Carver Middle School

2019-20 Schoolwide Improvement Plan

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Carver Middle School

1200 N. BEECHER ST, Leesburg, FL 34748

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

Demographics

Principal: Kinetrai Kelley Truitt

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (48%) 2016-17: C (51%) 2015-16: C (48%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Part I: School Information

School Mission and Vision

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. (This "student" portion of the mission statement is scheduled for update in the fall of 2018.)

• 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.

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.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Kelly-Truitt, Kinetrai	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.
Williams, Robert	School Counselor	Guidance Counselor: 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. Monitor attendance and conduct CSTs as necessary. Communicate with parents regarding students at risk of failing for assigned grade levels (6th Grade and A-L 7th graders). Facilitate parent conferences and oversee ELL and 504 students and plan implementation.
Niznik, Valda	Assistant Principal	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.
Bailey, Mary	Assistant Principal	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.
Dunham, Watson	Other	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. Responsible for grade recovery, Summer school and tracking of students that have been retained.
Thomas, Micheka	Other	Potential Specialist: Teach 2 courses with at risk students assigned. Mentor and monitor early warning signs of these students. Track students academic progress in classes, behavior and attendance. Oversee Restorative Practices Program (New program being implemented by the county), serve as advocate for At Risk Students.

Name	Title	Job Duties and Responsibilities
Sabino, Lisa	Instructional Coach	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 Lake - 0351 - Carver Middle School - 2018-19 SIP Carver Middle School Last Modified: 8/28/2019 Page 6 https://www.floridacims.org 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.
Jessica, Browning	Instructional Coach	Jessica Browning 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
Dillon, Tami	Other	Tami Dillon- 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.
	School Counselor	Jacquail Conyers: 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. Monitor attendance and conduct CSTs as necessary. Communicate with parents regarding students at risk of failing for assigned grade levels (8th Grade and M-Z 7th graders). Facilitate parent conferences and oversee ELL and 504 students and plan implementation.
Durias, Kayla		Mental Health Liaison: Coordinates school-based mental health services across all tiers of the MTSS framework. Collaborates with district Mental Health Specialists. Develops, implements and monitors school procedures, in coordination with school-based leadership, to ensure compliance with district Mental Health Plan. Coordinates crisis intervention and prevention for the school. Participates in meetings for at-risk students. Conducts group and individual educational counseling. Provides outreach to parents and community members regarding mental wellness and protective factors. Collaborates with community agencies and links school staff and families to appropriate community services. Partners with LifeStream Behavioral Center for students/families with high-level needs. Provides site-based support and assistance to all school personnel regarding best practices in mental wellness, identifying students at-risk for mental health challenges, and appropriately referring students with high/severe needs.

Name	Title	Job Duties and Responsibilities
Williams, Latisha	Other	PASS Teacher: Enforces adherence to established rules and regulations of the In-school Suspension program and creates an effective climate for learning. Serves as a liaison between the classroom teacher and students assigned to the program to obtain and return the student's daily class work and homework. Communicates appropriate behavior, school rules, and regulations to students in the program. Guides and encourages students to develop a positive attitude toward learning. Assists in the facilitation of the required Youth Mental Health First Aid training for all school employees. Utilizes Youth Mental Health First Aid and makes referrals on students in need of mental health support and services to school or district's mental health personnel. Develops and utilizes a process for follow-up student support. Utilizes data to measure PASS program achievement in solving root causes of student misbehavior and determining overall program success. Utilizes and implements restorative practices. Serves as the school's Restorative Practices Chair, if assigned. Teaches replacement behaviors in the In-School Suspension classroom; reinforces appropriate behavior. Assists with the implementation and monitoring of Individualized Education, ELL, and 504 Plans for selected students assigned to the class.Escorts and supervises students during break periods and lunch periods or facilitates and arranges delivery of student lunches when necessary. Communicates with parents and classroom teachers regarding student behavior and progress. Reports the effectiveness of the program to the school administrative staff and makes suggestions for improvement.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	301	267	267	0	0	0	0	835
Attendance below 90 percent	0	0	0	0	0	0	47	67	56	0	0	0	0	170
One or more suspensions	0	0	0	0	0	0	4	1	2	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	69	56	79	0	0	0	0	204
Level 1 on statewide assessment	0	0	0	0	0	0	166	127	158	0	0	0	0	451

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	94	87	84	0	0	0	0	265

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	7	3	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	5	5	4	0	0	0	0	14

FTE units allocated to school (total number of teacher units)
53

Date this data was collected or last updated
Wednesday 8/28/2019

Prior Year - As Reported

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	25	34	23	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	49	61	39	0	0	0	0	149
Course failure in ELA or Math	0	0	0	0	0	0	22	49	30	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	0	0	0	103	99	90	0	0	0	0	292

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	168	194	169	0	0	0	0	531

Prior Year - Updated

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	25	34	23	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	49	61	39	0	0	0	0	149
Course failure in ELA or Math	0	0	0	0	0	0	22	49	30	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	0	0	0	103	99	90	0	0	0	0	292

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	168	194	169	0	0	0	0	531

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	50%	54%	45%	47%	52%
ELA Learning Gains	49%	52%	54%	50%	50%	54%
ELA Lowest 25th Percentile	42%	44%	47%	46%	39%	44%
Math Achievement	49%	56%	58%	52%	54%	56%
Math Learning Gains	44%	55%	57%	54%	56%	57%
Math Lowest 25th Percentile	34%	46%	51%	46%	45%	50%
Science Achievement	48%	49%	51%	44%	46%	50%
Social Studies Achievement	65%	70%	72%	70%	72%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	301 (0)	267 (0)	267 (0)	835 (0)
Attendance below 90 percent	47 (25)	67 (34)	56 (23)	170 (82)
One or more suspensions	4 (49)	1 (61)	2 (39)	7 (149)
Course failure in ELA or Math	69 (22)	56 (49)	79 (30)	204 (101)
Level 1 on statewide assessment	166 (103)	127 (99)	158 (90)	451 (292)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	51%	52%	-1%	54%	-3%
	2018	46%	47%	-1%	52%	-6%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	43%	49%	-6%	52%	-9%
	2018	42%	48%	-6%	51%	-9%
Same Grade Comparison		1%				
Cohort Comparison		-3%				
08	2019	44%	54%	-10%	56%	-12%
	2018	47%	55%	-8%	58%	-11%
Same Grade Comparison		-3%				
Cohort Comparison		2%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	43%	53%	-10%	55%	-12%
	2018	43%	49%	-6%	52%	-9%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	47%	58%	-11%	54%	-7%
	2018	52%	59%	-7%	54%	-2%
Same Grade Comparison		-5%				
Cohort Comparison		4%				
08	2019	37%	39%	-2%	46%	-9%
	2018	28%	39%	-11%	45%	-17%
Same Grade Comparison		9%				
Cohort Comparison		-15%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	47%	49%	-2%	48%	-1%
	2018	45%	51%	-6%	50%	-5%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	61%	71%	-10%	71%	-10%
2018	67%	70%	-3%	71%	-4%
Compare		-6%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	77%	52%	25%	61%	16%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	62%	24%	62%	24%
Compare		-9%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	40	38	14	27	24	26	36			
ELL	30	51	50	39	29	22	42	25			
ASN	86	67		77	57						
BLK	34	46	39	30	36	38	33	43	54		
HSP	47	51	51	57	43	19	43	65	48		
MUL	36	36	36	45	49	73	50	78			
WHT	57	52	41	58	48	31	58	77	65		
FRL	40	48	41	43	41	33	40	56	53		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	28	22	19	40	34	16	36			
ELL	19	41	40	27	45	44					
ASN	54	47		69	47						
BLK	28	38	39	27	38	28	31	47	35		
HSP	42	40	31	45	44	45	39	60	64		
MUL	44	46		49	49	50	64	64	50		
WHT	59	46	32	59	53	37	54	79	60		
FRL	42	41	34	43	44	34	41	63	39		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	33	35	13	39	35	3	30			
ELL	22	57	52	41	50	44	10				
ASN	60	67		67	73						
BLK	23	42	41	27	48	40	19	66	47		
HSP	42	57	57	51	50	48	41	64	47		
MUL	34	36		49	44			42			
WHT	57	52	46	63	57	54	54	74	54		
FRL	39	48	48	46	51	44	36	64	52		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Algebra: Remediation groups focused on FSA data from the prior year and not based on "real-time" student data and staff turnover with Algebra teacher/substitutes
Bottom Quartile in math indicates low performance. Only 35% of the Bottom quartile were proficient. iBlock support focused on ELA and there were a small number of students in the bottom quartile that received appropriate interventions. A long term sub was in place for half the school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Algebra due to losing a teacher with experience mid way through the year and replaced with a substitute. iBlock focused on assessment results from prior year instead of more current data.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

CMS had 10.4 percentage point gap in Math proficiency due to iBlock support focused on ELA and there were a small number of students in the bottom quartile that received appropriate interventions. A long term sub was in place for half the school year.

Which data component showed the most improvement? What new actions did your school take in this area?

6th Grade ELA; focus planning among grade level team; incorporated SIPPS intervention; high interest novels coupled with the blueprint and HMH curriculum (read many, many books and articles outside of the HMH curriculum); Achieve3000 reading instruction and data were also used. The data from SIPPS and Achieve 3000 was disaggregated bi-weekly. Adjustments were made to daily instruction based on the data. Intensive Reading classes delivered interventions with fidelity.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of course failures and Level 1 students indicate a need for stronger core instruction African American, ELL, and SWD student achievement are significantly below 41%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase achievement levels in Algebra 1
2. Increase achievement in all subgroups (emphasis placed on ELL, AA, & SWD)
3. Decreasing Student Mobility
4. Continue to Increase achievement levels in ELA

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Instructional Framework Implementation
Rationale	Carver Middle school has traditionally used a PLC format to plan instruction and has maintained a school grade of C for a number of years. After attending a PLC conference during the summer of 2019. Leadership recognized that Carver was not using a true PLC model. By implementing the true PLC model for planning, core instruction will be better aligned to student driven instruction resulting in student achievement.

State the measurable outcome the school plans to achieve	Increase student achievement by 5% in all areas on the FSA and EOCs
Person responsible for monitoring outcome	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)
Evidence-based Strategy	Professional Learning Communities at Work with 9 workshops dedicated to the components of a PLC, Gradual Release, and Marzano's Instructional Framework Marzano's Instructional Instructional Framework Gradual Release of Responsibility Overcoming the Achievement Gap Trap by Dr. Anthony Muhammad
Rationale for Evidence-based Strategy	John Hattie's meta-analysis indicates key instructional strategies that produce more that a year's growth in students: Classroom Discussion (gradual release of responsibility-we do & they do) Collective Teacher Efficacy (Overcoming the Achievement Gap Trap book study) Teacher clarity & Small Group Learning (PLC process and the 4 guiding questions along with intervention)

Action Step	
Description	1. Provide professional development for CBC -Utilize the components of the Common Board aligned with Marzano's Framework to provide standards based instruction, remediation, and assessment during core instruction. 2. Manic Monday Workshops with topics: Clarifying what do we want our students to learn, How will they know they are learning, How will we respond when they don't learn, How will we respond when they don't/do learn, The Why behind learning, Top 5 High Effect Size Strategies 3. Gradual release PD-Proved professional development and implement Fisher and Frey's Gradual Release Framework during daily instruction. 4. FOCUS (How We Teach/Teacher Moves)-Our staff will provide high expectations for all students, reading with conferring, the Gradual Release framework, questioning, checking for understanding, formative assessment to determine student needs. 5. Leadership Book Study-Overcoming the Achievement Gap Trap by Dr. Anthony Muhammad in order to examine our own practices and mindsets to establish 6. Collaborative Structures for students-Teachers will use collaborative structures during instruction providing processing time and accountable talk 7. Monitoring: walk-through data will be a regular part of the leadership team agenda; student data from LSAs, classroom assessments, Achieve 3000, USA test prep will be disaggregated by the MTSS/iBlock team monthly

8. Provide opportunities for teachers to plan collaboratively during the school day by utilizing substitute teachers to provide coverage.

Person Responsible	Valda Niznik (niznikv@lake.k12.fl.us)

#2	
Title	Sub Group Monitoring and Support
Rationale	FSA and EOC subgroup data for ELL, African American, and Students with Disabilities have a significant achievement gap compared to white counterparts. Data also indicates that less than a third of these groups are achieving proficiency on average. Bottom Quartile in math are significantly low. iBlock support focused on ELA and there were a small number of students in the bottom quartile that recieved appropriate interventions. African American, ELL, and SWD student achievement is significantly below 41%.
State the measurable outcome the school plans to achieve	Increase student achievement by 5% in all areas on the FSA and EOCs USA Test Prep pre and post test increase by 10% LSA Quarterly Assessments will show at least 60% mastery
Person responsible for monitoring outcome	Mary Bailey (baileym1@lake.k12.fl.us)
Evidence-based Strategy	PLC framework and Small Group instruction USA Test Prep Software Grade Recovery iBlock intervention small groups based on recent student data
Rationale for Evidence-based Strategy	John Hattie's meta-analysis indicates key instructional strategies that produce more that a year's growth in students: Teacher clarity & Small Group Learning (PLC process and the 4 guiding questions along with intervention)
Action Step	
Description	1.Specific Tiered support for ELL students for classroom support 2. Share WIDA results with all teachers for planning during the PLC process 3. Implement rotational model during iBlock for ELL students 4. ESE teacher training on UDL & Co-Teaching 5. Learning Walk schedule for ESE Specialist to align with instructional framework 6. Monitoring: walk-through data will be a regular part of the leadership team agenda; student data from LSAs, classroom assessments, Achieve 3000, USA test prep will be disaggregated by the MTSS/iBlock team monthly
Person Responsible	Valda Niznik (niznikv@lake.k12.fl.us)

#3	
Title	School Culture
Rationale	Carver Middle School's core values are excellence, collaboration, kinship, equity and equality. Our goal is to ensure that Carver's student body is valued and supported by all of our staff through Restorative Practices and Collective Commitments.

State the measurable outcome the school plans to achieve	Maintain attendance at 96% or higher Retain 80% or more instructional staff Restorative Practices used at least once a week by all classroom staff
Person responsible for monitoring outcome	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)
Evidence-based Strategy	Restorative Practices with staff and students In-house mentoring program On-boarding Program Monthly meetings Peer Counselors PASS Program
Rationale for Evidence-based Strategy	Restorative Practices: is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships. In-house mentoring Program and Peer Counselors: Young adults who are at-risk for dropout are 55% more likely to enroll in college and 130% more likely to hold leadership positions if they have a mentor or a peer to talk to and build a relationship with them. On-boarding program: we are using this program to welcome new students to Carver. Students will have a complete tour of the school and paired with a classmate before being placed in a classroom to provide a welcoming environment and friend to help guide them. They will also have an orientation to Carvers expectations. TQR program for teachers new to Carver

Action Step	
Description	1. Provide Restorative Practices training to all staff during pre-planning and ensure all meetings and PD begin with Restorative Practices. 2. Utilize PASS program in conjunction with Restorative Practices to decrease behaviors and build relationships with students.. 3. Partner EWS students and students with social emotional challenges with a staff member to provide and adult mentor to help them work through difficulties and successes. (Rising Raiders) 4. Establish a TQR cohort to provide support for teachers new to Carver. Monthly meetings will be held to share success and challenges as well as provide a forum to share and gather any additional information for continued support. Each teacher will also be partnered with a mentor.
Person Responsible	Kayla Durias (duriask1@lake.k12.fl.us)

#4	
Title	Bottom Quartile
Rationale	Bottom Quartile in ELA is 2 percentage points below the district, although the school increased by 6 percentage points compared to the prior year Bottom Quartlile in Math is 12 percentage points below the district and decreased 16 percentage points compared to the prior year.
State the measurable outcome the school plans to achieve	Increase student achievement by 5% in all areas on the FSA and EOCs USA Test Prep pre and post test increase by 10% LSA Quarterly Assessments will show at least 60% mastery
Person responsible for monitoring outcome	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)
Evidence-based Strategy	USA Test Prep Software Achieve 3000 SIPPS Grade Recovery iBlock intervention small groups based on recent student data After school tutoring
Rationale for Evidence-based Strategy	All instructional software (Achieve 3000, & Grade Recovery) were chosen based on results from student data from the 2018-2019 SY and the company research results. SIPPS was chosen based on the increase in ELA scores from the 2018-2018 SY compared to the 2018-2019 SY Small group instruction will be used because the instruction is focused precisely on what the students need to learn next to move forward. It allows the teacher to work with students with a similar instructional profile and address the needs of students in "real time."
Action Step	
Description	1.Specific Tiered support BQ students ins small group every Tuesday and Thursday for 55 minutes. Additional after school tutoring will be provided. 3. Implement rotational model during iBlock for Bottom Quartile students 4. Schedule specific time during the PLC planning process to look at real time student performance and target needed skills. 5. Student progress will be monitored on a monthly basis by teachers during collaborative planning and the iBlock/MTSS committee
Person Responsible	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Area of Focus: Acceleration-*Algebra 1 *CTE

Rationale:
Algebra 1 scores decreased by 33% on 2019 FSA results compared to 2018 FSA results.

Evidence-based strategy:
Small Group intervention (iBlock)
PLC
Springboard for Math Acceleration

Rationale:
SpringBoard teaches students to apply mathematical ways of thinking to real-world occurrences. The program encourages students to work collaboratively with peers and use the language with an emphasis on vocabulary of mathematics effectively. Lessons are investigative, directed, or guided for a balanced instructional approach.

Action Steps
1. Use Springboard for Math Acceleration
2. Target students that didn't take 7th grade advanced math or had C avg. in advanced math in 7th grade and assign them to Algebra 1 iBlock (intervention/small gropu) group.

Person(s) responsible: Principal, AP, & Math Coach

Area of Focus: Math

Rationale: Establish standard protocol for Math instruction and intervention

Evidence-based Strategy:
Gradual Release
Standard Problem Solving Protocol (CUBES)
PLC data protocol

Action Steps:
1. Establish problem solving format & ensure consistent student use.
2. Gradual release w/fidelity
3. 3 year data trends for all subgroups (overall and current work)
4. Project based tasks for accelerated students during iBlock

Person(s) Responsible: AP and Math Coach

Area of Focus: ELA

Rationale: Support for implementation of PATHS curriculum

Evidence-based Strategy:
PATHS Curriculum
PLC Data Protocol
Gradual Release Protocol

Action Steps:

1. Implementation of PATHS curriculum
2. Review subgroup data
3. Level 1&2 6th graders and all ELL 6-8 receive SIPPS screening and intervention if placed. Determine last years' SIPPS students that scored a level 3 and continue SIPPS intervention.
4. iBlock to remediate
5. Writing w/ cited evidence/academic lang.

Person(s) Responsible: AP and Literacy Coach

Area of Focus: 8th Grade Science

Rationale:
Strengthen current Science program in order to make 5% increase on FSA

Evidence-based Strategy:
IXL
Interactive Notebooks
Small group instruction for students NOS standards below 53%

Action Steps:
1. Review Fridays using Science Bootcamp curriculum (in small groups) & IXL (individually) as determined by baseline..
2. Students tracked how they did based on standards covered on baseline (53% threshold).
3. Instructors will assign IXL standards based on standards lower than 53%.
4. iBlock - Based on standards missed the most on baseline during 1st 9 weeks.
5. Questions from science workbook and test taking strategies and item analysis to be used as bell-ringers.

Person(s) Responsible: Principal and 8th grade science instructors

Area of Focus: Civics

Rationale:
Civics needs more rigor and a focus away from traditional textbooks in order to teach the standards.

Evidence-based Strategy:
DBQs
Focus on Vocabulary Instruction Using Janet Allen's Vocabulary instruction model

Action Steps:
1. Use bellringers that focus on current standards with medium to high complex questions (Synopsis)
2. Include questions from previous taught standards on all mini and unit assessments
3. Teach vocabulary within context instead of in isolation. Determine problem solving method for students to use.
4. Use iBlock to extend students' thinking
5. Utilize DBQ's that are aligned to Civics standards

Person(s) responsible: Principal and Civics Instructors

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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
F.A.M.E
CAMP Carver
5th Grade Transition Night
Dads Take your Child to School Breakfast
Literacy Week
Parents Spend the Day with Your Students
Method for Tracking Parent Involvement:
Sign-in sheets for all parent involvement meetings are on file.
Coordination with Title I and District Parent Involvement Council:

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

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

Carver employs two guidance counselors, a mental health liaison and PASS instructor, and Social Worker that work in conjunction with the school's administrative team to provide the following:

The Mental Health Liaison provides mental health support to our school and coordinates with various district departments to manage and coordinate school-based mental health services. The MHL also coordinates and oversees a variety of programs listed below:

In order to decrease suspensions and resolve conflicts, a PASS (Positive Alternative to Out of School Suspension) program has been implemented. The certified instructor uses Restorative Practices to help students resolve conflict as well as focus on academics.

On-boarding Program: Students new to CMS are taken on a school tour by school-based peer mentors to familiarize them with the campus. They are paired with a "buddy" to help them navigate school expectations and campus grounds. They are brought to the class on their 2nd day to begin their education.

Mentoring Program: each staff member is assigned 2-3 students to meet with regularly and encourage growth for attendance, discipline, and any other needs students may have to help them stay focused on academics and social-emotional growth.

Carver offers several after school clubs and sports programs to meet the needs of student interest outside of school.

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 Mary Bailey, 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.

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 pertain to curriculum issues, professional development, instructional trends, student issues, budget issues, safety concerns, event planning, instructional planning, etc. A second leadership group involves teacher leaders. This group meets as needed to further facilitate decision making and the dissemination of information. The team makes instructional decisions based on review of data, identify at-risk students and resources for teachers, and monitors implementation of all initiatives.
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, and ensures that available resources and supports are provided.
Leadership team includes: Assistant Principals, ESE Specialist, Guidance Counselors, Instructional Coaches, Potential Specialist, and Teacher Leaders.
Federal, state, and local funds, services, and programs will be utilized by:
Title I funds selected instructional personnel.
Title 1, Part A: Funds provide support to students to assist them in academic achievement. 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 two Potential Specialists.

The Parent Resource Center provides materials check-out, parent workshops, and effective communication.

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.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need.

Title IX, Homeless: School Counselors and Social Worker provide resources for students identified as homeless to eliminate barriers to FAPE. The Homeless Liaison, Homeless Resource Advocate, and the

Program Specialist collaborate with the school to help students and their families receive the necessary services and resources.

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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Framework Implementation				$188,687.48
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7730	330-Travel	0351 - Carver Middle School	Title, I Part A		$300.00
		Notes: AVID Summer Institute				
	7730	330-Travel	0351 - Carver Middle School	Title, I Part A		$1,000.00
		Notes: Conference Registration				
	7730	330-Travel	0351 - Carver Middle School	Title, I Part A		$695.00
		Notes: Conference Registration				
	6400	130-Other Certified Instructional Personnel	0351 - Carver Middle School	Title, I Part A	1.0	$66,757.44
		Notes: Literacy Coach				
	6400	130-Other Certified Instructional Personnel	0351 - Carver Middle School	Title, I Part A	1.0	$62,926.94
		Notes: Math Coach				
	6400	330-Travel	0351 - Carver Middle School	Title, I Part A		$1,500.00
		Notes: Conference travel				
	6400	330-Travel	0351 - Carver Middle School	Title, I Part A		$2,000.00
		Notes: Conference Registration				
	6300		0351 - Carver Middle School	Title, I Part A		$6,991.20
		Notes: Writing Teams for core subject areas				
	6300		0351 - Carver Middle School	Title, I Part A		$8,389.44

			Notes: Develop Focus Calendars			
	6300		0351 - Carver Middle School	Title, I Part A		$5,243.40
			Notes: Summer Writing Teams			
	5100	750-Other Personal Services	0351 - Carver Middle School	Title, I Part A		$6,307.31
			Notes: Substitutes for professional development an planning			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0351 - Carver Middle School	Title, I Part A		$850.00
			Notes: Chromebook carts to house Chromebooks			
	5100	644-Computer Hardware Non-Capitalized	0351 - Carver Middle School	Title, I Part A		$6,600.00
			Notes: 30 Chromebooks to use with purchased software and tutoring			
	5100	530-Periodicals	0351 - Carver Middle School	Title, I Part A		$500.00
			Notes: Purchase Scholastic materials to support classroom instruction			
	5100	520-Textbooks	0351 - Carver Middle School	Title, I Part A		$4,000.00
			Notes: PATHS to College and Career instructional materials			
	6400		0351 - Carver Middle School	School Improvement Funds		$2,700.00
			Notes: Workshops to reinforce PLCs and instructional frameworks			
	6400	240-Workers Compensation	0351 - Carver Middle School	School Improvement Funds		$16.47
			Notes: Workshops-workman's comp			
	6400	220-Social Security	0351 - Carver Middle School	School Improvement Funds		$206.55
			Notes: Workshops-Medicare			
	6400		0351 - Carver Middle School	School Improvement Funds		$270.00
			Notes: Workshop-Instructors			
	6400		0351 - Carver Middle School	School Improvement Funds		$22.87
			Notes: Workshop-retirement			
	6400	220-Social Security	0351 - Carver Middle School	School Improvement Funds		$20.66
			Notes: Workshops-instructor med/sSS			
	6400	240-Workers Compensation	0351 - Carver Middle School	School Improvement Funds		$1.65

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			Notes: Workshops-Instructor work comp			
	5100	750-Other Personal Services	0351 - Carver Middle School	School Improvement Funds		$4,340.00
			Notes: Substitutes for collaborative planning			
	5100	220-Social Security	0351 - Carver Middle School	School Improvement Funds		$332.01
			Notes: Substitutes-medicare			
	5100	240-Workers Compensation	0351 - Carver Middle School	School Improvement Funds		$26.47
			Notes: Substitutes-workman's comp			
	5100	750-Other Personal Services	0351 - Carver Middle School	School Improvement Funds		$5,640.00
			Notes: extra duty pay-grade recovery			
	5100	210-Retirement	0351 - Carver Middle School	School Improvement Funds		$477.74
			Notes: extra duty pay-grade recovery-retirement			
	5100	220-Social Security	0351 - Carver Middle School	School Improvement Funds		$431.46
			Notes: extra duty pay-grade recovery-SS/Medicare			
	5100	220-Social Security	0351 - Carver Middle School	School Improvement Funds		$34.40
			Notes: extra duty pay-grade recovery-workman's comp			
	5100	500-Materials and Supplies	0351 - Carver Middle School	School Improvement Funds		$106.47
			Notes: materials and supplies for workshops			
2	**III.A.**	**Areas of Focus: Sub Group Monitoring and Support**				**$46,618.05**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0351 - Carver Middle School	Title, I Part A		$28,122.42
			Notes: Teacher Assistants to work with 6th, 7th, and 8th grade students in small groups			
	5100		0351 - Carver Middle School	Title, I Part A		$7,235.90
			Notes: tutoring bottom quartile			
	5100	369-Technology-Related Rentals	0351 - Carver Middle School	Title, I Part A		$7,388.00
			Notes: IXL Science			
			0351 - Carver Middle School			$1,045.48

			Notes: Rental (copy machine, etc.)			
	5100	369-Technology-Related Rentals	0351 - Carver Middle School	School Improvement Funds		$2,826.25
			Notes: USA Test Prep for tutoring students in ELA, Math, Science and Social Studies			
3	**III.A.**	**Areas of Focus: School Culture**				**$140,720.30**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6190	130-Other Certified Instructional Personnel	0351 - Carver Middle School	Title, I Part A	1.0	$64,727.18
			Notes: Potential Specialist to work with 6th and 7th grade at-risk students			
	6190	130-Other Certified Instructional Personnel	0351 - Carver Middle School	Title, I Part A	1.0	$64,247.12
			Notes: Potential Specialist to work with 7th and 8th grade at-risk students			
	6150	390-Other Purchased Services	0351 - Carver Middle School	Title, I Part A		$3,790.00
			Notes: Custom student planners to communicate with families			
	6150	510-Supplies	0351 - Carver Middle School	Title, I Part A		$6,956.00
			Notes: refreshments, meals, paper products, paper, markers, pencils, construction paper			
	5100	370-Communications	0351 - Carver Middle School	Title, I Part A		$1,000.00
			Notes: Communicate with parents via multiple platforms			
4	**III.A.**	**Areas of Focus: Bottom Quartile**				**$0.00**
					Total:	**$376,025.83**