

The School District of Palm Beach County

Carver Middle School



2022-23 Schoolwide Improvement Plan

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Carver Middle School

101 BARWICK RD, Delray Beach, FL 33445

<https://crvm.palmbeachschools.org>

Demographics

Principal: Shannon Grice

Start Date for this Principal: 7/27/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: C (51%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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 Palm Beach County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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<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.

Carver Middle School's purpose, through IB, Pre-IT, and AVID, is to serve the educational needs of its students and provide ongoing support for its families. Our mission is to enable all students to become positive and productive citizens and members of a global society. To achieve this, we aim to develop the student intellectually, socially, ethically, and physically. The overall climate encourages life-long learning through self-discipline, tolerance, leadership, and service to others.

Provide the school's vision statement.

Carver Middle School is an inclusive learning community in which families, students, and teachers work toward the common goal of educational excellence using innovative teaching techniques to foster 21st century skills in a personalized and safe learning environment.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Grice, Shannon	Principal	Monitor over school wide initiatives, academics, budget, facilities and discipline. Foster community relationships. Establish a positive culture for ALL stakeholders
Brown, Jaunice	Assistant Principal	Administrator over Math, ELL, and ESE department. Monitors crisis response plan and supervision. Fosters new teacher's growth through the ESP program.
Kirkwood, Gregory	Assistant Principal	Administrator over Science, Vocational, PE, Fine Arts, and World Languages department. Monitors transportation and after school activities. Oversees Enrichment programs such as Clubs, Intramurals, and Athletics.
Kelly, Kendrah	Other	Administrator over Guidance Dept Monitors School Based Team and implements Multi-tiered interventions.
Stewart, Nadia	Magnet Coordinator	Facilitates PLCs for Electives and Magnet; Coach for IB strategies and implementing program.
Havell, Lisa	Assistant Principal	Administrator over Language Arts, Reading, and Social Studies departments. Monitors district accreditation, School Wide Literacy school activities. Oversees Title One initiatives
Montoya, Nazareth	Reading Coach	Coach teachers on literacy strategies. Leads Literacy Initiative activities.
Kelly, Travis	Dean	School Based Team lead interventionist. Works with Schoolwide Discipline practices.

Demographic Information

Principal start date

Wednesday 7/27/2022, Shannon Grice

Number of teachers with a 2022 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 2022 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.*

33

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

730

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

20

Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	206	251	273	0	0	0	0	730
Attendance below 90 percent	0	0	0	0	0	0	22	29	65	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	76	60	77	0	0	0	0	213
Course failure in ELA	0	0	0	0	0	0	28	95	47	0	0	0	0	170
Course failure in Math	0	0	0	0	0	0	25	45	69	0	0	0	0	139
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	78	124	128	0	0	0	0	330
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	121	158	108	0	0	0	0	387
Number of students with a substantial reading deficiency	0	0	0	0	0	0	151	188	186	0	0	0	0	525

Using the table above, complete the table below with the number of students by current grade level who have 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	101	133	109	0	0	0	0	343

Using current year data, complete the table below with the number of students identified as being "retained.":

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	29	45	38	0	0	0	0	112
Students retained two or more times	0	0	0	0	0	0	0	2	4	0	0	0	0	6

Date this data was collected or last updated

Monday 9/26/2022

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	247	289	308	0	0	0	0	844
Attendance below 90 percent	0	0	0	0	0	0	47	17	28	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	11	35	27	0	0	0	0	73
Course failure in ELA	0	0	0	0	0	0	11	51	121	0	0	0	0	183
Course failure in Math	0	0	0	0	0	0	10	72	64	0	0	0	0	146
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	61	85	104	0	0	0	0	250
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	43	78	79	0	0	0	0	200
Number of students with a substantial reading deficiency	0	0	0	0	0	0	114	158	173	0	0	0	0	445
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	134	179	188	0	0	0	0	501
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	121	178	162	0	0	0	0	461

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	110	72	114	0	0	0	0	296

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	12	13	8	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	5	4	6	0	0	0	0	15

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	247	289	308	0	0	0	0	844
Attendance below 90 percent	0	0	0	0	0	0	47	17	28	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	11	35	27	0	0	0	0	73
Course failure in ELA	0	0	0	0	0	0	11	51	121	0	0	0	0	183
Course failure in Math	0	0	0	0	0	0	10	72	64	0	0	0	0	146
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	61	85	104	0	0	0	0	250
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	43	78	79	0	0	0	0	200
Number of students with a substantial reading deficiency	0	0	0	0	0	0	114	158	173	0	0	0	0	445
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	134	179	188	0	0	0	0	501
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	121	178	162	0	0	0	0	461

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	110	72	114	0	0	0	0	296

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	12	13	8	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	5	4	6	0	0	0	0	15

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	53%	50%				45%	58%	54%
ELA Learning Gains	40%						56%	56%	54%
ELA Lowest 25th Percentile	28%						52%	49%	47%
Math Achievement	32%	35%	36%				39%	62%	58%
Math Learning Gains	47%						53%	60%	57%
Math Lowest 25th Percentile	52%						55%	53%	51%
Science Achievement	33%	56%	53%				29%	52%	51%
Social Studies Achievement	48%	64%	58%				59%	75%	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	2022					
	2019	46%	58%	-12%	54%	-8%
Cohort Comparison						
07	2022					
	2019	41%	53%	-12%	52%	-11%
Cohort Comparison		-46%				
08	2022					
	2019	41%	58%	-17%	56%	-15%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	43%	60%	-17%	55%	-12%
Cohort Comparison						
07	2022					
	2019	20%	35%	-15%	54%	-34%
Cohort Comparison		-43%				
08	2022					
	2019	26%	64%	-38%	46%	-20%
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	27%	51%	-24%	48%	-21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	72%	-16%	71%	-15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	64%	15%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	24	18	9	32	40	12	24			
ELL	24	33	27	19	44	54	20	34	71		
BLK	33	38	29	28	44	49	30	44	76		
HSP	39	41	23	34	52	67	31	52	69		
WHT	67	61		66	75		62	87			
FRL	34	38	28	29	45	51	30	46	75		
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	15	27	25	8	13	16	10	21	29		
ELL	27	47	42	16	19	26	15	27	28		
ASN	70										
BLK	32	40	36	20	21	23	27	34	49		

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
HSP	42	44	41	26	19	30	45	31	61		
MUL	60	50		50							
WHT	54	47		31	11		54	73	73		
FRL	33	40	37	21	20	24	28	33	50		
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	14	44	52	18	44	42	5	41			
ELL	29	56	56	25	53	54	13	49	50		
ASN	91	91		82	73						
BLK	40	55	54	35	52	54	25	56	72		
HSP	52	53	55	48	55	57	24	62	55		
MUL	69	54		54	62						
WHT	73	70		61	58		62	89	72		
FRL	43	55	53	37	52	54	26	57	69		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	10
Percent Tested	97%
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%	3
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
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	44
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	70
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Largest decreases in scores from FY21 to FY22:

ELA L25% went from 36% making learning gains to 28% learning gains FY22

Largest increase in scores from FY21 to FY22:

Math Achievement went from 22% Level 3 and above to 32% FY22

Math Learning Gains went from 20% to 47% FY22

Math L25 Learning Gains went from 23% to 52% FY22

Civics Achievement went from 36% Level 3 and above to 48% FY22

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Progress Monitoring data from Winter Diagnostics shows the largest decrease for All students in L25% in ELA gains which went from 68% on Diagnostic making gains to 28% on the EOY FSA ELA assessment. Additionally Learning Gains for ELA also went from 57% on Diagnostics to 40% EOY FSA ELA. Additionally a major concern is with SWD performing at 21% meeting standards which puts us in a "under 43%" for ESSER for 3 years. SWD Learning Gains ELA Decreased from 27% to 24%; L25 Learning Gains decreased from 25% to 18%.

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 had to do with teacher vacancies due to resignation or not returning to the profession.

This created gaps in the classroom in which we would need to fill with Support Resource teachers which resulted in not enough minutes for intervention strategies for our L25, ESE and ESOL students.

Additionally, lack of monitoring the support we did have. Additionally, teacher balked at doing small group instruction due to the pandemic and not wanting to be in a small, direct instruction group with the students. Lack of staff buy in for tutorial teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math did very well (see above). Additionally, Science improved based on FY22 Diagnostics prediction of 28% meeting standards which improved to 33% for EOY FCAT Science assessment for 8th graders.

SWD Math Learning Gains Increased from 8 to 9%; L25 Learning Gains increased from 13 to 32%. In Science the Increase went from 10% to 12% and in Civics from 21 to 24%.

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

Math was monitored closely by administration which included consistent walkthroughs. New part time math coach assisted in monitoring and helping with Math practices via PD. Consistent planning for 8th grade science teachers with the District Resource Person.

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

Teachers will continue to differentiate instruction using formative assessment data to drive instruction. The utilization of resource teachers, academic tutors, ESE & ELL support facilitators, Peer Co teaching, as well as, Academic Instructional Coaches will provide continuous support for acceleration of learning. Consistent attendance in PLCs and Data Chats to breakdown and analyze formative assessment data will support accountability. Annotating Text will also be practiced throughout the school.

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.

Planned Professional Development opportunities include, but are not limited to, school-wide Annotating Text and Word of the Week Reading Strategy; training teachers to lead PLCs; Data Analysis and Chats; Monitoring in the Classroom; Engagement Routines, Differentiating Instruction, and Identifying Critical Content for students.

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

Reintroducing small-group, rotational model will reinforce the need to continually breakdown and analyze data and will help with differentiation of instruction. Using Inquiry-Based Questioning as a schoolwide initiative and AVID notetaking will provide teachers and students the necessary tools to encourage critical thinking and deep understanding of curriculum and skills.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Ensuring learning and increasing performance outcomes of our SWDs will support improved proficiency scores across all content areas and create a foundation for student

readiness in alignment with LTO2, High school readiness and LTO3, post-graduate

success. This critical need is based on achievement among our ESSA SWD subgroup

showing just a 1% increase in Math and a 1% decrease in ELA for FY22

Learning Gains ELA Decreased from 27% to 24%; L25 Learning Gains decreased from 25% to 18%. For Math Learning Gains Increased from 8 to 9%; L25 Learning Gains increased from 13 to 32%. In Science the Increase went from 10% to 12% and in Civics from 21 to 24%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students with Disabilities and ELL will increase 10% on the percentage of students meeting benchmark (+40 percentile rank) on the ELA PM FAST assessment by between September 2022 and February 2023 and another 10% increase from February 2023 to May 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Classroom Walkthroughs and Observations; Progress Monitoring using PM Benchmark FAST Data and USA assessments; Lesson Plan Checks.

Person responsible for monitoring outcome:

Shannon Grice (shannon.grice@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Differentiated small group instruction
2. Targeted tutorials for SWD subgroup
3. Academic Tutor and Resource Teacher support in core instruction
5. Use of Just Words in 6th and 7th grade Intensive Reading Classes.

1. Carver introduced school-wide small group instruction in SY19 thus supporting subgroup progress. Data from SY19 demonstrated academic

improvement in reading and math therefore supporting continued implementation through SY20. Due to extenuating circumstances, this strategy was not

implemented in SY21 & SY22 but will be reinstated for SY23.

2. Tutorials also produced positive results when targeting specific student groups in

SY19. The same extenuating circumstances prevented this strategy from being

used in SY21 & SY22, but will now be reintroduced for SY23.

3. Providing Support Facilitator Teacher to support in core subject areas allows

for necessary scaffolding and prescribed instructional support to positively impact learning outcomes for this subgroup.

4. To accommodate the needs of all students who struggle, "Just Words" will provide an accelerated study of word structure through syllable types in English and the most common latin roots.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Differentiated, small-group instruction

1. Create targeted groups using SY23 PM FAST ELA September data outcomes
2. Support teachers with curriculum resources and materials
3. Provide students with the language required to facilitate student-led groups
4. Ongoing embedded PD provided to teachers through PLC

Person Responsible Nazareth Montoya (nazareth.montoya@palmbeachschools.org)

Targeted tutorials for SWD & ELL subgroup

1. Identify tutorial groups based on current data trends
2. Select highly qualified content teachers to provide instructional support
3. Provide resources and curriculum to meet specific learner needs
4. Ongoing, continuous progress monitoring of student outcomes

Person Responsible Lisa Havell (lisa.havell@palmbeachschools.org)

Academic Tutor and Resource Teacher support in core instruction

Academic Tutor and Resource Teacher support in core instruction

1. Support effective and relevant instruction based upon weak standards
2. Include all Support Facilitators in scheduled PLCs
3. Embed PD opportunities related to the content areas in which they provide support
4. Use a variety of instructional resources

Person Responsible Jaunice Brown (jaunice.brown@palmbeachschools.org)

Student-Teacher Data Chats

1. Support teachers through the dissemination of data
2. Create and share individual student graphs
3. Use multiple data points to progress monitor student performance
4. Follow up data chats with administration each quarter

Person Responsible Shannon Grice (shannon.grice@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

FCIM is used to apprise each teacher, by subject and grade level of the transitional needs of each class from one grade to the next, at Carver Middle School. The coaches and guidance counselors reach both forward to High schools for our 8th grade students, and backwards for our incoming 6th graders, to ensure that all stakeholders are aware of the transitional needs of all these students. Incoming 6th graders are closely monitored by the Guidance team in the FALL to monitor their transition to middle school.

At CMS, we have a variety of Choice Programs. Our International Baccalaureate, Middle Years Program offers a challenging framework which connects students studies with the real world. It is the first three years of a 5 year program which allows for students to continue on to an MYP High School IB program. We are also an AVID (Advancement Via Individual Determination) School which places special emphasis on developing skills for students to be successful in college. Our Pre-Instructional Technology (IT) program introduces students to Robotics, Coding, and Web Design. We offer advanced courses as well as High School honors courses.

We also offer students the opportunity to learn French or Spanish and take part in our fine arts program which houses Band, Chorus, and Art classes. All choice programs support the development of the characteristics necessary for high school readiness which supports the district's strategic plan. School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate students, students receive rewards and incentives. To highlight teachers' contributions to students' success, the SWPBS team provides incentives to teachers throughout the year for going above and beyond what is already required of them.

Suite 360 is the curriculum that the school district selected to implement the 5 hour state mandated instruction related youth mental health and awareness. Throughout the Suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA - The Truth about Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the FY'20 academic year as a part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Resources - 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting information on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are FREE, CONFIDENTIAL, and available 24/7.

All aspects of Florida Statute 1103.42 (a-t), Statute 683.1455, Statute 1003.421 and Statute 1008-447118y, and S.B. Policy 2.09 (8)(b)(ii)) are addressed in our curriculum. With regards to the statutes, the curriculum that is taught includes the history of and content of the Declaration of Independence, the Constitution, the history of the United States and the flag, the sacrifices of Veterans, the elements of government, the study of Hispanic contributions and women's contributions to the United States, the history of African Americans including the history of African people, and the history of the Holocaust as the systematic planned annihilation of European Jews and other groups by Nazi Germany.

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

Dr. Shannon Grice - Principal, promotes collaboration amongst staff members with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsible to student needs.

Mrs. Kendrah Ingraham - Single School Culture Coordinator supports a positive culture and environment being the admin over SWPBS, School Based Team and Schoolwide Initiatives dealing with Climate and Safety.

Hawanya Render - School Counselor Chair, supports a positive culture and environment through small group and individual interactions and experiences for students. Our school counselor ensures students feel safe, welcome and included.