

Lake County Schools

Carver Middle School



2020-21 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: 7/1/2016

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	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: C (49%) 2017-18: C (48%) 2016-17: C (51%) 2015-16: 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 was approved by the Lake County School Board on 10/26/2020.

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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Carver Middle School

1200 N. BEECHER ST, Leesburg, FL 34748

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>97%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>55%</p>

School Grades History

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

School Board Approval

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SIP Authority

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

<https://www.floridacims.org>.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We guarantee our students will academically achieve through the strategic use of an engaging and standards-aligned curriculum that supports their individualized learning needs.

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

Name	Title	Job Duties and Responsibilities
Kelley-Truitt, Kinetrai	Principal	<p>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.</p>
Niznik, Valda	Assistant Principal	<p>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.</p>
Bailey, Mary	Assistant Principal	<p>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.</p>
Abney, Everette	Administrative Support	<p>Potential Specialist: Manages part of 7th and all of 8th grade discipline. Manages data as it relates to student progression. Assists the assistant principals in ensuring that the school-based team is implementing effective teaching strategies. Ensures implementation of intervention support and documentation, ensuring adequate professional development to support the success and implementation of the school's mission, vision, and goals. Responsible for grade recovery, summer school and tracking of students that have been retained. Monitors and supports our Rising Raiders (bottom quartile students). He co-facilitates the male mentoring program and identifies students that demonstrate potential in all areas in order to create opportunities for success both in and out of school. He assists with the assistant principal with safety protocol for the school.</p>
Tatarka, Nicholas A.	Administrative Support	<p>Potential Specialist: Manages part of 7th and all of 8th grade discipline. Manages data as it relates to student progression. Assists the assistant principals in ensuring that the school-based team is implementing effective teaching strategies. Ensures implementation of intervention support and documentation, ensuring adequate professional development to support the success and implementation of the school's mission, vision, and goals. Responsible for grade recovery, summer school and tracking of students that have been retained. Monitors and supports our Rising Raiders (bottom quartile students). He co-facilitates the male mentoring program and identifies students that demonstrate potential in all areas in order to create opportunities for success both in and out of school. Works with peer counselors and the school's PBS program.</p>

Name	Title	Job Duties and Responsibilities
Conyers, Jahqual D.	School Counselor	<p>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.</p>
Williams, Robert	School Counselor	<p>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.</p>
Durias, Kayla	Administrative Support	<p>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.</p>
Thomas, Micheka	Administrative Support	<p>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.</p>
Sabino, Lisa	Instructional Coach	<p>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.</p>

Name	Title	Job Duties and Responsibilities
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	Administrative Support	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.

Demographic Information

Principal start date

Friday 7/1/2016, Kinetrai Kelley Truitt

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.*

1

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.*

13

Total number of teacher positions allocated to the school

43

Demographic Data

2020-21 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	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners*

(subgroups below the federal threshold are identified with an asterisk)	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%)
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 .	

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	242	230	209	0	0	0	0	681
Attendance below 90 percent	0	0	0	0	0	0	74	43	32	0	0	0	0	149
One or more suspensions	0	0	0	0	0	0	6	29	28	0	0	0	0	63
Course failure in ELA	0	0	0	0	0	0	0	24	45	0	0	0	0	69
Course failure in Math	0	0	0	0	0	0	0	24	45	0	0	0	0	69
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	65	53	95	0	0	0	0	213
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	74	67	95	0	0	0	0	236

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	162	205	198	0	0	0	0	565

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	6	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	5	5	2	0	0	0	0	12

Date this data was collected or last updated

Saturday 10/10/2020

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	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

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	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

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	
	(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	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%
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%	2

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%	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	72
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	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	54
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	44
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.

Algebra: Remediation groups focused on FSA data from the prior year. CMS experienced staff turnover with Algebra teacher and a substitute.

The Bottom Quartile in math indicates that only only 35% were proficient. iBlock support focused on ELA with 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 1 scores decreased by 33% on 2019 EOC results compared to 2018 EOC results. An experienced teacher moved mid way through the year and replaced with a substitute. iBlock focused on assessment results from the prior year's 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 a 10.4 percentage point gap in Math proficiency due to iBlock support having been focused on ELA. There were only a small number of students in the bottom quartile that received appropriate Algebra 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: Planning was focused on that year's current data. SIPPS intervention was used for the first time in 6th grade at CMS. High interest novels were coupled with the blueprint recommendations along with HMH curriculum (read high interest books and articles outside of the HMH curriculum). Achieve3000 reading instruction and data were consistently aggregated also used. 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?

1. The number of course failures and Level 1 students indicate a need for stronger core instruction
2. 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 absences
4. Continue to Increase achievement levels in ELA

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and 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. Carver is currently in year two of developing PLCs and continues to work to align instruction and develop true learning communities.

Measurable Outcome: Increase student achievement by 5% in all areas on the FSA and EOCs

Person responsible for monitoring outcome: Kinetra 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 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 than 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 Steps to Implement

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.

Person Responsible Kinetra Kelley-Truitt (kelley-truittk@lake.k12.fl.us)

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

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

Gradual release PD-Proved professional development and implement Fisher and Frey's Gradual Release Framework during daily instruction.

Person Responsible Lisa Sabino (sabinol@lake.k12.fl.us)

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.

Person Responsible Kinetra Kelley-Truitt (kelley-truittk@lake.k12.fl.us)

School-based Book Study-Overcoming the Achievement Gap Trap by Dr. Anthony Muhammad in order to examine our own practices and mindsets to establish

Person Responsible Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and 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%.
 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 Quartile in Math is 12 percentage points below the district and decreased 16 percentage points compared to the prior year.

Measurable Outcome: 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
 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: USA Test Prep Software
 Achieve 3000
 SIPPS
 Grade Recovery
 iBlock intervention small groups based on recent student data
 After school tutoring
 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)

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 Steps to Implement

ESSA Subgroups:
 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 team monthly

Person Responsible Lisa Sabino (sabinol@lake.k12.fl.us)

Lower Quartile

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 monitored monthly basis by teachers during PLC

Person Responsible Lisa Sabino (sabinol@lake.k12.fl.us)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	A focus on Dr. Anthony Muhammad's work surrounding the Achievement Gap Trap will be a strong focus to develop and maintain equity among all students.
Measurable Outcome:	<p>The school will focus on common assessments for each unit of instruction. The collaborative planning will focus on the outcomes of the common assessments to determine mastery and plan appropriately.</p> <p>Increase attendance 3-5% during the 20-21 school year compared to the 19-20 school year.</p> <p>Increase student achievement by 5% in all areas on the FSA and EOCs</p>
Person responsible for monitoring outcome:	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)
Evidence-based Strategy:	Implement equity practices from Overcoming the Achievement Gap Trap by Dr. Anthony Muhammad
Rationale for Evidence-based Strategy:	Collective Teacher Efficacy (Overcoming the Achievement Gap Trap book study) has a high yield effect of 1.57.

Action Steps to Implement

Pre-planning will focus on Dr. Muhammad's Achievement Gap research	
Person Responsible	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)
Implement a school-wide book study on The Achievement Gap Trap	
Person Responsible	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)
Monitor teacher planning on a weekly bases to maintain the focus on equity for students	
Person Responsible	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)
Utilize informal walk-throughs to determine if equity among students is present	
Person Responsible	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

Area of Focus: Acceleration-*Algebra 1 *CTE

Rationale:

Algebra 1 scores decreased by 33% on 2019 EOC results compared to 2018 EOC results.

Measurable outcome: 90% of the students will score proficient on the 2021 EOCs

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 group) group.

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

Area of Focus: Math

Rationale: Establish standard protocol for Math instruction and intervention

Measurable outcome: Increase the number of students taking Pre-Algebra by 10%

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

Measurable outcome: Increase the number of proficient students by 11%

Evidence-based Strategy:

PATHS Curriculum

PLC Data Protocol

Gradual Release Protocol

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.

The principal holds regular meetings to address the needs of the school through designated groups:

The Leadership Team is comprised of the Principal, Assistant Principals, and Potential Specialists. This group meets weekly to determine school needs (students, staff, and community)

The Executive Board is comprised of the Principal, Assistant Principals, Potential Specialists, ESE Specialist, Mental Health Liaison, Social Worker, Counselors, and Academic Coaches. This group meets monthly (or more if needed). This group discusses the needs of the teachers and students. Data from multiple sources (early warning, tiered students, attendance is disaggregated to determine next steps for instruction, intervention, and support.

The school has a SAC and PTO committee. Both of these committees are designed to get input from the community and staff regarding the needs of the school. Meetings are held on a monthly basis and are comprised of school staff, parents, and community leaders.

The Principal has and continues to develop committees based on a need that arises from the community, staff or students. Once the committee is in place, the content is driven by the initial need.

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: Collaborative Planning				\$63,321.79
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	360-Rentals	0351 - Carver Middle School	Title, I Part A		\$1,200.00
			<i>Notes: printer rental for intervention and tutoring</i>			
	5100	510-Supplies	0351 - Carver Middle School	Title, I Part A		\$18,000.00
			<i>Notes: classroom supplies</i>			

	5100	520-Textbooks	0351 - Carver Middle School	Title, I Part A		\$1,785.00
			<i>Notes: Novels for PATHS curriculum</i>			
	5100	530-Periodicals	0351 - Carver Middle School	Title, I Part A		\$3,241.70
			<i>Notes: Educational periodicals to enhance instruction</i>			
	6400		0351 - Carver Middle School	Title, I Part A		\$1,490.08
			<i>Notes: Instructors to training new teachers</i>			
	6400		0351 - Carver Middle School	Title, I Part A		\$1,948.68
			<i>Notes: New teacher training</i>			
	6400	310-Professional and Technical Services	0351 - Carver Middle School	Title, I Part A		\$5,000.00
			<i>Notes: classroom management training</i>			
	6400	330-Travel	0351 - Carver Middle School	Title, I Part A		\$4,250.00
			<i>Notes: AVID summer institute travel</i>			
	6400	310-Professional and Technical Services	0351 - Carver Middle School	Title, I Part A		\$10,000.00
			<i>Notes: Registration fee for AVID</i>			
	6400	510-Supplies	0351 - Carver Middle School	Title, I Part A		\$1,000.00
			<i>Notes: teacher materials to use during training</i>			
	6400		0351 - Carver Middle School	Title, I Part A		\$7,358.53
			<i>Notes: Writing Teams</i>			
	6300		0351 - Carver Middle School	Title, I Part A		\$3,547.80
			<i>Notes: Summer Curriculum Teams</i>			
	7730	330-Travel	0351 - Carver Middle School	Title, I Part A		\$300.00
			<i>Notes: AVID travel for summer institute</i>			
	7730	330-Travel	0351 - Carver Middle School	Title, I Part A		\$900.00
			<i>Notes: Travel for PLC Institute</i>			
	7730		0351 - Carver Middle School	Title, I Part A		\$900.00
			<i>Notes: Conference Registration for AVID Institute</i>			
	7730		0351 - Carver Middle School	Title, I Part A		\$2,400.00
			<i>Notes: PLC Institute conference registration</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$268,689.80
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0351 - Carver Middle School	Title, I Part A		\$59,462.00
			<i>Notes: Science Teacher</i>			
	5100	130-Other Certified Instructional Personnel	0351 - Carver Middle School	Title, I Part A		\$6,386.04
			<i>Notes: Two teachers to monitor and support students using the Edgenuity program</i>			
	5100	399-Other Technology-Related Purchased Services	0351 - Carver Middle School	Title, I Part A		\$3,625.00

						<i>Notes: USA TestPrep</i>
	5100	520-Textbooks	0351 - Carver Middle School	Title, I Part A		\$4,691.96
						<i>Notes: Support Coach materials for Intensive Reading</i>
	5100	644-Computer Hardware Non-Capitalized	0351 - Carver Middle School	Title, I Part A		\$6,719.44
						<i>Notes: Chromebooks to use as a mobile classroom for projects and curriculum support</i>
	5300	750-Other Personal Services	0351 - Carver Middle School	Title, I Part A		\$1,051.22
						<i>Notes: Substitute for Science teacher</i>
	6400	130-Other Certified Instructional Personnel	0351 - Carver Middle School	Title, I Part A		\$59,462.00
						<i>Notes: Math Coach</i>
	6300	130-Other Certified Instructional Personnel	0351 - Carver Middle School	Title, I Part A		\$68,561.00
						<i>Notes: Literacy Coach</i>
	6190	130-Other Certified Instructional Personnel	0351 - Carver Middle School	Title, I Part A		\$58,731.14
						<i>Notes: Potential Specialist</i>
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$137,158.65
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	130-Other Certified Instructional Personnel	0351 - Carver Middle School	Title, I Part A		\$1,064.34
						<i>Notes: Teacher instructors for parent workshops</i>
	6150	160-Other Support Personnel	0351 - Carver Middle School	Title, I Part A		\$532.18
						<i>Notes: ELL translator for parent events</i>
	6150	330-Travel	0351 - Carver Middle School	Title, I Part A		\$200.00
						<i>Notes: Travel for family engagement contact to pick up supplies/materials for parent events</i>
	6150	390-Other Purchased Services	0351 - Carver Middle School	Title, I Part A		\$4,000.00
						<i>Notes: Student agendas</i>
	6150	510-Supplies	0351 - Carver Middle School	Title, I Part A		\$6,500.00
						<i>Notes: Supplies for family events</i>
	6190	130-Other Certified Instructional Personnel	0351 - Carver Middle School	Title, I Part A		\$124,862.13
						<i>Notes: 2 Potential Specialists working with students regarding attendance, discipline, academic performance and parent communication. Oversees peer counseling.</i>
					Total:	\$469,170.24