Carver Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 7/7/2016

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Carver Middle School

1200 N. BEECHER ST, Leesburg, FL 34748

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

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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

SIP Authority

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

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

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 are a professional learning community that continually strives to support our individual students' needs through the strategic use of an engaging and standards-aligned curriculum to prepare our students beyond middle school.

Provide the school's vision statement.

The members of Raider Nation will BELIEVE in themselves and their ability to learn, ACHIEVE 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	Position Title	Job Duties and Responsibilities
Kelley-Truitt, Kinetrai	Principal	To oversee the academic program and management of the school. 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.
Niznik, Valda	Assistant Principal	To assist with overseeing the academic program and management of the school. Assists with the development of plans for interpreting the school program to the community. Ensure the common vision for the use of data-based decision making is followed. Ensures the implementation of effective teaching strategies. Conducts assessment of skills of assigned school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development.
Abney, Everette	Administrative Support	Potential Specialist: To support the school administration, teachers, and students to effectively implement the school's mission and vision. Implement a school-wide mentoring system focused on students having a negative impact due to early warning signals. Monitor and support the "Rising Raiders" (students that show deficits in behaviors and academics). Assist the administration to Implement safety measures on campus.
Tatarka, Nicholas A.	Administrative Support	Potential Specialist:To support the school administration, teachers, and students to effectively implement the school's mission and vision. Implement a school-wide mentoring system focused on students having a negative impact due to early warning signals. Monitor and support the "Rising Raiders" (students that show deficits in behaviors and academics). Assist the administration to Implement safety measures on campus.
Thomas, Micheka	Administrative Support	Potential Specialist: Monitors and supports "Rising Raiders" that are not meeting academic requirement as well as those students needing more challenging academics. Implement and support students through a mentoring program. Assist students with grade recovery and mid-year promotions. Implements and monitors Title I tutoring.
Durias, Kayla	Administrative Support	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 MentalHealth 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

Name	Position Title	Job Duties and Responsibilities
		assistance to all school personnel regarding best practices in mental wellness, identifying students at-risk for health and mental wellness deficits.
Williams, Robert	School Counselor	Guidance Counselor: Provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. Support facilitator for student interventions and student services. Monitor attendance and conduct CSTs as necessary. Communicate with parents regarding students at risk of failing for assigned grade levels (6th Grade and A-L 7th graders). Facilitate parent conferences and oversee ELL and 504 students and plan implementation.
Williams, Zena T.	Other	ESE Specialist-manages the exceptional student population and supports 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.
Thornton, Nicole C.	Assistant Principal	To assist with overseeing the academic program and management of the school. Assists with the development of plans for interpreting the school program to the community. Ensure the common vision for the use of data-based decision making is followed. Ensures the implementation of effective teaching strategies. Conducts assessment of skills of assigned school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development.

Demographic Information

Principal start date
Thursday 7/7/2016, 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.*
14

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school
679

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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	241	231	208	0	0	0	0	680
Attendance below 90 percent	0	0	0	0	0	0	90	104	82	0	0	0	0	276
One or more suspensions	0	0	0	0	0	0	26	15	17	0	0	0	0	58
Course failure in ELA	0	0	0	0	0	0	22	14	7	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	7	3	5	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	59	48	37	0	0	0	0	144
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	65	70	50	0	0	0	0	185
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	207	170	139	0	0	0	0	516

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	1	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	3	2	6	0	0	0	0	11

Date this data was collected or last updated
Monday 8/16/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	50%	54%	47%	49%	53%
ELA Learning Gains				49%	52%	54%	43%	50%	54%
ELA Lowest 25th Percentile				42%	44%	47%	36%	45%	47%
Math Achievement				49%	56%	58%	48%	55%	58%
Math Learning Gains				44%	55%	57%	47%	56%	57%
Math Lowest 25th Percentile				34%	46%	51%	36%	47%	51%
Science Achievement				48%	49%	51%	47%	51%	52%
Social Studies Achievement				65%	70%	72%	66%	72%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	51%	52%	-1%	54%	-3%
Cohort Comparison						
07	2021					
	2019	43%	49%	-6%	52%	-9%
Cohort Comparison		-51%				
08	2021					
	2019	44%	54%	-10%	56%	-12%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	43%	53%	-10%	55%	-12%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	47%	58%	-11%	54%	-7%
Cohort Comparison		-43%				
08	2021					
	2019	37%	39%	-2%	46%	-9%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	47%	49%	-2%	48%	-1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	71%	-10%	71%	-10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	52%	25%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	49%	-49%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA Progress monitoring tool for grades 6-8: LSA quarterly data
Math Progress monitoring tool for grades 6-8: LSA quarterly data
Science Progress monitoring tool for grades 6-8: LSA quarterly data
Civics: Common Assessments

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/11%	112/46%	130/54%
	Economically Disadvantaged			
	Students With Disabilities	1/1%	7/2%	2/1%
	English Language Learners	1/1%	7/2%	2/1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/11%	3/1%	50/27%
	Economically Disadvantaged			
	Students With Disabilities	3/1%	1/1%	4/2%
	English Language Learners	3/.1%	0/0%	4/2%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/15%	42/22%	45/27%
	Economically Disadvantaged			
	Students With Disabilities	2/1%	2//1%	2//1%
	English Language Learners	0/0%	1/!5	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/2%	7/4%	71/51%
	Economically Disadvantaged			
	Students With Disabilities	1/007%	0/0%	3/2%
	English Language Learners	1/007%	0/0%	4/2%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/16%	11/6%	11/6%
	Economically Disadvantaged			
	Students With Disabilities	1/1%	1/1%	1/1%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/3%	10/7%	9/6%
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	39/24%	38/23%	52/30%
	Economically Disadvantaged			
	Students With Disabilities	2/1%	1/1%	1/1%
	English Language Learners	1/1%	0	1/1%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	22	21	17	32	25	7	25			
ELL	25	43	44	28	38	33	20	44			
BLK	27	34	25	25	36	41	20	38	39		
HSP	41	42	41	43	40	43	47	58	53		
MUL	38	59		32	41			70			
PAC	10			18							
WHT	49	39	36	52	43	51	53	74	71		
FRL	34	34	32	37	41	40	33	55	57		
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			

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	14
Pacific Islander Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with disabilities, ELL students and African American students continue to show lower levels of proficiency. The greatest deficits for these groups are in Math overall, the lower quartile in math, and the lower quartile in ELA.
2021 FSA data indicate that 6th & 8th grade ELA dropped significantly from the 2019 assessment scores. 6th grade Math also declined compared to the 2019 assessment scores.
Science and Algebra made the greatest gains when compared to the 2019 assessment scores.
ELL students made the greatest learning gains in ELA, but not in Math.
SWD continue to be the lowest performing group overall each year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Three areas that need improvement are:
1. Students with disabilities need support in all subject areas. This group accounts for approximately 30% of our lower quartile students in both Math and ELA
2. ELL students show the greatest need in Math and Social Studies (with continued support in ELA)
3. African American students show a higher rate in ELA achievement compared to SWD and ELL students, but not compared to other subgroups.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for all populations is the lack of critical instructional skills needed to scaffold their instruction for students. iBlock (intervention block) has been a regular part of Carver's master schedule for the past 3 years. Teachers have not taken full advantage of this time by customizing instruction based on specific areas of need. Carver has continued to implement a true Professional Learning Community. This year, the process and protocol have been strengthened by provided excess time for training and processing the training. Tools and protocols have been formatted to better align the common planning time conversation to be completely student learning focused. Collaborative planning time has been adjusted to ensure all administrators are present. Every collaborative planning session will address specific questions geared to ensure scaffolding occurs in the classroom and iBlock serves the needs of our students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Grade 6 ELA, Grade 7 math, and 8th grade Science showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We continued improving the foundation of the Professional Learning Community. All professional development during and after school were focused on specific components of the PLC. Teacher collaborative planning focused on answering the four critical questions. We increased the collaborative planning days to two where one focused on data and the other focused on responding to the four questions. The ELA and Math coach created specific standards aligned tasks for the ELA and Math teachers after the mid-year data was given. The 7th grade math team and 6th grade ELA team utilized the tasks. The 8th grade science team implemented data binders for all of their students. Data chats were done regularly with students.

What strategies will need to be implemented in order to accelerate learning?

1. Continue to focus the professional development for the year on creating a professional learning community
2. Collaborative planning will focus on: responding to the four questions and preparing lessons where purpose, modeling, collaborative instruction amongst students and teachers, and ensuring the independent activities are aligned with the rigor needed.
3. Planning for iBlock will be done during collaborative planning. The administrative team will conduct learning walks during iBlock to monitor the implementation.
4. The Principal has formatted our feedback for walkthroughs to align with the collaborative planning expectations in order to be aligned with the school goals.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Carver University will take place monthly. The topics are:
1. Carver PLC 2021-2022 (3 sessions)- these sessions will focus on functioning PLC and the components needed for successful implementation
2. Responding to the Four Questions-this session will allow teachers to examine the responses to the four questions that go beyond simple responses
3.What Does a Functioning PLC Look Like and Doesn't Look Like-teachers will role play collaborative planning session. Utilizing the checklist from Solution Tree, collaborative groups will reflect on the ongoing process of their team and make adjustments throughout the year.
4. Read, Write, Think and Talk-teachers will learn what this looks like and sounds like in a classroom everyday. Teachers will be given the opportunity to plan for this and examine how they will measure its effectiveness.
5. Student Data Chats-teachers will learn how to use student data chats to help students set goals and reach them

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A year-long professional development calendar was implemented during the 2020-2021 school year to maintain the focus for Carver. This calendar will continue to be implemented and followed yearly. Student data will be retrieved by teachers instead of the academic coaches. Teachers will utilize a new data tracking form that will focus on subgroups to be used to have data chats with their students in order to provide goals
New processes for the PLC collaborative planning sessions will include administrative guiding questions to keep the focus on the four PLC questions with details for instruction.
SAI funds:
-Carver will continue their grade recovery program for students that fail a course, and provide additional tutoring in both the morning and afternoon for students returning from quarantine and

students with educational gaps from the previous year.
-IXL Science will continue for 8th grade. IXL Science for 6th and 7th grade have been added.
-Carver received a STEM lab. A STEM lab workshop will be provided for all Math and Science teachers to provide students more hands-on/application experiences.
-Algebra Tiles and hands-on equation kits have been purchased for Pre-algebra and Algebra teachers to use during the intervention block to provide students a conceptual based foundation.
-Geometry was added as a course this year. Math Nation books for Geometry will be used during extra tutoring sessions and the intervention block.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The primary concern is violent incidents. The top 3 in this category are: fighting, threat/ intimidation, and harassment. The secondary concern is theft. Carver will reimplement a school-wide PBS system that will implemented by two of the three Potential Specialist. Student discipline will be disaggregated to determine which students fall into one of these two categories two or more times. These students will be a part of the Carver's mentoring program. The Potential Specialists, counselors, and Mental Health Liaison will continue the mentoring program from last year based on students that have these two early warning systems. The mentoring program will implement Restorative Practices during scheduled monthly meetings with students. Meetings will have open-ended yet focused discussions based on a topic. During this time positive student data chats based on behavior will be a part of the discussion along with alternatives to violent behaviors. Students new to Carver that engage in these two acts will be added to the mentoring program as the year progresses. Utilizing aspects of Carver's PBS program, students will receive recognition for avoiding violent incidents or theft. Student discipline data will be added to monthly faculty meetings and shared with the faculty in order to engage in ongoing problem solving discussions.

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.

Mrs. Kelley-Truitt involves all teachers to create and if necessary revise the school's collective commitments and norms. This year, she encouraged teachers to take time during the first week to do the same activity with their students. The school's vision was revisited over the summer by the Guiding Coalition consisting of 5 teacher leaders. During that time, the vision was examined to determine if it truly reflected what happens at Carver and revisit how it affected our beliefs. Two meetings were scheduled over the summer to provide the faculty an opportunity to recommit themselves to Carver.

Faculty new to carver are taken in under the N.E.S.T. (new educator) program and paired with a mentor to help them navigate throughout the school year. Monthly meetings are held with them. The meetings are comprised of two parts. The first portion focuses on professional development (DPP, planning a complete lesson, implementing the Instructional Framework, taking time to care for yourself, navigating testing season, etc.). The second part focuses on mental health using a restorative circle. New teachers are encouraged to share in an open environment and allow time for reflection.

A mentoring program was implemented during the 2020-2021 school year. The program focused on students with attendance problems and students that had been suspended more than two times. The program began with check-in/check-out time with the Potential Specialist. This year the program will be expanded to other students in need and monthly restorative circles where students will be allowed to talk through issues, find common ground, and problem solve.

Carver will continue its Onboarding Program with the guidance counselors and mental health liaison. This program allowed students new to Carver to experience a day on campus getting to know the faculty, other students, and the campus before actually going to class. The purpose of this program was to provide a welcoming start at Carver.

Monthly SAC meetings are held and parents and the community are invited to attend. Families are encouraged to attend multiple times throughout the year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Micheka Thomas (Potential Specialist) progress monitors student's grades and provides opportunities for grade recovery. Ms. Thomas continually communicates with parents of students that are not meeting promotion criteria.

Nicholas Tatarka and Everett Abney (Potential Specialists) will continually monitor discipline data and lead faculty discussions with the purpose of problem solving. They will also facilitate and lead Carver's mentoring program as well as implement the PBS program along with the guidance counselors.

Kayla Durias will provide Restorative Meetings for students in the mentoring program. She will also act and

mediator for parent meetings when two students engage in a violent act.
Robert Williams will be a part of the school-wide PBS team.

Part V: Budget

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

Total:	**$495,496.73**