

Lake County Schools

Carver Middle School



2022-23 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: 7/5/2022

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* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: C (49%) 2017-18: 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	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 Lake County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Carver Middle School

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

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	63%

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.

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

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
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.
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 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.
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.

Name	Position Title	Job Duties and Responsibilities
Dudley, Renee	Other	Develops principal professional learning networks that support collaboration amongst principals in the area and provides professional development for principals based on individual and group learning needs.
		Provides ongoing feedback to principals following site visits, classroom visits, and school meeting observations and evaluates principal practice based on data and evidence.
		Gathers and utilizes data to drive professional development and improvement initiatives across the assigned area of schools.
		Manages and resolves high priority issues focused on safety and crisis management. Supports the improvement of school culture by regularly reviewing school improvement plans, discipline* data, attendance data, school culture survey data and works with principals to support continued improvement.
		Develops a leadership team of support-providers at the area office to address learning needs of principals and assistant principals as well as academic and cultural needs of the schools. Collaborates regularly with senior staff to determine best practices for supporting school building leaders and addresses needs of schools.
		Leads or participates in district meetings and serves as a liaison between school leaders and district departments.
		Represents the Superintendent in school operations in assigned region in accordance with mission, vision, strategic goals and objectives of the Lake County School Board.
		Communicates with internal and external stakeholders within their region to resolve issues and solicits feedback.
		Works with schools to build community and business partnerships.
		Keeps Board Members, Superintendent, and senior staff informed of school matters, as well as other potential problems or unusual events, through appropriate channels and responds to constituent issues on behalf of the Superintendent.
		Assists Principals and leadership teams in monitoring and maintaining compliance with district, state and federal mandates, policies and guidelines.
		Utilizes current technology, as appropriate, to perform job functions and participates in training programs offered to increase technology skill level, job proficiency, current trends, and best practices relevant to the area of responsibility.

Name	Position Title	Job Duties and Responsibilities
		Responsibilities include interviewing applicants; recommending the hiring of new employees; instructing and/or training employees; planning, coordinating, assigning, directing, and reviewing the work of others; providing final approval on leave requests; determining the work hours for others; addressing employee complaints and resolving problems; disciplining employees; and conducting performance evaluations.
Clark, Christine	Teacher, K-12	Science Department Chair
Johnson, Sarah	Teacher, K-12	Math Department Chair
Latimer, John	Teacher, K-12	Electives Department Chair
Rudolph-Montgomery, Brittany	Teacher, K-12	ELA Department Chair
Vanderkin, Cynthia	Other	ESE Department Co-Chair and Specialist
Vardiman, Patrice	Teacher, ESE	ESE Department Co-chair
Whitsett, Christopher	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 (7th grade M-Z and 8th graders). Facilitate parent conferences and oversee ELL and 504 students and behavior plan implementation.

Demographic Information

Principal start date

Tuesday 7/5/2022, Kinetrai Kelley Truitt

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.*

25

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

826

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

3

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

7

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	272	264	246	0	0	0	0	782
Attendance below 90 percent	0	0	0	0	0	0	104	130	110	0	0	0	0	344
One or more suspensions	0	0	0	0	0	0	44	63	34	0	0	0	0	141
Course failure in ELA	0	0	0	0	0	0	3	7	10	0	0	0	0	20
Course failure in Math	0	0	0	0	0	0	2	3	2	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	78	101	76	0	0	0	0	255
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	79	103	73	0	0	0	0	255
Number of students with a substantial reading deficiency	0	0	0	0	0	0	73	88	78	0	0	0	0	239

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	36	24	31	0	0	0	0	91

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	34	27	21	0	0	0	0	82
Students retained two or more times	0	0	0	0	0	0	1	0	2	0	0	0	0	3

Date this data was collected or last updated

Monday 8/22/2022

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	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

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	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	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	58	34	31	0	0	0	0	123

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	39%	45%	50%				48%	50%	54%
ELA Learning Gains	40%						49%	52%	54%
ELA Lowest 25th Percentile	32%						42%	44%	47%
Math Achievement	42%	33%	36%				49%	56%	58%
Math Learning Gains	46%						44%	55%	57%
Math Lowest 25th Percentile	48%						34%	46%	51%
Science Achievement	45%	50%	53%				48%	49%	51%
Social Studies Achievement	61%	54%	58%				65%	70%	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	51%	52%	-1%	54%	-3%
Cohort Comparison						
07	2022					
	2019	43%	49%	-6%	52%	-9%
Cohort Comparison		-51%				
08	2022					
	2019	44%	54%	-10%	56%	-12%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	43%	53%	-10%	55%	-12%
Cohort Comparison						
07	2022					
	2019	47%	58%	-11%	54%	-7%
Cohort Comparison		-43%				
08	2022					
	2019	37%	39%	-2%	46%	-9%
Cohort Comparison		-47%				

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	47%	49%	-2%	48%	-1%
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	61%	71%	-10%	71%	-10%
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	77%	52%	25%	61%	16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	57%	-57%

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	15	33	24	20	34	36	10	43			
ELL	27	43	34	32	44	38	39	59			
ASN	56	55		63	73						
BLK	23	30	28	25	38	49	33	43	56		
HSP	37	45	40	35	43	43	34	62	50		
MUL	28	22		29	43		42				
WHT	52	46	30	57	52	50	54	78	58		
FRL	33	38	31	35	42	43	40	53	50		
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			

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
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			
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		

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	26
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	38
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	62
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	36
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	53
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Math achievement levels have remained the same.
 SWD and African American students continually fall below 41% over the past three years.
 Civics shows a steady decline over the past two years.
 Learning gains in all grade levels in ELA and math have shown a steady increase.

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

SWD, lowest 25%, and African American students show the greatest need for improvement.

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

1. An increase in inconsistent attendance over the last two school years have had an impact on learning. Carver continues to utilize our guidance counselors, school social worker, and potential specialists to monitor students with inconsistent attendance. They continue to make contact with families to develop attendance plans and provide support where needed.
2. ESE staff has had multiple instructors over the past 3 years. The ESE staff is inexperienced. The new staffing specialist has completed a needs assessment to determine what training is needed based on priority. The staffing specialist has scheduled a series of district personnel to assist with direct classroom supports as well as provide a professional learning community to target support for IEP goals.
3. Professional Planning Time will utilize Common Formative assessments consistently in order to create timely intervention.

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

1. The lowest 25% group made the most gains in Math.
2. SWD ELA learning gains.
3. Science achievement levels overall

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

1. Adjustments were made to our iBlock (intervention) to create a rotation between all 6th grade teachers targeting skills based on mid-year data. In the past, the teachers rotated within their own POD. This allowed the math teachers to have more concentrated time with students during the intervention block.
2. iBlock (intervention) was adjusted so that the VE teachers took small groups of ESE students on their

caseload to focus on basic skills and IEP goals instead of being mainstreamed with other students.
3. IXL was implemented and used with fidelity during the intervention block and acceleration time during instructional time. We also had consistent tutoring in Science for the first 3 nine-week periods.

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

1. We will continue with the adjustments made to iBlock with the VE and Math teachers.
2. Utilize the data from our common formative assessments to plan for instruction on a consistent basis.
3. We will continue to provide multiple opportunities for tutoring before and after school for assessed subject areas based on APM 1 & 2 data and classroom failures each 9 weeks.
4. We will continue to utilize IXL for Science for all grade levels to support learning.

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 Middle Schools Leadership Team (grade chairs, department leads, potential specialists, counselors, ESE school specialist, APs. and principal) consistently meet throughout the school year to address teacher and administrative challenges. The goal of the team is to examine our structures as a professional learning community. The biggest challenge to student learning was the inconsistent use of common formative assessments to use data to drive our instruction. We also failed to provide acceleration opportunities for students ready to be challenged. We will meet regularly each week where the focus will be on the CFA data to plan for iBlock. Our professional development calendar for each month will focus on examining challenges faced during planning and instruction. We will utilize our staff experiencing success based on data to lead the needed professional development.

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

Carver has consistently utilized the leadership team for the last 3 years to examine data and teacher feedback to plan for professional development and restructure our planning practices.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

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

The biggest challenge to student learning was the inconsistent use of common formative assessments to use data to drive our instruction. We also failed to provide acceleration opportunities for students ready to be challenged. Students data was not a regular part of collaborative planning time to drive specific instruction.

Measurable Outcome:

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

Our goal is to show a 5-7% increase in ELA and Math from APM 1 to APM 2.

Monitoring:

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

Collaborative teams will be monitored through the following:

1. Weekly planning meetings and examining CFAs
2. Quarterly data chats with teachers based on progress monitoring assessments.
3. Walk-through data will show consistency in one classroom to the next in terms of instructional practice and content by subject area.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Using Learning By Doing to guide our professional learning community. Examining the four PLC questions consistently during planning with the use of CFAs.

Rationale for Evidence-based Strategy:

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

Collectively improve the instructional practices of teachers and administrators. We want to create an environment where we actively provide specific and timely instruction and intervention based on real-time data.

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.

Establish a Leadership Team with a focus on examining and improving the collaborative planning structure. Utilize two full planning days to develop an action plan for the 2022-2023 SY.

Person Responsible

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

Administration will meet with subject areas by grade once a week to review the four PLC questions and CFA data.

Person Responsible

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

Establish professional development needed based on teacher feedback and FSA/EOC data.

Person Responsible

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

Teams will include data discussions centered around CFAs consistently.

Person Responsible

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

Conduct quarterly data chats.

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

Continue to provide PLC Institute training for interested staff.

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:

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

Our focus will be for our lowest 25%, African-American, and SWD students. There are the three areas that show the most critical need for improvement. We will focus on instructional strategies that emphasize vocabulary and writing to express thoughts and processes.

Measurable Outcome:

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

If we increase instructional practices related to vocabulary and writing in all subject areas, student achievement in ELA will increase 7-10% from APM1 to APM2.

Monitoring:

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

A writing component for all lesson plans will be clearly stated in teachers lesson plans. Lesson plans are checked weekly by the administrative team. This will also be a part of the "look fors" for learning walks.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Evidence-based writing and Amplify components will be used as a regular instructional practice.

Rationale for Evidence-based Strategy:

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

Writing helps students with the following:

1. Allows teachers to see students thought processes to determine student understanding
2. Allows for student creativity
3. Helps students express their thoughts
4. Help build stronger cognitive connections

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.

Use time during preplanning to provide and model writing structures for the classroom in each subject area.

Person Responsible Nicole C. Thornton (thorntonn@lake.k12.fl.us)

Monitor the use of writing during classroom walk-throughs by using the district's walkthrough tool.

Person Responsible Nicole C. Thornton (thorntonn@lake.k12.fl.us)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus Description and Rationale:**

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

ELA and Math have been introduced to new standards and new curriculum over the past two school years. Our goal is to provide the necessary feedback to help them strengthen instruction. We are also implementing a lesson cycle with select teachers during the school year.

Measurable Outcome:

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

Consistent use of the following:

1. 2/3 students are able to answer the what, why, and how, state what they are learning, and why they are learning it.
2. 3/4 Instructional framework components are utilized.
3. Reading, Writing, Thinking and Talking are in place

Monitoring:

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

We will disaggregate the walk-through data during our weekly administrative meetings.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Gradual Release of Responsibility
Read, Write, Think, and Talk
Alignment with TEAM Marzano strategies

Rationale for Evidence-based Strategy:

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

Our evaluation system is based on Marzano's framework. We are choosing the strategy to align with the district's focus and implement effective instructional strategies.

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.

Use preplanning week to provide refresher and new training for teachers.

We will also review and train teachers about TEAM expectations during on September 2nd.

Person Responsible

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

Conduct a Lesson Cycle with ELA and Math teachers throughout the school year. We will meet with the selected teachers bi-weekly to plan a lesson, implement the plan, and provide feedback.

Person Responsible

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

Compare APM data to colleagues to look for areas of need and strengths in instruction.

Person Responsible

[no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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.

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.

Our mentoring program will be expanded during the 2022-2023 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. The following year the program was 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. This year will expand the focus to 6th graders. This year's 6th graders are the students that have had two years of inconsistent instruction due to COVID. 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 school culture and environment.

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.

Tricia Shenefield 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 and Christopher Whitsett will be a part of the school-wide PBS team.