

Pinellas County Schools

Joseph L. Carwise Middle School



2020-21 Schoolwide Improvement Plan

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Joseph L. Carwise Middle School

3301 BENTLEY DR, Palm Harbor, FL 34684

<http://www.carwise-ms.pinellas.k12.fl.us>

Demographics

Principal: Chad Eiben

Start Date for this Principal: 7/1/2019

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2019-20 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: A (65%) 2017-18: A (65%) 2016-17: A (65%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 Pinellas 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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<http://www.carwise-ms.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Carwise Middle School is to provide a world-class education for students preparing them for high school graduation, post-secondary opportunities including college, vocational training and the world of work.

Provide the school's vision statement.

Carwise Middle School's vision is 100% student success.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Obara, Jason	Assistant Principal	Oversees 7th grade discipline, science and social studies departments, and science and social studies teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.
Patton, Asimina	Assistant Principal	Oversees 8th grade discipline, language arts and reading departments, and language arts and reading teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.
Valsamis, Evangelos	Assistant Principal	Oversees 6th grade discipline, math and ESE departments, and math and ESE teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.
Eiben, Chad	Principal	Ultimately responsible for all school decisions regarding school improvement and management. Receives feedback and input from teachers and the leadership team and sets a course for school improvement. Provides feedback to teachers and school leaders concerning best practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Demographic Information

Principal start date

Monday 7/1/2019, Chad Eiben

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

69

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	408	426	440	0	0	0	0	1274
Attendance below 90 percent	0	0	0	0	0	0	53	41	36	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	2	25	24	0	0	0	0	51
Course failure in ELA	0	0	0	0	0	0	41	14	12	0	0	0	0	67
Course failure in Math	0	0	0	0	0	0	27	5	12	0	0	0	0	44
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	34	42	46	0	0	0	0	122
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	34	49	48	0	0	0	0	131

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	33	28	29	0	0	0	0	90

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	7	9	7	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 7/2/2020

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		
Number of students enrolled	0	0	0	0	0	0	419	429	449	0	0	0	0	1297	
Attendance below 90 percent	0	0	0	0	0	0	46	55	47	0	0	0	0	148	
One or more suspensions	0	0	0	0	0	0	17	27	24	0	0	0	0	68	
Course failure in ELA or Math	0	0	0	0	0	0	15	17	24	0	0	0	0	56	
Level 1 on statewide assessment	0	0	0	0	0	0	75	78	99	0	0	0	0	252	

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	22	37	42	0	0	0	0	101	

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	1	0	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

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		
Number of students enrolled	0	0	0	0	0	0	419	429	449	0	0	0	0	1297	
Attendance below 90 percent	0	0	0	0	0	0	46	55	47	0	0	0	0	148	
One or more suspensions	0	0	0	0	0	0	17	27	24	0	0	0	0	68	
Course failure in ELA or Math	0	0	0	0	0	0	15	17	24	0	0	0	0	56	
Level 1 on statewide assessment	0	0	0	0	0	0	75	78	99	0	0	0	0	252	

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	22	37	42	0	0	0	0	101	

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	1	0	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	64%	52%	54%	68%	51%	52%
ELA Learning Gains	61%	55%	54%	60%	51%	54%
ELA Lowest 25th Percentile	55%	47%	47%	50%	40%	44%
Math Achievement	71%	55%	58%	70%	54%	56%
Math Learning Gains	60%	52%	57%	62%	52%	57%
Math Lowest 25th Percentile	55%	46%	51%	57%	44%	50%
Science Achievement	63%	51%	51%	62%	51%	50%
Social Studies Achievement	73%	68%	72%	89%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	63%	51%	12%	54%	9%
	2018	56%	49%	7%	52%	4%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	60%	51%	9%	52%	8%
	2018	60%	48%	12%	51%	9%
Same Grade Comparison		0%				
Cohort Comparison		4%				
08	2019	65%	55%	10%	56%	9%
	2018	73%	55%	18%	58%	15%
Same Grade Comparison		-8%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	54%	44%	10%	55%	-1%
	2018	61%	45%	16%	52%	9%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	71%	60%	11%	54%	17%
	2018	72%	59%	13%	54%	18%
Same Grade Comparison		-1%				
Cohort Comparison		10%				
08	2019	57%	31%	26%	46%	11%
	2018	44%	31%	13%	45%	-1%
Same Grade Comparison		13%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	63%	51%	12%	48%	15%
	2018	67%	53%	14%	50%	17%
Same Grade Comparison		-4%				
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	71%	68%	3%	71%	0%
2018	82%	66%	16%	71%	11%
Compare		-11%			
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	92%	55%	37%	61%	31%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	57%	40%	62%	35%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	100%	56%	44%	56%	44%
Compare		0%			

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	28	46	41	40	54	50	28	48	73		
ELL	45	61	68	62	55	53	36	67	84		
ASN	81	71		83	67			80	100		
BLK	57	50	31	43	50	42	53	69	70		
HSP	55	58	59	65	57	51	60	65	84		
MUL	65	61	59	68	65	47	63	67	80		
WHT	66	62	55	74	61	59	63	76	80		
FRL	53	56	53	60	54	50	51	64	71		
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	26	36	31	34	42	38	13	37			
ELL	39	57	50	48	57	50	27	60			
ASN	76	62		78	65		74		74		
BLK	45	43	31	44	44	28	47	81	90		
HSP	60	58	40	60	58	49	55	79	64		
MUL	68	56		75	68	50	88	83	89		
WHT	64	55	45	75	70	57	68	84	85		
FRL	54	51	42	58	57	45	53	73	67		
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	23	38	29	20	49	47	19	25			
ELL	39	50	36	42	51	45	33				
ASN	73	71		81	74		100	88	91		
BLK	46	50	42	54	59	38	36	71	75		
HSP	63	55	36	63	63	63	56	84	53		
MUL	76	64		74	73	79	70	94	80		
WHT	70	61	55	72	61	56	64	91	69		

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
FRL	58	56	42	60	63	56	51	80	59		

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)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	643
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

School-wide, our L25 learning gains scores in Math and ELA are the lowest scores, both with 55% of students making learning gains. Although these are still the lowest scores for our school, they both show improvement from the year before. Our ELA L25 gains had improved 12% and our Math L25

gains had improved 2%. The attention that was paid to providing supports for our L25 students has helped, noticeably in ELA. Our teachers must continue to meet students where they are and provide the supports needed and differentiated instruction so that all levels of students will make learning gains.

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

Our Civics proficiency score had gone down 12 points from 83% to 71% achieving proficiency. We had two new teachers teaching Civics at Carwise the year before, who were not as familiar with the Civics curriculum. In looking at the individual students who were enrolled in the classes, one teacher had some of the lowest scoring Reading students, which might have helped contribute, along with the other factors, for lower Civics scores. Last year, we hired two new Civics teachers, one of which has since left the district.

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.

When compared to the state average, our 6th grade math data had the worst gap compared to the state average. We had a large number of level 1 and 2 students coming in this year. These students lacked many foundational skills which made it much harder for these students to achieve proficiency. Last year, our 6th grade math teachers worked much more closely together in common planning PLCs.

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

Our 8th grade math proficiency score improved from 44% to 57% achieving proficiency. The school had hired a new, veteran math teacher for 8th grade and the data showed the difference. Over 84% of this teacher's students were rated as proficient in math. This teachers used a variety of new teaching strategies that we were discussed in PLC's to help improve math achievement school-wide.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The number of students that are currently have a level 1 on a statewide assessment is an area of concern.

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

Priorities based on Data Analysis

1. L25 ELA/Math
2. Pushing stagnant proficiency numbers in ELA, Math, & Science
3. Civics
4. ESE ELA/Math
5. 6th Grade Math

To help in addressing these priorities, we will focus on the following three big rocks:

1. Release of Students with High Expectations
2. Differentiation and Scaffolding
3. Higher Order Thinking and Questioning

To help in addressing these rocks, the following action steps will be addressed school-wide:

1. Teachers will implement strategies shared at monthly school-based professional development in Best Practices, AVID, and Technology. AVID strategies, including focused note taking and WICOR

strategies, will be utilized in classes daily to support student achievement at all levels.

2. Teachers will utilize data from classroom, district, and state assessments to differentiate, scaffold, plan remediation, and enrich instruction to increase student performance with support from their team and administration. Data chats will be conducted with individual students after each assessment.

3. Conduct regular PLCs, focused on equitable practices, to review student responses to tasks and plan for instruction based on data utilizing structures that will allow teachers to work collaboratively to plan (common planning) for student collaboration, differentiation/remediation, and rigor/HOT questions. Teachers will share best practices and effective strategies in PLCs and reflect upon current practice and student progress with support from administration (at least twice).

4. Teachers will monitor and observe students, take notes, and confer with students in individual or small groups to probe for understanding and provide targeted, actionable, feedback.

5. Administrators will monitor implementation of strategies and best practices, along with alignment of standards and activities during walkthroughs and classroom observations and provide timely and meaningful feedback for teacher growth.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our current level of performance is 64 percent proficiency, as evidenced by the 2019 Reading FSA data. We expect our performance level to be 70 percent proficiency by May 2021. The problem/gap is occurring because of some teachers inadequate use of student-centered data and lack of differentiated instruction to help meet students where they are. If a stronger focus on collaborative structures in equity-centered PLCs, student-centered conversation, and usage of student data to differentiate student instruction would occur, the problem would be reduced by 6%.
Measurable Outcome:	The percent of all students increasing their FSA score will increase from 64% to 70%, as measured by FSA Reading data.
Person responsible for monitoring outcome:	Asimina Patton (pattona@pcsb.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Strengthen staff practice to utilize questions to help students elaborate on content and engage students in more complex tasks. 2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student with collaboration between ESE and content teachers to integrate specially designed instruction into core content.
Rationale for Evidence-based Strategy:	These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data. By engaging students in more complex tasks, teachers will create an environment with high expectations of students with a high complexity of questioning. Having teachers focus on differentiation with the correct amount of scaffolding will help meet students where they are move them forward. Instructional staff will incorporate rigorous reading and writing skills into each class to allow higher success with students.

Action Steps to Implement

1 (S1/2). ELA and Reading teachers will continue to implement strategies that promote student engagement in complex text and differentiation learned in professional development and Core Connections to foster a student-centered environment focused on equity, SEL, cooperation, and collaboration amongst students where teachers have high expectations of students.

Person Responsible Asimina Patton (pattona@pcsb.org)

2 (S2). Teacher will follow district pacing guides and utilize a variety of resources and modalities to strategically and intentionally plan and deliver instruction that is responsive and engaging while using differentiation and scaffolding to meet the needs of each student. Students will engage in activities using academic language and be provided appropriate time to apply and show learning by using various modes of expression and response (e.g. multimedia formats, speeches, presentations, collaborative discussions, etc.).

Person Responsible Asimina Patton (pattona@pcsb.org)

3 (S1). Using culturally relevant supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading.

Person Responsible Asimina Patton (pattona@pcsb.org)

4 (S1/2). ELA teachers will continue to implement standards based scales, learning goals, and learning targets, differentiated as needed, designed to encourage productive-struggle in complex tasks and promote high expectations of students.

Person Responsible Asimina Patton (pattona@pcsb.org)

5 (S1). School-wide literacy and writing strategies, including writing evidence-based elaboration, will continue to be implemented in all content area classes, with specific attention to incorporating Social Studies with the Reading and ELA classes. Additional support and enrichment will be provided at ELP for all students, especially focusing on students identified in various subgroups (504, ESE, EL, etc.) to close learning gaps.

Person Responsible Asimina Patton (pattona@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our current level of performance is 71% proficiency, as evidenced by the 2019 Math FSA data. We expect our performance level to be 75% proficiency by May 2021. If differentiated instruction that focuses on authentic and on-pace curriculum, along with collaborative planning in equity-centered, data-driven PLCs, the problem would be reduced by more students being engaged in class resulting in a 4% increase as evidenced by the FSA.

Measurable Outcome: The percent of all students achieving math proficiency will increase from 71 percent to 75 percent, as measured by Math FSA data.

Person responsible for monitoring outcome: Evangelos Valsamis (valsamise@pcsb.org)

Evidence-based Strategy: 1. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student with collaboration between ESE and content teachers to integrate specially designed instruction into core content.

Rationale for Evidence-based Strategy: These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data. Having teachers focus on differentiation with the correct amount of scaffolding will help meet students where they are move them forward.

Action Steps to Implement

1. Math teachers will continue to utilize district pacing guides and resources to collaboratively and effectively plan rigorous, aligned lessons around instructional shifts, standards, and assessment data that regularly include longer, challenging word problems and mathematical performance tasks that have a progression of difficulty to stair-step students into increasingly complex tasks and instructional methods.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

2. Teachers continue to attend ongoing Curriculum Cadre trainings and Facilitated Planning Sessions to help analyze results based on student data and effectively implement strategies to foster a student-centered environment focused on equity, SEL, cooperation, and collaboration amongst students to meet the needs of every student.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

3. Math teachers will continue to implement standards based scales, learning goals, and learning targets, with embedded differentiation, designed to encourage productive-struggle in complex tasks and promote high expectations of students.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

4. Math teachers will provide students with varying levels of opportunities to read informational and persuasive texts, write about process and outcomes of their investigations and use the language of math as they work each problem.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

5. Math teachers use various different mathematics tools and manipulatives and encourage students to select tools that support making sense of problems.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Our current level of performance is 63% proficiency, as evidenced in 2019 SSA data. We expect our performance level to be 68% proficiency by May 2021. The problem/gap is occurring because of lack of engagement in complex tasks and ability to understand complex text in science. We are hoping the continuation of Discovery resources will help the student become more familiar with complex text. If engagement in close reading of higher level Science text, alignment of critical content, and more engagement in differentiated complex tasks would occur, the problem would be reduced by 5%.
Measurable Outcome:	The percent of all students demonstrating proficiency in Science will increase from 63% to 68%, as measured by FSA data.
Person responsible for monitoring outcome:	Jason Obara (obaraj@pcsb.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Teachers implement literacy strategies in science to engage in reading and analyzing complex text. Teachers will also engage students with text-dependent questions and performance tasks aligned to standards. 2. Teachers will provide extensive inquiry based instruction which includes opportunities for students to think scientifically through research, content exploration, and writing opportunities (claims and evidence).
Rationale for Evidence-based Strategy:	These strategies were selected based on the need for more complex tasks in the science classroom. By utilizing the literacy strategies, we will address the use of complex text to help prepare our students for the FSA and Science FCAT. The focus on inquiry will help create an environment that promotes high expectations of students and high complexity of questioning. FSA, Cycle Assessment, and teacher formative assessment data were also considered.

Action Steps to Implement

1 (S2). Teacher will follow district pacing guides and utilize a variety of resources and modalities to strategically and intentionally plan and deliver inquiry-based lessons that is responsive and engaging while meeting the needs of each student. Students will engage in activities using scientific language and be provided appropriate time to apply and show learning by using various modes of expression and response (e.g. multimedia formats, speeches, presentations, collaborative discussions, etc.).

Person Responsible Jason Obara (obaraj@pcsb.org)

2 (S1). Ensure implementation of literacy in science content area - including the use of text-dependent questions, grade-appropriate complex texts that elicit close and critical reading, and performance tasks aligned to the standards. Teachers use strategies to help students identify key ideas, comprehend informational text and reflect on information in the science content. Strategies include text marking, graphic organizers and summarizing.

Person Responsible Jason Obara (obaraj@pcsb.org)

3 (S2). Plan and implement opportunities for students to make a claim, test it and defend their results, with evidence through written lab reports during inquiry-based science projects aligned to state standards. Utilize common short and extended writing and lab rubrics. Lessons are built to make real world content connections to make content more meaningful.

Person Responsible Jason Obara (obaraj@pcsb.org)

4 (S1/2). Teachers will attend professional development (including Facilitated Planning Sessions, Science How-To Sessions, Equity) to help effectively implement strategies that focus on inquiry and literacy strategies to foster a student-centered environment focused on equity, SEL, cooperation, and collaboration amongst students.

Person Responsible Jason Obara (obaraj@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Our current level of performance is 73% proficiency, as evidenced by the 2019 Civics EOC. We expect our performance level to be 83% by May 2021. The problem/gap is occurring because inconsistent usage of complex text, lack of rigor, and higher order thinking practices. If engagement in close reading of higher level complex text along with the implementation of rigorous assignments would occur, the problem would be reduced by 10% proficiency in the Civics EOC.

Measurable Outcome: The percent of all students demonstrating proficiency in the EOC exams for Social Studies will increase from 73% to 83%, as measured by EOC exam scores.

Person responsible for monitoring outcome: Jason Obara (obaraj@pcsb.org)

Evidence-based Strategy: 1. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
2. Strengthen staff ability to engage students in complex tasks.

Rationale for Evidence-based Strategy: These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data. By engaging students in more complex tasks, teachers will create an environment with high expectations of students with a high complexity of questioning. Having teachers focus on differentiation with the correct amount of scaffolding will help meet students where they are move them forward.

Action Steps to Implement

1 (S1/2). Teacher will follow district pacing guides and utilize a variety of resources and modalities to strategically and intentionally plan and deliver instruction that is responsive and engaging while using differentiation and scaffolding to meet the needs of each student. Students will engage in activities using academic language and be provided appropriate time to apply and show learning by using various modes of expression and response (e.g. multimedia formats, speeches, presentations, collaborative discussions, etc.).

Person Responsible: Jason Obara (obaraj@pcsb.org)

2 (S2). Ensure implementation of literacy in Social Studies content area - including the use of text-dependent questions, grade-appropriate complex texts that elicit close and critical reading, and performance tasks aligned to the standards. Teachers use strategies to help students identify key ideas, comprehend informational text and reflect on information in primary and secondary source documents. Strategies include text marking, graphic organizers and summarizing.

Person Responsible: Jason Obara (obaraj@pcsb.org)

3 (S1/2). Teachers will provide multiple different opportunities for research and writing (claims and evidence) through the use of activities such as DBQs, NHD, C3 Inquiries, and Socratic Seminars.

Person Responsible: Jason Obara (obaraj@pcsb.org)

4 (S1/2). Teachers will attend professional development (including Facilitated Planning Sessions, Equity, Data Analysis and Core Connections, Democratic Classrooms, Social Justice Standards, Teaching with Rotations, and UDL) to help effectively implement strategies focusing on rigorous tasks with differentiation to foster a student-centered environment focused on equity, SEL, cooperation, and collaboration amongst students.

Person Responsible Jason Obara (obaraj@pcsb.org)

#5. Other specifically relating to College Career Readiness

Area of Focus Description and Rationale: Our current level of performance is 353 industry certifications, not including family and consumer sciences, as evidenced by our number of students receiving industry certifications. We expect our performance level to be 400 by May 2021. The problem/gap is occurring because of a lack of rigor and college level content. If rigorous content implementation would occur, the problem would be reduced increasing the number of industry certifications.

Measurable Outcome: The number of all students earning industry certifications will increase from 353 to 400, as measured by the number of students receiving industry certifications.

Person responsible for monitoring outcome: Jason Obara (obaraj@pcsb.org)

Evidence-based Strategy: 1. Intensify staff capacity to support students in rigorous courses and successfully attaining industry certification while strengthening teacher implementation.

Rationale for Evidence-based Strategy: These strategies were selected based on student and teacher data, as well as administrative and district walkthroughs.

Action Steps to Implement

1. Administration and SBLT analyze performance and staffing data to implement, monitor and adjust school-wide systems to ensure all students have academic support to be successful in rigorous courses. Administration will work with counselors and reading teachers to ensure students are properly placed into Reading, ELA, and Social Studies courses to ensure students will be successful in appropriate rigorous courses.

Person Responsible Jason Obara (obaraj@pcsb.org)

2. Teachers implement and monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and will adjust academic support structures as needed.

Person Responsible Jason Obara (obaraj@pcsb.org)

3. Teachers will attend district and school Professional Development PLCs that focus on AVID strategies, culturally relevant teaching, and best practices to ensure students have academic support in rigorous courses that prepare them for college and career.

Person Responsible Jason Obara (obaraj@pcsb.org)

4. Continue implementation of AVID strategies, specifically Focus in all content area classrooms to make a larger push towards "AVID school-wide." Update AVID CCI on a monthly basis to celebrate areas of growth and update strategies for areas of improvement.

Person Responsible Jason Obara (obaraj@pcsb.org)

5. Actively recruit and enroll students in ICT, FACS, CAB, and DIT classes where students will work on rigorous and real world curriculum that focuses on career readiness and gives students the opportunity to complete industry certifications.

Person Responsible Jason Obara (obaraj@pcsb.org)

6. Implement a system of grade level vertical and horizontal articulation that helps ensure students throughout the school are college & career ready. This includes a clear articulation process for AVID and business classes.

Person Responsible Jason Obara (obaraj@pcsb.org)

7. Administrators monitor instruction during quarterly walkthroughs for rigorous and culturally relevant teaching practices to identify gaps in implementation for the purpose of effective planning for on-site PD.

Person Responsible Jason Obara (obaraj@pcsb.org)

#6. Other specifically relating to Bridging the Gap Plan

Area of Focus Description and Rationale:	Our current level of performance is 57% black students achieving proficiency in ELA, as evidenced by the 2019 FSA. We expect our performance level to be on average with the rest of the student body, 70% by May 2021. The problem/gap is occurring because students are not receiving the supports to ensure an equitable education. If mentoring and culturally relevant teaching would occur and with students receiving more support, the problem would be reduced by a 13% increase in ELA proficiency among black students.
Measurable Outcome:	The percent of black students achieving ELA proficiency will increase from 57% to 70%, as measured by the 2021 FSA.
Person responsible for monitoring outcome:	Chad Eiben (eibenc@pcsb.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Provide targeted professional development and coaching for culturally relevant disciplinary practices, PBIS, and restorative practices and ensure strong implementation to increase engagement and improve pass rates and grade point averages for black students. 2. Ensure that all black students who show potential to succeed in Advanced or Honors courses are scheduled in to an appropriate course and provided supports. 3. Ensure black students are participating in extended learning and mentoring opportunities before and after school and in extended school year programs through recruitment and targeted resources.
Rationale for Evidence-based Strategy:	These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data. These strategies were chosen to help provide culturally relevant teaching and ensure that our black students are receiving the support they need to promote an equitable environment.
Action Steps to Implement	
	1 (S1). Teachers will differentiate instruction for African American students and put positive behaviors in place while ensuring rigor and culturally responsive instruction takes place in 100% of classrooms.
Person Responsible	Chad Eiben (eibenc@pcsb.org)
	2 (S1). Restorative practices and positive rewards will be used by teachers and administrators to ensure equitable disciplinary practices with African American students.
Person Responsible	Chad Eiben (eibenc@pcsb.org)
	3 (S3). ELP will be encouraged by teachers, counselors, and administration for struggling African American students.
Person Responsible	Chad Eiben (eibenc@pcsb.org)
	4 (S3). Administration and teachers will provide and encourage African American students to attend a variety of enrichment activities including STEM, Carwise Live, and Multi-cultural club.
Person Responsible	Chad Eiben (eibenc@pcsb.org)
	5 (S1). Department and common planning PLCs will incorporate equity and culturally relevant strategies as part of their monthly discussions to align with district initiatives.

Person Responsible Chad Eiben (eibenc@pcsb.org)

6 (S1/2). Continuously monitor the percentage of African American students enrolled in AVID and advanced level rigorous courses. AVID teachers will provide African American role models and all teachers will provide outreach for struggling African American students to monitor their success.

Person Responsible Chad Eiben (eibenc@pcsb.org)

7 (S3). Each African American student will be assigned a mentor. The mentor will meet with the student 3-4 times a month to review academic performance, ensure individual supports are in place wherever needed, and celebrate successes and accomplishments. This mentor will serve in a case manager style role, developing an individual learner profile and success plan for their student with support in mentoring PLCs.

Person Responsible Chad Eiben (eibenc@pcsb.org)

8 S(1). Administrators will monitor use of differentiation, Restorative Practices, Culturally Relevant Teaching, PBIS, and equitable practices with African American students during walkthroughs and classroom observations and provide timely and meaningful feedback for teacher growth.

Person Responsible Chad Eiben (eibenc@pcsb.org)

#7. Other specifically relating to School Climate/Conditions for Learning

Area of Focus Description and Rationale: Our current level of performance in school-wide behavior is 504 discipline referrals. We expect our performance level to be 400 or less by May 2021. The problem/gap in behavior performance is occurring because lack of student engagement and use of restorative practices. If more students were engaged and teachers used restorative practices with students would occur, the problem would be reduced by at least 100 discipline referrals, as evidenced by quarterly discipline reports from Focus.

Measurable Outcome: The number of all students receiving excessive referrals (10+) will decrease from 11 students to 5 students, as measured by FOCUS reports.

Person responsible for monitoring outcome: Chad Eiben (eibenc@pcsb.org)

Evidence-based Strategy: 1. Strengthen the ability of all staff to establish and maintain positive relationships with all students through use of restorative practices and the school-wide PBIS.
2. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

Rationale for Evidence-based Strategy: Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS and Restorative Practices). Discipline data shows a trend of more referrals meaning teachers need more support with maintaining positive relationships with students.

Action Steps to Implement

1 (S1/2). Continue use of Positive Behavior Monday morning lessons to teach student school-wide expectations, procedures, and behaviors on a weekly basis. SBLT will plan and establish lessons monthly based on current data trends and for use in routine morning restorative circles, celebrating growth, and updating systems.

Person Responsible Chad Eiben (eibenc@pcsb.org)

2 (S1/2). Continue use of Shark Bite positive behavior support and recognition system to provide rewards for students for demonstration of positive and appropriate behaviors that are identified by the school expectations. By the end of first semester, at least 90% of school members (students and staff) will participate in the Shark Bite system and the rewards will be varied and reflect students interests (based on student input).

Person Responsible Chad Eiben (eibenc@pcsb.org)

3 (S1). Teachers will attend continuing training for Restorative Practices and SEL and routinely use circles and other RP and SEL strategies in their classrooms. Teachers will share best practices in monthly department PLCs and administration will monitor quarterly.

Person Responsible Chad Eiben (eibenc@pcsb.org)

4 (S1). Administration will ensure at least one staff member is a certified Trainer of Restorative Practices and actively participates in SBLT PLCs. The Restorative Practices trainer will partner with one teacher per grade level to serve as model classrooms for using circles to record and share lessons and develop visitation days where other staff can see community-building circles in action.

Person Responsible Chad Eiben (eibenc@pcsb.org)

5 (S1). All classroom teachers will conduct weekly (minimum) community building circles or class meetings to establish a “culture of care” to focus on positive relationships, interactions, share class responsibility, grow empathy, establish use of “I” statements to express feelings, demonstrate and practice active listening and use of affective language.

Person Responsible Chad Eiben (eibenc@pcsb.org)

6 (S1/2). Encourage teachers to attend AVID CRT Professional Development to increase the percentage of certified teachers. By the end of the year, we should have 25 CRT certified staff members (currently have 17).

Person Responsible Chad Eiben (eibenc@pcsb.org)

7 (S1/2). Cultivate at least one model CRT classroom within the school and facilitate teacher learning within PLCs, PD opportunities and/or model classroom observations. Teachers will be expected to visit the model classroom at least once this school year and invite administration in to show implementation of at least one strategy observed.

Person Responsible Chad Eiben (eibenc@pcsb.org)

8 (S1/2). Use and share AVID CRT Classroom Audit and self-reflections to support school and classroom practices that promote positive relationships with students and equitable practices to engage students.

Person Responsible Chad Eiben (eibenc@pcsb.org)

9 (S1/2). Administrators monitor instruction during quarterly walkthroughs for rigorous and culturally relevant teaching practices to identify gaps in implementation for the purpose of effective planning for on-site PD.

Person Responsible Chad Eiben (eibenc@pcsb.org)

#8. Culture & Environment specifically relating to Equity & Diversity**Area of Focus Description and Rationale:**

As the result of equity-centered problem solving within an MTSS framework, Carwise will develop an equity goal to build relational capacity, empower student voice, and hold high expectations within the following school improvement areas for equity systems change:

1. Implement whole school and targeted, sustained Professional Development
2. Improve leadership and teacher capacity to facilitate equity-centered problem solving for the adoption of equitable practices in equity-centered PLCs, including the SBLT.

Using the Racial Equity Analysis Protocol (REAP), we have determined that using more equity-centered PLCs could have an impact on our Bridging the Gap goal, as well as our overall FSA Math and Reading and L25 goals. Progress will be monitored using Unit and Cycle assessments following PLCs, as well as FSA data.

Measurable Outcome:

Our current data illustrates a 13% gap for black students in ELA proficiency as evidenced by the 2019 FSA.

1. To address mindset shift for the adoption of equitable practice, we will participate in whole school and targeted, sustained Professional Development.
2. To improve equity-centered problem solving for the adoption of equitable practice, we will strengthen equity-centered PLCs, including the SBLT. The issue may be impacted by more data discussions around race at regular and consistent common planning PLCs. We will measure progress by recording the number of PD/PLCs and the teachers who attend. We will measure medium-term outcomes by examining changes in teacher practice using a CRT walkthrough tool and report the change in the number of teachers who consistently practice CRT. We will measure long-term student outcomes for both goals by examining the ELA proficiency goal with reducing the achievement gap by 13%.

Person responsible for monitoring outcome:

Chad Eiben (eibenc@pcsb.org)

Evidence-based Strategy:

In order to improve leadership and teacher capacity to facilitate equity-centered problem solving in classrooms and in equity-centered PLCs, we will dedicate professional development and monitor implementation with topics involving equity, discussions involving race, and culturally relevant teaching.

Rationale for Evidence-based Strategy:

These strategies and practices were identified using the Racial Equity Analysis Protocol. We are hoping that providing the professional development will promote an equitable environment where teachers can share strategies in building their environment and students will benefit from a more equitable environment.

Action Steps to Implement

1. Administrators, SBLT, and teachers will use the Racial Equity Analysis Protocol to guide the development, implementation and evaluation of significant policies, instructional practices, professional development, and budget issues to address the impacts on racial equity.

Person Responsible

Chad Eiben (eibenc@pcsb.org)

2. School staff will receive sustained, equity-centered professional development to help educate and provide strategies and instructional practices to teach skills that empower students to become agents of their learning in ways that respect and value their cultural norms.

Person Responsible

Chad Eiben (eibenc@pcsb.org)

3. Grade level, departments, and teachers will receive targeted equity-centered coaching and professional development based on data collected through various methods such as observations or CRT walkthroughs.

Person Responsible Chad Eiben (eibenc@pcsb.org)

4. Administrators will record, monitor, and report the number of whole school or targeted Equity based PLCs and the number of teachers who attend.

Person Responsible Chad Eiben (eibenc@pcsb.org)

5. Grade level, department, and common planning PLCs will utilize equity-centered agendas to help equity be a common and underlying theme of every PLC meeting.

Person Responsible Chad Eiben (eibenc@pcsb.org)

6. SBLT will review student and teacher PLC and walkthrough data for trends in monthly meetings and determine next steps to celebrate growth, update systems, re-teach school-wide expectations, and plan on-site PD.

Person Responsible Chad Eiben (eibenc@pcsb.org)

7. Administrators monitor instruction for rigorous and culturally relevant teaching and equitable practices to identify gaps in implementation for the purpose of effective planning for on-site PD.

Person Responsible Chad Eiben (eibenc@pcsb.org)

#9. Other specifically relating to Attendance

Area of Focus Description and Rationale: Our current attendance rate shows that during the 3rd quarter of the 2019-2020 school year, 20% of our students missed more than 10% of school. We expect our performance level to show no more than 10% of our students miss more than 10% of school by the end of the 2021 school year. The problem/gap in attendance is occurring because family issues and illness. If increased communications would occur, the problem would be reduced by 10%. We will analyze and review our data for effective implementation of our strategies by monitoring monthly through May 2021.

Measurable Outcome: The percent of all students missing more than 10% of school will decrease from 20% in 3rd quarter to 10%, as measured by the attendance data.

Person responsible for monitoring outcome: Jason Obara (obaraj@pcsb.org)

Evidence-based Strategy: Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

Rationale for Evidence-based Strategy: This strategy was selected based on feedback from leadership and child study team.

Action Steps to Implement

1. Teachers, clerks, and the DMT will ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible Jason Obara (obaraj@pcsb.org)

2. Review attendance taking process and school-wide strategies for positive attendance with all staff as needed.

Person Responsible Jason Obara (obaraj@pcsb.org)

3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.

Person Responsible Jason Obara (obaraj@pcsb.org)

4. Child study team will review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.

Person Responsible Jason Obara (obaraj@pcsb.org)

5. Child study team will asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.

Person Responsible Jason Obara (obaraj@pcsb.org)

6. Child study team will work to develop and implement attendance incentive programs and competitions.

Person Responsible Jason Obara (obaraj@pcsb.org)

7. Child study team will Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.

Person Responsible Jason Obara (obaraj@pcsb.org)

8. School social worker will make home visits to ensure and encourage school participation as needed based on the bi-weekly attendance data..

Person Responsible Jason Obara (obaraj@pcsb.org)

9. Administration will participate in and monitor CST data and practices to promote positive attendance.

Person Responsible Jason Obara (obaraj@pcsb.org)

#10. Other specifically relating to Family and Community Engagement

Area of Focus Description and Rationale: Our current number of active parent and community volunteers is 38, as evidenced by the number of volunteers who volunteered more than once. We expect our performance level to be 50 by May 2021. The problem/gap is occurring because of a lack of community outreach. If teachers and staff members more invitations for involvement would occur, the problem would be reduced at least 15 volunteers.

Measurable Outcome: The number of active parent and community volunteers will increase from 38 to 50, as measured by the number of volunteers who volunteered more than once.

Person responsible for monitoring outcome: Chad Eiben (eibenc@pcsb.org)

Evidence-based Strategy: Strengthen staff ability to invite more volunteers for involvement.

Rationale for Evidence-based Strategy: This strategy was selected to help acquire more involvement from community members.

Action Steps to Implement

1. Effectively communicate with families about their students' progress and school processes/practices though annual Shark Camp for 6th graders, Shark Orientation/Open House for 6th-8th graders, Principal's monthly email, weekly phone and email weekend updates, Progress Reports, and Parent/Teacher Conferences.

Person Responsible Chad Eiben (eibenc@pcsb.org)

2. Provide academic tools to families in support of their students' achievement at home by utilizing online textbooks and textbooks, ensuring access to FOCUS accounts, and teachers' websites.

Person Responsible Chad Eiben (eibenc@pcsb.org)

3. Purposefully involve families with opportunities for them to advocate for their students with Parent/Teacher Conferences and parent contact from counselors or administrators as needed.

Person Responsible Chad Eiben (eibenc@pcsb.org)

4. Intentionally build positive relationships with families and community partners by offering Shark Night Information Nights for parents and students, Shark Camp for incoming 6th grade students and parents, Parent Academic and Support night for students in conjunction with AVID and PTSA, social media connections and school website to promote communications, Volunteer and Community Partner Orientation and – invite them to join PTSA and SAC.

Person Responsible Chad Eiben (eibenc@pcsb.org)

5. Involve business partners in celebrating successes, partnerships and recognition.

Person Responsible Chad Eiben (eibenc@pcsb.org)

6. Strengthen staff capacity for family engagement by making them aware of the Classroom Family Engagement Rubric. Teachers may then take steps to more effectively engage families.

Person Responsible Chad Eiben (eibenc@pcsb.org)

#11. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale: Our current level of performance is 6 out of 6 topics for Silver level recognition, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect to achieve Gold recognition by April 2021. The problem/gap is occurring because food sold in the vending machines does not adhere to smart snack guidelines. If our healthy school team can monitor the implementation of the administrative guidelines for wellness our school would have a great opportunity to be eligible for recognition.

Measurable Outcome: Our school will be eligible in 6 out of 6 topics gold recognition by April 2021 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

Person responsible for monitoring outcome: Evangelos Valsamis (valsamise@pcsb.org)

Evidence-based Strategy: Strengthen the ability of all staff to establish and maintain a positive attitude towards Healthy Schools goals with all stakeholders.

Rationale for Evidence-based Strategy: Staff needs to support the Healthy Schools initiatives.

Action Steps to Implement

1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

2. Attend district-supported professional development.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

3. Complete Healthy Schools Program Assessment.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

4. Complete the SMART Snacks in School Documentation.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

5. Develop and Implement Healthy School Program Action Plan.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

6. Update Healthy Schools Program Assessment and Apply for Recognition. (if applicable)

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Carwise begins to build a positive school culture with incoming students before school even begins. Incoming 6th grade students are welcomed into the school at our summer "Shark Camp" where counselors and current Carwise students help students learn the Carwise expectations and many skills that will help them with the transition to middle school. Students are given the opportunity meet new students and begin building positive relationships before school even begins. At our 6th grade open house "Shark Night," teachers and school leadership welcome parents and students onto campus and provide them with class and school-wide expectations and procedures. Once school begins, grade levels meet with administration to review school-wide expectations and promote the school Positive Behavior Plan to reward students who exhibit the Carwise expectations. Throughout the school year, data-based, targeted lessons provided by School Based Leadership Team help teach the expectations and positive characteristics Carwise students exhibit. School staff utilizes the "Shark Bite" positive behavior plan to help reward and re-enforce the lessons learned. Teachers are trained in and utilize culturally relevant teaching, restorative practices, and PBIS. Our school support team, including counselors, the behavior specialist, the school psychologist, and the social worker, utilize the MTSS process to help identify and support students in need of additional and extra support. With input from all stakeholders, the SBLT reviews the Carwise vision, mission, and core values annually to help promote a positive culture.

Carwise believes in preparing students for college and the world of work. Our PTSA fosters many relationships in the community and with our business partners. PTSA hosts a variety of activities and seminars support and the school mission and vision. By creating these business partnerships, our school is able to reward and recognize teacher and student successes, contributing to a positive school culture. Our school actively recruits and utilizes parent and community volunteers as mentors and tutors, helping to contribute to student success. Through our AVID program, students receive access and exposure to college tutors and experiences.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,150.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	530-Periodicals	0531 - Joseph L. Carwise Middle School	School Improvement Funds		\$1,700.00
			<i>Notes: Language Arts Magazines</i>			
	6400	140-Substitute Teachers	0531 - Joseph L. Carwise Middle School	School Improvement Funds		\$450.00
			<i>Notes: Coverage for teachers attending Professional Development</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	520-Textbooks	0531 - Joseph L. Carwise Middle School	School Improvement Funds		\$750.00
			<i>Notes: Workbooks and Calculators</i>			
	6400	140-Substitute Teachers	0531 - Joseph L. Carwise Middle School	School Improvement Funds		\$450.00
			<i>Notes: Coverage for teachers attending Professional Development</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$2,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	530-Periodicals	0531 - Joseph L. Carwise Middle School	School Improvement Funds		\$2,000.00
			<i>Notes: Science Related Periodicals</i>			
	6400	140-Substitute Teachers	0531 - Joseph L. Carwise Middle School	School Improvement Funds		\$450.00
			<i>Notes: Coverage for teachers attending Professional Development</i>			
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	140-Substitute Teachers	0531 - Joseph L. Carwise Middle School	School Improvement Funds		\$450.00
			<i>Notes: Coverage for teachers attending Professional Development</i>			
5	III.A.	Areas of Focus: Other: College Career Readiness				\$1,225.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5000	500-Materials and Supplies	0531 - Joseph L. Carwise Middle School	School Improvement Funds		\$1,225.00
			Notes: Planners for 6th graders - 1000 AVID Field Trip - 225			
6	III.A.	Areas of Focus: Other: Bridging the Gap Plan				\$0.00
7	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	500-Materials and Supplies	0531 - Joseph L. Carwise Middle School	School Improvement Funds		\$1,000.00
			Notes: Film for the Laminator - 500 Riso Duplicator Charges - 500			
8	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	239-Other	0531 - Joseph L. Carwise Middle School	School Improvement Funds		\$500.00
			Notes: Professional Development - 500			
9	III.A.	Areas of Focus: Other: Attendance				\$0.00
10	III.A.	Areas of Focus: Other: Family and Community Engagement				\$0.00
11	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
					Total:	\$8,975.00