 72%,  
 Writing 84%, Science 67%  
 Making Learning Gains in:  
 Reading 60%  
 Math 50%  
 Lowest 25% Making Learning Gains in:  
 Reading 46%  
 Math 42%  
 AYP Information:  
 All groups met 95% tested criteria in reading and math  
 % of AYP Criteria Met: 79%  
 Groups that met AYP in reading: none  
 Groups that met AYP in Math: none



**Donald Dickson**

Asst Principal

Years as Administrator: 2

Years at Current School: 1

**Credentials**

Educational Leadership  
 English 6-12  
 ESOL Endorsed 300 hrs.

**Performance Record**

Tavares High School, 08-09, B grade, 48% reading proficiency, 76% math proficiency, 79% writing proficiency, 44% science proficiency; 48% reading learning gains, 76% math learning gains; 48% lowest 25% learning gains in reading, 66% lowest 25% learning gains in math; did not make AYP.

Tavares High School, 09-10, A grade, 51% reading proficiency, 76% math proficiency, 83% writing proficiency, 45% science proficiency, 56% reading learning gains, 74% math learning gains, 53% lowest 25% reading gains, 62% lowest 25% math gains; did not make AYP.

Tavares High School, 10-11, B, 48% reading proficiency, 80% Math proficiency, 76% writing proficiency, 45% science proficiency, 50% learning gains in reading, 77% learning gains in Math, 46% lowest 25% learning gains in reading, 63% lowest 25% learning gains in Math, did not make AYP.

Tavares High School, 11-12, Grade pending, 50% reading proficiency, 58% math proficiency, 85% writing proficiency, 61% learning gains in reading, 56% learning gains in math, 67% lowest 25% learning gains in reading, 61% lowest 25% learning gains in math. Did not make Target AMO in Reading but made it in Math

**Maralena Coggins**

Asst Principal

Years as Administrator: 16

Years at Current School: 1

**Credentials**

Assistant Principal I, Maralena Coggins BS – Physical Education, Health and Recreation, Indiana University; MS Degree – School Psychology, Nova University; Ed.S. Degree – Educational Leadership, Nova University; Certified by the State of Florida in School Principal, Guidance Counselor, Physical Education 6-12 and Middle Grades English

**Performance Record**

2011-2012 Gray Middle School’s Reading Annual Measurable Objectives (AMO) Reading target was 62% and we succeeded that target with 64%. The African American, White and Economically Disadvantaged subgroups met their FCAT AMO target in Reading.

African Americans Subgroup Target Goal was 46%, GMS students scored 53% White Subgroup Target Goal was 71%, GMS students scored 74% Economically Disadvantaged Subgroup Target Goal was 52%, GMS students scored 55% The African American, White and Economically Disadvantaged subgroups met their FCAT AMO target in Math. The African American and White subgroups met their AMO target in Math. African Americans Subgroup Target Goal was 45%, GMS students scored 45% White Subgroup Target Goal was 69%, GMS students scored 69% Gray Middle School’s Asian, Hispanic, Students with Disabilities and English Language Learners subgroups did not meet their AMO targets in Reading. Asian Target Goal was 64% GMS scored 47%. Hispanic Target Goal was 51% GMS scored 50%.

Students with Disabilities Target Goal was 28% GMS scored 15%. English Language Learners Target Goal was 40% GMS scored 30%.

When compared to all other Middle Schools in Lake County, Gray Middle’s 6th grade Reading students scored 3rd lowest out of 10 Middle Schools. MATH: Gray Middle School’s Asian, Hispanic, White, Students with Disabilities and English Language Learners subgroups did not meet their AMO targets in Math. Asian Target Goal was 54% GMS scored 47%. Hispanic Target Goal was 51% GMS scored 46%.

White Target Goal was 30% GMS scored 21%.

Students with Disabilities Target Goal was 38% GMS scored 29%. English Language Learners Target Goal was 51% GMS scored 47%.

Assistant Principal of Gray MS in 2010-2011:

Grade: A, Reading Proficiency: 71%, Math Proficiency: 69%, Science Proficiency: 59%, Writing Proficiency: 83%. AYP: 82%, Total and Hispanic did not make AYP in reading. Total, White, Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Assistant Principal of Gray MS in 2009-2010:

Grade: A, Reading Proficiency: 68%, Math Proficiency: 68%, Science Proficiency: 56%, Writing Proficiency: 93%. AYP: 82%,

Total, Economically Disadvantaged and SWD did not make AYP in reading. Total, Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Assistant Principal of Gray MS in 2008-2009:

Grade: A, Reading Proficiency: 70%, Math Proficiency: 73%, Science Proficiency: 55%, Writing Proficiency: 91%. AYP: 77%, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in reading. Black, Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Assistant Principal of Gray MS in 2007-2008: Grade: A, Reading Proficiency: 68%, Math Proficiency: 69%, Science Proficiency: 49%, Writing Proficiency: 85%. AYP: 92%, Black and ELL did not make AYP in reading. ELL did not make AYP in math. • 2011-2012 Gray Middle School's Asian, Hispanic, Students with Disabilities and English Language Learners subgroups did not meet their AMO targets in Reading.

Asian Target Goal was 64% GMS scored 47%.

Hispanic Target Goal was 51% GMS scored 50%.

Students with Disabilities Target Goal was 28% GMS scored 15%.

English Language Learners Target Goal was 40% GMS scored 30%.

- When compared to all other Middle Schools in Lake County, Gray Middle's 6th grade Reading students scored 3rd lowest out of 10 Middle Schools.

#### MATH

- Gray Middle School's Asian, Hispanic, White, Students with Disabilities and English Language Learners subgroups did not meet their AMO targets in Math.

Asian Target Goal was 54% GMS scored 47%.

Hispanic Target Goal was 51% GMS scored 46%.

White Target Goal was 30% GMS scored 21%.

Students with Disabilities Target Goal was 38% GMS scored 29%.

English Language Learners Target Goal was 51% GMS scored 47%.

- When compared to all other Middle Schools in Lake County, Gray Middle's 6th grade Math students scored 7th lowest out of 10 Middle Schools.

- When compared to all other Middle Schools in Lake County, Gray Middle's 7th grade Math students scored 6th lowest out of 10 Middle Schools.

### Instructional Coaches

#### # of instructional coaches

4

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### Instructional Coach Information:

<b>Heather Jablonski</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 14
<b>Areas</b>	Mathematics, Science	
<b>Credentials</b>	Bachelor of Science Elementary Education Currently Enrolled at Western Governors University in MS Educational Leadership	
<b>Performance Record</b>	Worked for Lake County Schools for 18 years. Math department chair for Carver for 10 years. Certified in Elementary Education, General Science 5-9, Mathematics 5-9, and Mathematics 6-12.	

<b>Freda Russell Miller</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 10</b>	<b>Years at Current School: 2</b>
<b>Areas</b>	Reading/Literacy, Data, Rtl/MTSS, Other	
<b>Credentials</b>	<p>BA-Elementary Education                      Masters of Science degree in Educational Leadership                      Educational Specialist degree in Curriculum                      Certification-Reading Endorsement                      Certification-E SOL BA-Elementary Education                      Masters of Science degree in Educational Leadership                      Educational Specialist degree in Curriculum                      Certification-Reading Endorsement                      Certification-E SOL</p>	
<b>Performance Record</b>	<p>Carver Middle School SY 2012-2013 Grade C                      FCAT 2.) meeting high standards: Reading- 48% Math 47%                      Writing: 32%                      LQ Reading 67%                      Oak Park Middle School SY 2011-2012: Grade C (529 points)                      FCAT % meeting high standards: Reading-36%; Math-44%                      Writing-59%; Science-39%                      FCAT% making learning gains: Reading-60%, Math-68%                      LQ Reading-76%; Math-64%                      AYP—Met 67%                      Oak Park Middle School 2010-2011: Grade of C                      53% of students at or above grade level in reading                      57% of students at or above grade level in math, 75% of students at or above grade level in Writing, and 33% of students at or above grade level in science; did not make AYP. 2009-2010: Grade B, 56% Mastery in Reading, 60% of students making a year’s worth of progress in reading, 71% of struggling students making a year’s worth of progress in reading, 54% of students at or above grade level in Math, 65% of students making a year’s worth of progress in math, 70% of struggling students making a year’s worth of progress in math., 75% of students are meeting state standards in writing., 44% of students at or above grade level in science.                      Oak Park Middle School 2008-2009: Grade B, 58% Mastery in Reading, 57% Mastery in math, 90% in Writing and 35% Mastery in Science. 61% learning gains in Reading, 61% learning gains in math 73% of lowest quartile gaining in reading and 63% of lowest quartile in math. AYP not met</p>	

<b>Rhonda Aliff</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, RtI/MTSS, Other	
<b>Credentials</b>	B.A. Elementary Education ESOL Endorsement	
<b>Performance Record</b>	Sorrento Elementary School SY 2012: School Grade A (553 points) FCAT % meeting high standards: Reading-61%; Math-61% Writing-82%; Science-45% FCAT% making learning gains: Reading-76%, Math-80% LQ Reading-71%; Math-77% AYP—Met % Sorrento Elementary SY2011: School Grade: B Meeting High Standards in: Reading 74%, Math 72%, Writing 84%, Science 67% Making Learning Gains in: Reading 60% Math 50% Lowest 25% Making Learning Gains in: Reading 46% Math 42%	

<b>Dawn Dorflinger</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	RtI/MTSS, Other	
<b>Credentials</b>	Guidance Certified: FLDOE Master of Science, Counselor Education: B.S. Psychology	
<b>Performance Record</b>	Worked for Lake County Schools since 2009	

**Classroom Teachers**

<b># of classroom teachers</b>	51
<b># receiving effective rating or higher</b>	0%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	50, 98%
<b># ESOL endorsed</b>	33, 65%

**# reading endorsed**

14, 27%

**# with advanced degrees**

26, 51%

**# National Board Certified**

3, 6%

**# first-year teachers**

5, 10%

**# with 1-5 years of experience**

21, 41%

**# with 6-14 years of experience**

20, 39%

**# with 15 or more years of experience**

12, 24%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Instructional coaches and trained teachers provide a new beginnings day during pre-planning. Partnering 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 Community (PLC) meetings and research-based professional development workshops.  
 Person responsible: Principal, Assistant Principals, Instructional Coaches, mentors.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The new teachers are assigned a mentor who is in the same department. They meet weekly through PLC to discuss evidence-based strategies, Marzano's Framework for Teaching. Time is also given for feedback, coaching and planning. In addition, they lesson plan together weekly. As a Title I School, the instructional coaches also serve as mentors to model and assist with lesson planning, classroom walkthroughs with immediate feedback.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Molly Cunningham, Principal provides a common vision for data based decisions, monitors the planning and implementation of goals, ensures that available resources and supports are provided. The members are as follows:

Mollie Cunningham – Principal

Maralena Coggins – Assistant Principal I

Donald Dickson – Assistant Principal II

Shannon Sapp – Guidance Counselor

Robert Williams – Guidance Counselor

Dawn Dorflinger- Rti/ESOL Coach

Glenda Hayes – ESE School Specialist

Freda Russell-Miller – Literacy Coach

Rhonda Aliff ( Lynn)- Instructional Writing Coach\ Critical Thinking Techer

School Psychologist

– School Social Worker

Maralena Coggins, Assistant Principal I: Assists the principal in ensuring that the school-based team is implementing Rti, conducting assessment of Rti skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support Rti implementation. Provides on-going progress monitoring of quarterly reports.

General Education Teachers: Provides 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.

Dorflinger-RTI,ESOL -

Glenda Hayes, 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.

Freda Russell-Miller, Instructional Reading Coach: 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, supports implementation of Tier 1, 2 and 3 intervention plans.

Shannon Sapp, Robert Williams, Guidance Counselors: Provides services to support the academic, emotional, behavioral, and social success to the students. Participates in collection, interpretation and analysis of data and facilitates in the development of intervention plans and communicating with parents regarding school-based Rti plans. Provide quarterly Rti reports.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team assists in setting clear expectations, defining areas of need, and facilitating in the development of a systemic approach to teaching. During the school year, the team will meet on a regular basis to review relevant data and link to instructional decisions, identify students who are at risk for not meeting



benchmarks, identify professional development and resources for teachers, and evaluate implementation. The guidance counselors will provide quarterly reports to administration and hold monthly guidance meetings with administration.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the Rtl problem-solving process is used in developing and implementing the SIP?

The team sets clear expectations, defined areas of need, and facilitated in the development of a systemic approach to teaching. During the school year, the team will meet on a regular basis to make instructional decisions based on their review of relevant data, identify students who are at risk for not meeting benchmarks, identify professional development and resources for teachers, and monitors the implementation. The guidance counselors will provide quarterly reports to administration and hold monthly guidance meetings.

**MTSS Implementation**

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Guidance counselors will provide quarterly Rtl reports to administration

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time. The Rtl 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.

Describe the plan to support MTSS.

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

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Mollie Cunningham- Oversees and makes administrative decisions regarding the MTSS and SIP

Maralena Coggins- Administrative support facilitator

Donald Dickson- Administrative support facilitator

Dawn Dorflinger- Rti/ESOL Coach- sets up meetings, supports teachers through the RTI and ESOL processes.

Glenda Hayes- School based ESE support facilitator, and manages ESE Individual Educational Plans

Rhonda Alliff- Instructional Coach support facilitator.

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

Valentina K. Jolta-(School Psychologist)- School based support facilitator for student interventions

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

Maggie Talbot- Home/ school support facilitator, and ELL language translator

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Rtl Leadership Team meets monthly to review progress monitoring data at the grade, class, and sub-group level to develop appropriate programs that will target students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. Based upon data, professional development plans and resources are identified and recommended. The team will conduct research and collaborate on a frequent basis to problem-solve, share effective practices, and evaluate implementation to achieve increased student performance. In addition, the team will convene when necessary and use the problem solving method to determine appropriate interventions for tier 2 and tier 3 students and monitor their progress.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Advance Systems 400 (AS400) manages students, teachers, and district data.

Edusoft (TM)- database for progress monitoring

PENDA- instructional database

PMRN- Language Arts database for progress monitoring

e-Sembler- Grade book management system

FIDO-database for school and student data

FCAT-Explorer FCAT Explorer is a free, online educational program for Florida's students that reinforces reading, science, and math skills outlined in the Sunshine State Standards.

Safari Montage-SAFARI Montage provides K-12 school districts with a comprehensive solution for their digital media distribution and visual instruction needs.

FCAT STAR

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

. Carver Middle School teachers will attend various professional development opportunities to help them to use the data support systems effectively. Moreover, Professional development will occur during common planning times and once each month on Wednesday morning during designated PLC times. Small groups will be sent to professional development off-site that correlate with RtI goals and objectives as resources warrant. The RtI team will also evaluate staff professional development needs during the monthly RtI Leadership meetings. Parents will be given the opportunity to attend core curriculum meetings through-out the year.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Before or After School Program****Minutes added to school year: 5**

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

**Program Elements**

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

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

**Operational Requirements**

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

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Each core area teachers 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.

**Who is responsible for monitoring implementation of this strategy?**

There will be a before and after school coordinator to gather student data. (To be determined)

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Mollie Cunningham	Principal
Maralena Coggins	Assistant Principal I
Donald Dickson	Assistant Principal II
Freda Russell-Miller	Literacy Coach
Olivia Moulton	Media Specialist
Shaunna Farley	Mathematics Department Chair
Gregory Craig	Language Arts Department Chair
Christine Kiser	Science Department Chair
Katherine Morton	Social Studies Department Chair
Jessika McDaniel	Enrichment Department Chair
Karen Driesbach	ESE Department Chair

**How the school-based LLT functions**

The Literacy Coach will be the leader of the Literacy Leadership Team meetings will be held six (6) times during the school year. The Literacy Leadership Team (LLT) will meet monthly in the morning on the third Tuesday of the month. Initially the team would conduct self-assessments at the school level and the classroom level in order to ascertain the level of literacy involvement in the classrooms. The results of the self-assessments will be analyzed by the team and follow-up information will be gathered via Classroom Walk-throughs conducted by the Administration and the Literacy Coach. Appropriate staff development will be brought to the staff based on the review of the results from the Classroom Walk-throughs and the self- assessments. Follow-up activities, monitoring of strategies, and assessment/ review of student achievement data will be conducted by the LLT. Data sources will include Florida Assessment for Instruction in Reading (FAIR) and FCAT Reading Test results.

**Major initiatives of the LLT**

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

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

Each student will monitor and maintain reading logs to ensure each child has read at least 6 nonfiction and 6 fictional books throughout the school year. All core area teachers will monitor each students progress as it relates to the subject matter. Teachers will model and use reading and AVID strategies in the reading, language arts and content areas. Carver Middle School will conduct appropriate staff development on reading strategies based on the need identified by the Literacy Leadership Team (LLT). The LLT will identify areas of need using self-assessment tools, FCAT, Lake Benchmark Assessments, and FAIR results, as well as Classroom Walk-throughs. Administration will conduct frequent Classroom

Walk-throughs to ensure that the Literacy strategies are being used by every teacher. Administration will provide support for teachers demonstrating the need for assistance in this area. Assistance may include training in CRISS Project strategies, Differentiated Instruction, or Content-Area Reading Professional Development (CAR-PD).

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Teachers develop lesson plans that are aligned at each grade level and subject area by the creation and use of a NGSSS and the Common Core Standards. The NGSSS were created collaboratively by the the Florida Department of Education and the Common Core Standards were developed by the National Governors Association Center for Best Practices, Council of Chief State School Officers. At each grade level and in that subject area individual teachers have the latitude to develop their own instructional strategies to deliver instruction within the confines of the local and national standards. All applied course instructors support the Focus Calendar skills by participating in school-wide initiatives such as Wow Words, Word Walls, Column Notes and Writing activities which are documented in their lesson plans

#### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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

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

#### **Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	48%	No	63%
American Indian				
Asian	74%	69%	No	77%
Black/African American	43%	33%	No	49%
Hispanic	61%	42%	No	65%
White	63%	55%	No	66%
English language learners	33%		No	40%
Students with disabilities	33%	18%	No	39%
Economically disadvantaged	53%	42%	No	58%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	199	26%	50%
Students scoring at or above Achievement Level 4	39	5%	25%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	480	63%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	190	67%	77%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	76	31%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	48%	No	63%
American Indian				
Asian	56%	69%	Yes	60%
Black/African American	42%	28%	No	48%
Hispanic	56%	52%	No	60%
White	66%	55%	No	69%
English language learners	33%	26%	No	39%
Students with disabilities	31%	20%	No	38%
Economically disadvantaged	56%	42%	No	60%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	289	41%	46%
Students scoring at or above Achievement Level 4	129	18%	23%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		41%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	425	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	117	54%	59%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	83	34%	39%
Middle school performance on high school EOC and industry certifications	69	83%	88%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	42%	47%
Students scoring at or above Achievement Level 4	34	41%	46%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	24%	29%
Students scoring at or above Achievement Level 4	58	24%	29%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		72%
Students scoring at or above Level 7	[data excluded for privacy reasons]		5%



**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		10
Participation in STEM-related experiences provided for students	149	19%	24%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	196	23%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	100	12%	5%
Students who fail a mathematics course	30	4%	1%
Students who fail an English Language Arts course	25	3%	1%
Students who fail two or more courses in any subject	75	9%	4%
Students who receive two or more behavior referrals	200	24%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	50	6%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parent Involvement Plan

Students with involved parents perform more successfully in academics.

Academic meetings/workshops will be provided for parents throughout the year to increase parent involvement and student achievement. Research-Based Approaches to Parent Involvement that will be implemented may include the following:

Open House

School Advisory Council (SAC) meetings

PTO meetings

Title I Nights

FCAT Night

AVID Nights

Band Performances

Acting Play

F.A.M.E

Method for Tracking Parent Involvement:

Sign-in sheets for all parent involvement meetings are on file. Family School Liaison has data portal to track parent contacts.

Coordination with Title I and District Parent Involvement Council:

- School Family Liaison attends quarterly District Parent Involvement Council.
- School Family Liaison attends monthly Title I District meetings.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	2	25%	30%
SAC meetings	6	10%	30%
PTO meetings	6	10%	30%
FCAT nights	2	30%	40%
Avid Nights	1	10%	30%
Band Performances	3	25%	30%
Drama Nights	3	25%	30%

## Goals Summary

- G1.** To decrease the number of students scoring in the lowest 25% in reading and math by 10%
- G2.** To increase the number of 8th grade students scoring 4.0 or higher on FCAT Writes by 10% during the 2013-2014 school year.
- G3.** To increase the percent of students scoring level 3 in mathematics by 10% on FCAT. 2.0.
- G4.** To increase the percent of students scoring level 3 in reading by 10%.

## Goals Detail

### G1. To decrease the number of students scoring in the lowest 25% in reading and math by 10%

#### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

#### **Resources Available to Support the Goal**

- Thinking Maps
- Mini Assessments
- Student Chats
- 

#### **Targeted Barriers to Achieving the Goal**

### Plan to Monitor Progress Toward the Goal

#### **Person or Persons Responsible**

#### **Target Dates or Schedule:**

#### **Evidence of Completion:**

**G2.** To increase the number of 8th grade students scoring 4.0 or higher on FCAT Writes by 10% during the 2013-2014 school year.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Thinking Maps
- Write Score/ My Access
- Before school writing tutoring.
- Lake County School Writing Focus Calendar
- Carver Middle School Writing Focus Calendar
- Anchor Paper Study-Professional Development
- Writing Camp ( 2 times a year)

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G3.** To increase the percent of students scoring level 3 in mathematics by 10% on FCAT. 2.0.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- Thinking Maps
- PENDA
- Provision for before and after school tutoring
- Mini Assessment

**Targeted Barriers to Achieving the Goal**

## Plan to Monitor Progress Toward the Goal

### Progress Monitoring

**Person or Persons Responsible**

Instructional Mathematics Coach

**Target Dates or Schedule:**

During the 2013-2014 school year

**Evidence of Completion:**

FCAT 2.0 posted results

## G4. To increase the percent of students scoring level 3 in reading by 10%.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Thinking Maps
- Common Core State Standards C-Palms NGSSS
- C2 Connection Cards
- Curriculum Blueprints
- NGSSS
- NGCAR-PD
- Departmentalize Lesson Planning
- PLC's

**Targeted Barriers to Achieving the Goal**

- Class size reduction
- Students who do not have a reading class.
- Student engagement
- Cost of resources and training

## Plan to Monitor Progress Toward the Goal

**Person or Persons Responsible**

Instructional Coaches

**Target Dates or Schedule:**

During Progress Monitoring Times

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G4.** To increase the percent of students scoring level 3 in reading by 10%.

**G4.B1** Class size reduction

**G4.B1.S1** Appropriate scheduling of students

#### Action Step 1

Careful planning of the master schedule

#### Person or Persons Responsible

Guidance Counselors Administrators

#### Target Dates or Schedule

Beginning of the school year

#### Evidence of Completion

Student following schedule classes

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

Monitor classes taken by students.

#### Person or Persons Responsible

Guidance Counselors Content Area Teachers

#### Target Dates or Schedule

Beginning of the school year After progress monitoring

#### Evidence of Completion

Students will follow schedules

### Plan to Monitor Effectiveness of G4.B1.S1

Administration will monitor scheduling practices.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing throughout the school year

**Evidence of Completion**

An administrator will monitor the Master schedule.

### G4.B2 Students who do not have a reading class.

#### G4.B2.S1 Monitor previous FCAT scores for appropriate reading placement.

**Action Step 1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Fidelity of Implementation of G4.B2.S1

**Person or Persons Responsible**

instructional Coaches District Support teams Administration

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G4.B2.S1

### Person or Persons Responsible

instructional Coaches District Support teams Administration

### Target Dates or Schedule

### Evidence of Completion

## G4.B3 Student engagement

### G4.B3.S1 Plan lessons to help motivate student learning.

#### Action Step 1

Thinking Maps

#### Person or Persons Responsible

District Support Staff Instructional Coaches Administration Teachers

#### Target Dates or Schedule

August 2013

#### Evidence of Completion

Thinking Map Implementation Schedule

#### Facilitator:

District Teams Instructional Coaches Administration

#### Participants:

District Support Staff Instructional Coaches Administration Teachers

## Plan to Monitor Fidelity of Implementation of G4.B3.S1

### Person or Persons Responsible

Administration Instructional Coaches D.A. Support Team

### Target Dates or Schedule

Weekly classroom visitation schedule. Team Evaluations conducted by administrators

### Evidence of Completion

Classroom visitation reflection sheets



**Plan to Monitor Effectiveness of G4.B3.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G4.B4 Cost of resources and training**

**G4.B4.S1 Plan according to district funding.**

**Action Step 1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G4.B4.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G4.B4.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

- High-quality, curriculum integration
- Standards, curriculum, assessments, and instructional methods that are aligned both horizontally (within grades) and vertically (from grade to grade);
- Qualified teachers at all grade levels;
- Appropriate resources and interventions for struggling students and those at risk of failing to achieve proficiency in core subject areas.
- Structures, policies, and practices that support collaboration and alignment within and across grade levels (the exact nature of the structures, policies, and practices will vary with classroom, school and community needs); and
- Shared responsibility-between Carver Middle School, , families, and communities-for student's achievement outcomes at the end of eighth grade.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G4.** To increase the percent of students scoring level 3 in reading by 10%.

**G4.B3** Student engagement

**G4.B3.S1** Plan lessons to help motivate student learning.

### PD Opportunity 1

Thinking Maps

#### Facilitator

District Teams Instructional Coaches Administration

#### Participants

District Support Staff Instructional Coaches Administration Teachers

#### Target Dates or Schedule

August 2013

#### Evidence of Completion

Thinking Map Implementation Schedule

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
District Training		\$0
Total		\$0

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G4.** To increase the percent of students scoring level 3 in reading by 10%.

**G4.B3** Student engagement

**G4.B3.S1** Plan lessons to help motivate student learning.

**Action Step 1**

Thinking Maps

**Resource Type**

Evidence-Based Program

**Resource**

Thinking Maps Training

**Funding Source**

District Training

**Amount Needed**

\$0