

Carver Middle School

101 BARWICK RD, Delray Beach, FL 33445

www.edline.net/pages/carver_middle_school

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

86%

Alternative/ESE Center

No

Charter School

No

Minority

92%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The teachers and staff of Carver Middle School believe that our mission is to assist all students in obtaining skills that will enable them to be successful now and in the future.

Provide the school's vision statement

Carver Middle School is a multicultural learning community in which students, teachers, and parents are achieving excellence in education using innovative teaching techniques and stimulating extracurricular activities in a safe learning environment.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. ACTION PLANS are updated as needed during Administrative, Learning Team and Common Planning Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs and initiatives.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Staff and students work together during the first two weeks of school to discuss the SwPBS program. Having a single school culture is extremely important to the safety and well being of the students of Carver. Once the SwPBS program is discussed, implementation of the expectations within the behavior matrix is easily accomplished.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The usage of a single school culture aids in identifying negative behavior in various settings at Carver. The expectations shared during the discussion of SwPBS help students relate more effectively to school staff. It is understood that each individual that participates at Carver must adhere to standards, which impact learning, social activities and community involvement.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Carver Middle School's Guidance Department curriculum is designed to be preventive and developmental. In addition to seeing students individually and during classroom guidance activities, we teach skills and provide information in small-group settings. We have partnered with various community agencies to provide an array of group counseling as well as activities. It is our goal to service the whole student by addressing the three domains: academic, career and personal?social.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning system begins with the establishment of the single school culture program and leadership through the SBT (School Based Leadership Team). The single school culture eliminates several factors in behavior that could effect the school's overall expectation for a positive environment. Students understand those expectations and that allows leadership to focus on the small percentage of negative student behavior. Behavior and attendance usually correlates to academic success. The following is the model for problem solving for early warning systems that entail procedures to identify students quickly and effectively.

Problem Solving description:

Each step of the Problem Solving Model identifies and builds a foundation to remediate individuals that are found to need assistance with the use of intervention.

- 1) Problem Identification entails identifying the problem and the desired behavior for the student.
- 2) Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- 3) Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- 4) Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting and if necessary recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB (ESEA). Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	7	18	10	35
One or more suspensions	75	77	65	217
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	132	142	143	417

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	47	55	41	143

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The School Based Leadership Team (SBT) or Response to Intervention (RtI) meets on a frequent basis to review and discuss universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to

create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team or SBT. The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support, which are supplemental or intensive. An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based intervention to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and this individual reports on all data collected at future meetings.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Parents will be provided with extensive training workshops that build their capacity to impact student achievement in the 2014-2015 school year. The following is a description of Carver Middle's Parental Involvement strategies.

Design, Implementation and Evaluation

The Parent Liaison discussed the changes needed for the PIP. Policy Plan Parent Development meeting was held on 9/11/2014. Each parent was given a draft of the PIP, this was a copy of the the plan from last year. As a group we went over the plan. Parents were given the opportunity to recommend revisions to the plan. Each parent perused, made changes if necessary and submitted the signed a copy of the draft. The draft was also discussed at the SAC meeting (9/4/2014). Parents will also have the opportunity to discuss concerns reflected in the Family Involvement Survey. The input from parents is documented in the minutes from the meeting and also on the drafts used to make/suggest changes. Parents are invited to participate in activities here at Carver Middle School. Our PIP is a working document that may change as the year moves on. We have a team of individuals that will continue to work diligently to assist parents and increase parent participation. This group consists of the Parent Liaison, ELL Coordinator and Community Partner from Amer Core. The final plan has been updated on the template.

Parental Information for Title 1 Programs, Assessments, Proficiency Levels

The annual parent meeting was held on 10/15/2013. Parents will have the opportunity to get the information from the meeting if they cannot attend. Parents will have other opportunity to get information by attending SAC meetings and perusing all information documented on the school website. Information will also be sent to parents upon request, understanding that all parents do not have internet access. Parents can visit parent resource area. Some events may be planned on the weekend to give parents flexible times to participant at Carver Middle School.

Training ActivitiesContent and Type of Activity

Person Responsible

Anticipated Impact on Student Achievement

Timeline

Evidence of Effectiveness

1

Open House/ Curriculum Night

Principal, AP's Teachers and Coaches

Provide parents with information on the specific skills students need in each subject area and grade level, as well as strategies to help students at home.

September 2014

Number of families in attendance, Parent evaluations.

2

Reading One Book one School

Every one school-wide

Provide parents with an opportunity to read with children and develop reading skills at home

Jan-April 2015

Number of families participating and Parent student evaluations.

3

ELL Parent Technology Night

ELL Coordinator, Admin. Team

Provide parents with a guide to integrating technology for students to enhance academic success.

November 2015

Number of families in attendance.

4

Parent Book Review

Parent Liaison and Team

Provide parents with skills needed to help their child be successful

November 2015

Number of families in attendance.

5

Family Night

Carver Admin. Team

Parents that participate in school events help build community and educational awareness in their students.

April 2015

Number of families in attendance.

6

Teacher Training

Professional Development Team

Teachers, help build ties between home and school.

on-going

Number of families in attendance.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Carver Middle will continue to develop our Parent Information Resource Center to: Provide parents with resources and promote parental involvement. We invite parents to participate in The World's Fair which is a huge multicultural event held at our school. Many of our parents are business owners, educators, politicians or community advocates that want to participate in the growth of Carver, which increases our exposure to the community. Parents plan and provide leadership for many aspects of this event. We also have a large group of parents that volunteer in educational and culturally enriching activities held at Carver Middle School. Carver Middle has partnered with AmeriCorp and the city of Delray Beach to assist and provide additional tutoring for our students. We are also exploring additional strategies to increase

parental involvement. Our goal is to increase the capacity of our parents to provide meaningful support of their children, thus increasing the level of our students' proficiency.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Alexander-Prophete, Kiwana	Principal
Battle, Carissa	Assistant Principal
Brown, Jaunice	Assistant Principal
Harryton, James	Assistant Principal
Moodie, Clovis	Guidance Counselor
Gadson, Chevette	Guidance Counselor
Johnson, Angela	Guidance Counselor
Menard, Norma	Guidance Counselor
Nichols, Heather	Instructional Coach
Gueirre, Sara	Guidance Counselor
Weidenhamer, Leana	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Kiwana Alexander-Prophete, Principal:

The principal has established the foundation and framework to make sure that the school's MTSS and SIP supports Carver Middle's plan for academic success. The plan also includes: An implementation of a positive culture that will be organized by the School Based Team, which can assist with academic and behavior concerns. The following is a list of responsibilities: An assessment of Rtl and MTSS skills as it relates to the school's staff; profound and exhaustive use of resources for professional development to support the MTSS and the SIP; and more importantly, the principal will create effective communication among administration and parents regarding school based initiatives and Rtl intervention plans.

Guidance Counselors & Coordinator:

Facilitate the implementation of Rtl and MTSS. Communicate with parents regarding school-based Rtl plans and activities. Facilitate referrals to appropriate and available community based agencies. Implement follow- up procedures on behalf of student and liaisons. Ensure implementation of intervention support and documentation.

School Psychologist:

Interprets and analyzes data; assists in the development of intervention plans and provides professional development and technical assistance for problem-solving activities.

IB Coordinator:

Assists in the implementation of SIP. Assists with progress monitoring, data collections and analysis. Provides one to one assistance for teachers who have referred students for assistance. Acts as liaison for both student and teachers to ensure implementation of evidenced based intervention.

ESOL Coordinator:

Assists in the implementation of MTSS and the SIP. Assists with progress monitoring, data collection and analysis. Provides one to one assistance for teachers who have referred students for assistance. Acts as liaisons for both student and teachers to ensure implementation of evidenced based intervention. Provides evidenced based intervention on behalf of ELL that has been referred to the team. Assures that ELL parents are fully aware of ELL student progress or lack thereof.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Based Leadership Team (SBT) or Response to Intervention (Rtl) meets on a frequent basis to review and discuss universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team or SBT. The SBT uses the Problem Solving Model (see below) to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support, which are supplemental or intensive. An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based intervention to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and this individual reports on all data collected at future meetings.

Problem Solving description:

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Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. ACTION PLANS are updated as needed during Administrative, Learning Team and Common Planning Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs and initiatives.

Title I funds will be used to assist with purchasing resources and materials needed to communicate with parents and to provide materials for parents to use with their children at home. Title I funding will further assist with increasing parental involvement in various activities and training conducted to increase student achievement. Title 1 funding also establishes tutorials, professional development, classroom materials and coaches.

The following components are detailed important areas that Title 1 assist in funding stronger

initiatives to increase academic success:

Instruction by "highly qualified teachers":

1. Ongoing staff development at the school, District, State, and national level.
2. Collaboration during grade level, learning team, and faculty meetings to discuss strategies and instructional models designed to increase student achievement.

3. Collaboration and discussion of interventions for at-risk students, including those who are under served.

4. Mentoring and modeling of lessons for teachers.

5. Planning time to prepare focus lessons to meet the needs of diverse learners.

6. Continuous review of school and student data to plan instruction.

High quality and ongoing professional development are provided for teachers, principals, paraprofessionals, pupil services personnel, parents, and other staff to ensure all students in the school meet standards. School administrators must devote sufficient resources to effectively carry out professional development activities. Administrators are authorized to enter into a consortium with other schools to carry out such activities. High

quality and ongoing professional development should:

1. Reflect the objectives of the School-wide Plan and budget.
2. Use data that supports the effectiveness of the training as it links to student achievement.
3. All professional development should be scientifically research-based.

Strategies to attract highly qualified teachers to high-needs schools include:

1. Safe and secure working environment.
2. Continuous professional development for the staff and professional collaboration and planning.
3. District incentives to help teachers meet certification requirements.

Strategies to increase family involvement should:

1. Involve families and the community in decision-making policies and planning at the school.
2. Inform families of school activities and encourage their involvement.
3. Provide families with training in reading, writing, and math.
4. Encourage volunteers and business community partnerships.
5. Encourage families to participate in classroom and school-wide events.
6. Provide families with extensive workshops that build their capacity.
7. Provide staff members with training on the importance of family involvement.
8. Provide families and community the opportunity to evaluate family involvement initiatives.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of standards will be provided with effective, timely additional assistance. Strategies to assist students should include:

1. The use of data to provide organizational grouping of students to meet their needs.
2. Core lesson plans that re-teach and emphasize specific information to students.
3. A wide range of material and specific strategies to target students' needs.
4. Tutorial and homework assistance programs offered to build student success.
5. Extended learning opportunities that include Saturday, before school, and after school tutorial programs using "best practice" strategies and current student data.
6. Computer technology courses that offer tutorial assistance in core subject areas.
7. Hiring teachers to teach specific academics to targeted or advanced students.

Title II programs assist with:

Area support teams

Curriculum support

SIP training and support

Marzano professional development

AVID support

Title III programs assist with:

Migrant services

Title X programs assist with:

Provide outreach services to students living in shelters, motels, and other temporary residences

Facilitate parental involvement specifically oriented to reaching out to parents of homeless students

Ensure free school meals (free breakfast and lunch)

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kiwanna Alexander-Prophete	Principal
Daryl Pauling Sr. Ed.D	Teacher
Randy Kurtz	Business/Community
Pam Spencer	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC for Carver Community Middle gave thorough review during the development of the school's improvement plan (SIP). The SAC felt the SIP was on target with the goals and objectives that Mrs. Prophete wanted to achieve. Those same goals led the way to a great overall improvement with behavior, a rise in academic growth and an improved sense of purpose for the school's direction in the community.

Development of this school improvement plan

The SAC's involvement in the development of the school improvement plan will include review of the SIP prior to submission, paying close attention to targets set for the upcoming school year, and ongoing review of the SIP and mid-year data to track progress toward achieving those goals.

Preparation of the school's annual budget and plan

SAC supported Mrs. Prophete with the overall annual budget. Every meeting consisted of a discussion of Carver's economic and academic status. Currently tabled discussions for funding of programs this year was discussed in the September 2014 meeting. Allocation of funds will be finalized in September's meeting to be ready for the October deadline made by the district.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds will be used for student incentives directly related to targeted achievement goals; education field trips aligned to Florida Standards (Common Core); and professional development activities that are designed to increase student achievement.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The SAC is not in compliance with regard to membership representation. Members of the SAC committee are completing the necessary documents (Form 1710) needed for compliance, and the SAC will actively seek out additional members, particularly in the community/business sector, to bring the SAC membership into compliance. The SAC is in compliance in all other respects.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Alexander-Prophete, Kiwana	Principal
Battle, Carissa	Assistant Principal
Brown, Jaunice	Assistant Principal
Harryton, James	Assistant Principal
Gueirre, Sara	Guidance Counselor
Nichols, Heather	Instructional Coach
Johnson, Angela	Guidance Counselor
Baldwin, Jessica	Teacher, K-12
Borda, Suzanne	Teacher, K-12
Homer, Renea	Instructional Media
Kamburov, Teodora	Teacher, K-12
Shuler, Chaundra	Teacher, K-12
Weidenhamer, Leana	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Leadership Team will establish and communicate high expectations for all staff related to student achievement. The team will develop, implement and maintain a problem solving system using the Florida Continuous Improvement Model (FCIM) that will allow our school, teachers and students to attain higher levels of excellence. In addition, the team will review and analyze data in order to drive instruction and make instructional decisions. This information will also be utilized to identify professional development needs and allocate necessary resources. The team will collaborate regularly, problem-solve, share effective practices, evaluate implementation of programs, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, and making decisions in terms of instruction.

1. School-wide focus on Reading daily – Class novels are read to promote pleasure reading and reading for purpose. Reading selections are both teacher and student selected.
2. School-wide focus on applying various reading strategies in differentiated homerooms across the core academic areas -
The strategies include close reading, analyzing and answering text dependent questions, and writing in response to text.
3. Departmental Focus on vocabulary strategies such as Vocabulary Maps, Concept of Definition, Prediction-Association- Verification-Evaluation (PAVE) procedure and Vocabulary Trees (focus on Root Words). “Word of the Week” will be implemented in order to develop vocabulary in writing.
4. Professional Learning Community and Professional Development activities within each core department area will be implemented to discuss various classroom teaching techniques that will result in a high level of student achievement. The following topics will be discussed weekly within these

groups: setting high academic expectations, planning that ensures academic achievement, structuring, delivering and engaging students during lessons, creating a strong classroom culture, setting and maintaining high behavioral expectations, character building and trust, improving pacing and challenging students to think critically. Reading Plus and Compass Learning implemented via Language Arts – This supplemental reading program is utilized to build a reading culture at the school and makes reading practice more effective by providing students with a way to improve their reading skills.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

During the summer of 2014, selected teachers were invited to the Summer Curriculum Planning. The purpose of the planning was to ensure that a proper dialogue facilitated the growth instructionally amongst the instructional leaders and administration. During those eight(8) days, faculty became closer with a clear understanding of what the main instructional focus should be for the school year (2014-2015)

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

A team of administrators and department heads screen teacher applications and resumes. The prerequisites for a highly qualified teacher includes past teaching/work experiences, college affiliations, advanced degrees, and experience working with a diverse student population. The individuals responsible for this process are Kiwana Alexander-Prophete: Principal, Carissa Battle: Assistant Principal, Jaunice Brown: Assistant Principal, and James Harryton: Assistant Principal. The department heads are Clovis Moodie: ESE Coordinator, Sara Gueirre: ESOL Coordinator, Leaha Weidenhamer: Reading Coach, Heather Nichols: Science Coach. Retaining talent is a top priority. Carver's teacher mentoring program uses the knowledge of administration and coordinators to develop relationships that establishes the new teacher to Carver's culture for academic success. Mrs. Prophete also ensures that all incoming and present teachers are heavily involved in professional development, which often has relevant trainings that are out of state.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Carver Middle School's teacher mentoring program uses classroom management and effective teaching methods as solid foundations for mentoring activities. Pairings are developed by keeping departments and subject areas together. Schedule conflicts are low when prospective teachers are teamed with an individual from their same department. Monthly meetings between the prospective teacher and mentor are used to discuss observations, Professional Learning Communities (PLCs) and professional development activities help to promote effective pedagogical skills and instructional strategies within the classroom environment. When these actions culminate, the prospective teacher understands the requirements for team planning and its purpose to create lessons which addresses the needs of students at various instructional levels. More importantly, the prospective teacher is well adjusted to the rigors of the classroom environment.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Carver ensured that its core instructional programs and materials are aligned to the Florida standards by beginning the Summer Instructional Planning. The planning session allowed proper alignment of curriculum with Florida standards. More importantly, Carver used the Summer Instructional Planning to review new materials that is technology driven and would allow students to benefit from extended periods of exposure to relate more effectively with the FSA.

Instructional Strategies**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

The following states the assessment tools and types of data that reinforces the goals for differentiated instruction and gives every student advanced levels during assessments. These processes aid the leadership team in regards to MTSS.

Process:

FSA scores and the lowest 25%

Strengths and weaknesses of supplemental an intensive intervention programs

Mentoring, tutoring and other community based programs

Baseline data:

Florida Standards Assessment (FSA)

Curriculum Based Measurement

Florida Assessment for Instruction in Reading (FAIR)

Palm Beach County Fall Diagnostics

Palm Beach Performance Assessments

Diagnostic Assessment for Reading (DAR)

Progress Monitoring and Reporting Network (PMRN)

Comprehensive English Language Learning Assessment (CELLA)

Office Discipline Referrals

Retentions

Absences

Staff/ Student Surveys

Mid-year data:

Florida Assessment for Instruction in Reading (FAIR)

Diagnostic Assessment for Reading (DAR)

Palm Beach County Winter Diagnostics

FSA ELA Results

Progress Monitoring and Reporting Network (PMRN)

End of the year data:

Florida Assessment for Instruction in Reading (FAIR)

Florida Standards Assessment (FSA)

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Tutoring will be offered during the mornings and after school programs. These programs will focus on reading, mathematics, and science which will enable students to achieve higher scores or proficiency on the Florida Assessment. An hour will be added to each morning of a scheduled school day.

Strategy Rationale

The strategy when implemented is to increase instruction through thorough implementation of Florida Standards in core academic subjects. When implementation is done correctly, teacher collaboration, planning and professional development will be the cornerstone for successful learning with the student.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Battle, Carissa, carissa.battle@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Every week; math, reading, and science assessments will be given to see pupil progression. Based on the weakness, teachers and the administration will be responsible to implement common planning methods to increase rigor and relevance.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Carver Middle has added two more curriculum themes to bring diversity and rigor. More importantly, the additions are designed to increase student achievement. Those additions are: Advancement Via Individual Determination (AVID) and the Pre-informational Technology Academy. The opportunities, along with the International Baccalaureate (IB) program, will cater to differentiated learning strategies for instruction but also give students options to use their cognitive knowledge effectively.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Parents will be provided with extensive training workshops that build their capacity to impact student achievement in school year 2014-2015.
- G2.** Carver Middle School will provide students with rigorous, relevant and well planned instruction that is carefully aligned to current Florida standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Parents will be provided with extensive training workshops that build their capacity to impact student achievement in school year 2014-2015. 1a

G036463

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Parents
- Parent surveys
- Administration
- Teachers
- Clerical Staff

Targeted Barriers to Achieving the Goal 3

- Working Parents, employment stops a lot of parents from being able to come out to school events.
- Financial contribution and community involvement: businesses are financially unable to assist.
- Encouraging parents to take part in events planned. Parents need to feel an urgency about their students success and the parent's involvement.

Plan to Monitor Progress Toward G1. 8

Surveys, amount of participation in community involvement events.

Person Responsible

Angela Johnson

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

The increase of parent involvement should coincide with student achievement.

G2. Carver Middle School will provide students with rigorous, relevant and well planned instruction that is carefully aligned to current Florida standards. 1a

G036464

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- FCAT, Administration, Coaches and Teachers

Targeted Barriers to Achieving the Goal 3

- Emphasizing a sense of urgency across all curricular areas.
- Not all teachers are certified in-field or highly qualified.
- Teachers face the challenge of utilizing data for differentiated instruction and best practices.
- Large number of students that require academic and social skills that relate to: time management, study habits and usage of technology.

Plan to Monitor Progress Toward G2. 8

Math, Science and Reading initiatives in AVID programs

Person Responsible

Chevette Gadson

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Administration, Math department chairs Science and Reading Coach will discuss procedures for initiatives and changes if needed. If procedures are done correctly, a increase in scores should be attained with an emphasis on rigor.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Parents will be provided with extensive training workshops that build their capacity to impact student achievement in school year 2014-2015. **1**

 G036463

G1.B1 Working Parents, employment stops a lot of parents from being able to come out to school events.

2

 B087317

G1.B1.S1 Increase parent communication through school website, letters and phone calls. Documents will be translated in Spanish, Creole/French and English. **4**

 S098044

Strategy Rationale

Action Step 1 **5**

Sign in sheets and parent surveys and student's reaching higher levels of proficiency on the FSA.

Person Responsible

Angela Johnson

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Sign in sheets and parent surveys and student's reaching higher levels of proficiency on the FCAT.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Sign in sheets and parent surveys and student's reaching higher levels of proficiency on the FSA.

Person Responsible

Angela Johnson

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Parent surveys, higher parent participation and attendance at school events. Also higher student achievement from the parent involvement.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Sign in sheets and parent surveys and student's reaching higher levels of proficiency on the FSA.

Person Responsible

Angela Johnson

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Parent surveys, higher parent participation and attendance at school events. Also higher student achievement from the parent involvement.

G1.B2 Financial contribution and community involvement: businesses are financially unable to assist. 2

B087318

G1.B2.S1 Develop new and maintain current business partnerships which can involve parents and volunteers. 4

S098045

Strategy Rationale

Action Step 1 5

Business sponsorships

Person Responsible

James Harryton

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Partner collaboration with community business and student achievement.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ongoing development of PTA and SAC

Person Responsible

James Harryton

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Increase in community involvement through sponsorship.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Increase in community involvement for school improvement and sponsor signage

Person Responsible

James Harryton

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Increase in business partners and volunteers. Additional funds available to provide academic support for the students.

G1.B3 Encouraging parents to take part in events planned. Parents need to feel an urgency about their students success and the parent's involvement. 2

 B087319

G1.B3.S1 FSA Night Training Events for all parents. Training/Workshop Events for strategies to build the capacity of parents to work with their children at home. Targeted areas; Math, Science and Reading Training specifically for parents of ELL students. 4

 S098046

Strategy Rationale

Action Step 1 5

FSA Night Training Events

Person Responsible

Angela Johnson

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Increase in parent participation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Surveys and participation

Person Responsible

Angela Johnson

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Increased participation through surveys. Parents will demonstrate a deeper understanding of the expectations for their children and acquire parental skills to assist their students.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Parent Involvement Plan (PIP) is a working document that will change as the year progresses. This plan will also allow the liaison to track progress in regards to changes that are needed to increase parent participation.

Person Responsible

Angela Johnson

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Increase in parent participation documented on Title 1 Survey and students' proficiency increases on the FSA. Also, parents inquiry into monthly community service should also show an increase. Those dates are Sept 18th, Oct 23rd, Nov 20th and Dec 17th.

G2. Carver Middle School will provide students with rigorous, relevant and well planned instruction that is carefully aligned to current Florida standards. 1

G036464

G2.B1 Emphasizing a sense of urgency across all curricular areas. 2

B087320

G2.B1.S1 Implement use of a school wide reading strategy in grades 6-8 by facilitating the use of the Instructional Focus Calendar in every period. 4

S098047

Strategy Rationale

Action Step 1 5

School Wide Reading initiatives: creating reading rich classroom environments.

Person Responsible

Leana Weidenhamer

Schedule

Daily, from 8/19/2014 to 6/4/2015

Evidence of Completion

Classroom walkthroughs, support and paid requisitions.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Reading initiative

Person Responsible

Carissa Battle

Schedule

Weekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Walkthroughs and Learning Team meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Reading initiatives

Person Responsible

Leana Weidenhamer

Schedule

Biweekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

The Instructional Focus Calendar and reading block will be monitored by the Reading Coach and Administration through classroom walkthroughs.

G2.B1.S2 Collaborative planning is used to develop lessons that integrate rigor and purpose, and to ensure instruction is delivered on an equal pace according to the instructional focus calendar. 4

 S126233

Strategy Rationale

Action Step 1 5

Provide teachers with opportunities to plan and collaborate.

Person Responsible

Carissa Battle

Schedule

Weekly, from 7/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans and agendas for professional learning communities (PLC)

Action Step 2 5

During common planning, teachers will analyze student data to effectively give instruction.

Person Responsible

Carissa Battle

Schedule

Weekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Teachers will assess and discuss findings from assessments to correlate data for instruction.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration and department chairs will visit PLC's to watch implementation.

Person Responsible

Jaunice Brown

Schedule

Weekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

All subject area PLCs will unpack standards for lessons that are taught.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Common planning during PLCs to describe lesson planning.

Person Responsible

Jaunice Brown

Schedule

Biweekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Unpacking of standards and a description from each PLC what each student needs cognitively to master the skill or subject being taught.

G2.B2 Not all teachers are certified in-field or highly qualified. 2

B087321

G2.B2.S1 Teachers will be provided timely professional development that relates to their specific content area that they are teaching. 4

S098048

Strategy Rationale

The professional development will provide the necessary support to ensure that there is effective instructional delivery.

Action Step 1 5

Provide funding for conferences and substitutes for teachers that attend the conferences.

Person Responsible

Kiwana Alexander-Prophete

Schedule

Semiannually, from 8/19/2014 to 6/4/2015

Evidence of Completion

TDE, agendas and resources brought back by the teachers that attended the conferences.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The assistance of Non-certified teachers in a specific area understanding data.

Person Responsible

Carissa Battle

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Teachers will submit action plans using data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Non-certified teacher effectiveness with SALP data

Person Responsible

Carissa Battle

Schedule

Weekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Reading Coach and LTF will facilitate meetings that will assist teachers to implement strategies based on their classes SALP (data). This process will also assist in teachers discussing data to the student.

G2.B4 Large number of students that require academic and social skills that relate to: time management, study habits and usage of technology. 2

 B114728

G2.B4.S1 Implement the AVID program with fidelity. 4

 S126256

Strategy Rationale

To help students understand the importance of academic success through acquiring life skills.

Action Step 1 5

Provide teachers with professional development in AVID strategies i.e, Cornell Notes

Person Responsible

Kiwana Alexander-Prophete

Schedule

Monthly, from 7/5/2014 to 6/4/2015

Evidence of Completion

Agendas, sign in sheets and hand outs

Action Step 2 5

Employ AVID tutors to support students

Person Responsible

Chevette Gadson

Schedule

Weekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Sign in sheets and AVID tutor schedule

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Weekly administrative meetings to discuss implementation

Person Responsible

Chevette Gadson

Schedule

Biweekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Following the AVID course programming, administrators with Ms. Gadson will discuss the implementation strategies. If changes are necessary, changes are discussed and implemented during PDD and staff meetings.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Monthly meeting with Ms. Battle and Ms. Gadson to discuss the Site Team Plan for AVID implementation.

Person Responsible

Chevette Gadson

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Procedures will be discussed during the Site Team Plan meeting. The meeting notes and changes are sent to the district as mandated.

G2.B4.S2 Increase the use of technology at school and home 4

S126257

Strategy Rationale

Technology will help students with the understanding of subject matter but more importantly help students gain rigor inside and outside the classroom.

Action Step 1 5

Support classroom instruction through online subscription and online applications.

Person Responsible

Kiwana Alexander-Prophete

Schedule

Daily, from 8/19/2014 to 6/4/2015

Evidence of Completion

Classroom walkthrough, lesson plans and academic school based programs

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Team planning, online assessments, and student portfolios

Person Responsible

Jaunice Brown

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Ms. Brown and department chairs will facilitate the usage of technology in the classroom to increase the rigor academically. Since there will be a huge transition for assessments to be used on the computer, technology integration should be constantly implemented during the instructional focus calendar.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Purchase of Science, Math and Reading online applications that correlate to Florida Standards.

Person Responsible

Jaunice Brown

Schedule

Monthly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Walkthroughs, lesson plans and common planning assessments will be used to measure the student's exposure to technology, which should increase the rigor academically.

G2.B4.S3 Provide students with extended learning opportunities that are target to individual needs. 4

 S126259

Strategy Rationale

Students need every opportunity to have differentiated learning opportunities to acquire knowledge.

Action Step 1 5

Provide tutoring for students outside of school hours.

Person Responsible

Daryl Pauling

Schedule

Daily, from 9/15/2014 to 4/30/2015

Evidence of Completion

Sign in sheets

Action Step 2 5

Use one extra period supplement to allow a Reading teacher to push into reading classroom.

Person Responsible

Carissa Battle

Schedule

Daily, from 8/19/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Sign in sheets and implementation of tutoring program that is geared for homework assistance.

Person Responsible

Jaunice Brown

Schedule

Weekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Implementation for morning program or after school tutoring programs with a collection of signatures from students that attend the program.

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

Student attendance will show amount of involvement in usage of technology and completion of homework.

Person Responsible

Jaunice Brown

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Sign in sheets that require the student to describe their academic need (Math, Science, Reading and etc.) and a focus on the time that the student began receiving assistance.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Palm Beach - 2041 - Carver Middle School - 2014-15 SIP

Carver Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Sign in sheets and parent surveys and student's reaching higher levels of proficiency on the FSA.	Johnson, Angela	8/19/2014	Sign in sheets and parent surveys and student's reaching higher levels of proficiency on the FCAT.	6/4/2015 monthly
G1.B2.S1.A1	Business sponsorships	Harryton, James	8/19/2014	Partner collaboration with community business and student achievement.	6/4/2015 monthly
G1.B3.S1.A1	FSA Night Training Events	Johnson, Angela	8/19/2014	Increase in parent participation	6/4/2015 monthly
G2.B1.S1.A1	School Wide Reading initiatives: creating reading rich classroom environments.	Weidenhamer, Leana	8/19/2014	Classroom walkthroughs, support and paid requisitions.	6/4/2015 daily
G2.B2.S1.A1	Provide funding for conferences and substitutes for teachers that attend the conferences.	Alexander-Prophete, Kiwana	8/19/2014	TDE, agendas and resources brought back by the teachers that attended the conferences.	6/4/2015 semiannually
G2.B1.S2.A1	Provide teachers with opportunities to plan and collaborate.	Battle, Carissa	7/1/2014	Lesson plans and agendas for professional learning communities (PLC)	6/4/2015 weekly
G2.B4.S1.A1	Provide teachers with professional development in AVID strategies i.e, Cornell Notes	Alexander-Prophete, Kiwana	7/5/2014	Agendas, sign in sheets and hand outs	6/4/2015 monthly
G2.B4.S2.A1	Support classroom instruction through online subscription and online applications.	Alexander-Prophete, Kiwana	8/19/2014	Classroom walkthrough, lesson plans and academic school based programs	6/4/2015 daily
G2.B4.S3.A1	Provide tutoring for students outside of school hours.	Pauling, Daryl	9/15/2014	Sign in sheets	4/30/2015 daily
G2.B1.S2.A2	During common planning, teachers will analyze student data to effectively give instruction.	Battle, Carissa	8/19/2014	Teachers will assess and discuss findings from assessments to correlate data for instruction.	6/4/2015 weekly
G2.B4.S3.A2	Use one extra period supplement to allow a Reading teacher to push into reading classroom.	Battle, Carissa	8/19/2014		6/4/2015 daily
G2.B4.S1.A2	Employ AVID tutors to support students	Gadson, Chevette	8/19/2014	Sign in sheets and AVID tutor schedule	6/4/2015 weekly
G1.MA1	Surveys, amount of participation in community involvement events.	Johnson, Angela	8/19/2014	The increase of parent involvement should coincide with student achievement.	6/4/2015 monthly
G1.B1.S1.MA1	Sign in sheets and parent surveys and student's reaching higher levels of proficiency on the FSA.	Johnson, Angela	8/19/2014	Parent surveys, higher parent participation and attendance at school events. Also higher student achievement from the parent involvement.	6/4/2015 monthly
G1.B1.S1.MA1	Sign in sheets and parent surveys and student's reaching higher levels of proficiency on the FSA.	Johnson, Angela	8/19/2014	Parent surveys, higher parent participation and attendance at school events. Also higher student achievement from the parent involvement.	6/4/2015 monthly
G1.B2.S1.MA1	Increase in community involvement for school improvement and sponsor signage	Harryton, James	8/19/2014	Increase in business partners and volunteers. Additional funds available to provide academic support for the students.	6/4/2015 monthly
G1.B2.S1.MA1	Ongoing development of PTA and SAC	Harryton, James	8/19/2014	Increase in community involvement through sponsorship.	6/4/2015 monthly
G1.B3.S1.MA1	The Parent Involvement Plan (PIP) is a working document that will change as the year progresses. This plan will also allow the liaison to track progress in regards to changes that are needed to increase parent participation.	Johnson, Angela	8/19/2014	Increase in parent participation documented on Title 1 Survey and students' proficiency increases on the FSA. Also, parents inquiry into monthly community service should also show an increase. Those dates are Sept 18th, Oct 23rd, Nov 20th and Dec 17th.	6/4/2015 monthly
G1.B3.S1.MA1	Surveys and participation	Johnson, Angela	8/19/2014	Increased participation through surveys. Parents will demonstrate a deeper	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				understanding of the expectations for their children and acquire parental skills to assist their students.	
G2.MA1	Math, Science and Reading initiatives in AVID programs	Gadson, Chevette	8/19/2014	Administration, Math department chairs Science and Reading Coach will discuss procedures for initiatives and changes if needed. If procedures are done correctly, a increase in scores should be attained with an emphasis on rigor.	6/4/2015 monthly
G2.B1.S1.MA1	Reading initiatives	Weidenhamer, Leana	8/19/2014	The Instructional Focus Calendar and reading block will be monitored by the Reading Coach and Administration through classroom walkthroughs.	6/4/2015 biweekly
G2.B1.S1.MA1	Reading initiative	Battle, Carissa	8/19/2014	Walkthroughs and Learning Team meetings	6/4/2015 weekly
G2.B2.S1.MA1	Non-certified teacher effectiveness with SALP data	Battle, Carissa	8/19/2014	Reading Coach and LTF will facilitate meetings that will assist teachers to implement strategies based on their classes SALP (data). This process will also assist in teachers discussing data to the student.	6/4/2015 weekly
G2.B2.S1.MA1	The assistance of Non-certified teachers in a specific area understanding data.	Battle, Carissa	8/19/2014	Teachers will submit action plans using data.	6/4/2015 monthly
G2.B4.S1.MA1	Monthly meeting with Ms. Battle and Ms. Gadson to discuss the Site Team Plan for AVID implementation.	Gadson, Chevette	8/19/2014	Procedures will be discussed during the Site Team Plan meeting. The meeting notes and changes are sent to the district as mandated.	6/4/2015 monthly
G2.B4.S1.MA1	Weekly administrative meetings to discuss implementation	Gadson, Chevette	8/19/2014	Following the AVID course programming, administrators with Ms. Gadson will discuss the implementation strategies. If changes are necessary, changes are discussed and implemented during PDD and staff meetings.	6/4/2015 biweekly
G2.B1.S2.MA1	Common planning during PLCs to describe lesson planning.	Brown, Jaunice	8/19/2014	Unpacking of standards and a description from each PLC what each student needs cognitively to master the skill or subject being taught.	6/4/2015 biweekly
G2.B1.S2.MA1	Administration and department chairs will visit PLC's to watch implementation.	Brown, Jaunice	8/19/2014	All subject area PLCs will unpack standards for lessons that are taught.	6/4/2015 weekly
G2.B4.S2.MA1	Purchase of Science, Math and Reading online applications that correlate to Florida Standards.	Brown, Jaunice	8/19/2014	Walkthroughs, lesson plans and common planning assessments will be used to measure the student's exposure to technology, which should increase the rigor academically.	6/4/2015 monthly
G2.B4.S2.MA1	Team planning, online assessments, and student portfolios	Brown, Jaunice	8/19/2014	Ms. Brown and department chairs will facilitate the usage of technology in the classroom to increase the rigor academically. Since there will be a huge transition for assessments to be used on the computer, technology integration should be constantly implemented during the instructional focus calendar.	6/4/2015 monthly
G2.B4.S3.MA1	Student attendance will show amount of involvement in usage of technology and completion of homework.	Brown, Jaunice	9/15/2014	Sign in sheets that require the student to describe their academic need (Math, Science, Reading and etc.) and a focus on the time that the student began receiving assistance.	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S3.MA1	Sign in sheets and implementation of tutoring program that is geared for homework assistance.	Brown, Jaunice	8/19/2014	Implementation for morning program or after school tutoring programs with a collection of signatures from students that attend the program.	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Carver Middle School will provide students with rigorous, relevant and well planned instruction that is carefully aligned to current Florida standards.

G2.B1 Emphasizing a sense of urgency across all curricular areas.

G2.B1.S2 Collaborative planning is used to develop lessons that integrate rigor and purpose, and to ensure instruction is delivered on an equal pace according to the instructional focus calendar.

PD Opportunity 1

Provide teachers with opportunities to plan and collaborate.

Facilitator

Reading, Science coach and Math team leads

Participants

teachers

Schedule

Weekly, from 7/1/2014 to 6/4/2015

PD Opportunity 2

During common planning, teachers will analyze student data to effectively give instruction.

Facilitator

Reading, Science coach and Math team leads

Participants

teachers

Schedule

Weekly, from 8/19/2014 to 6/4/2015

G2.B2 Not all teachers are certified in-field or highly qualified.

G2.B2.S1 Teachers will be provided timely professional development that relates to their specific content area that they are teaching.

PD Opportunity 1

Provide funding for conferences and substitutes for teachers that attend the conferences.

Facilitator

National organizations

Participants

teachers and administrators

Schedule

Semiannually, from 8/19/2014 to 6/4/2015

G2.B4 Large number of students that require academic and social skills that relate to: time management, study habits and usage of technology.

G2.B4.S1 Implement the AVID program with fidelity.

PD Opportunity 1

Provide teachers with professional development in AVID strategies i.e, Cornell Notes

Facilitator

Chevette Gadson

Participants

teachers and administration

Schedule

Monthly, from 7/5/2014 to 6/4/2015

G2.B4.S2 Increase the use of technology at school and home

PD Opportunity 1

Support classroom instruction through online subscription and online applications.

Facilitator

iReady representatives

Participants

teachers and administration

Schedule

Daily, from 8/19/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Parents will be provided with extensive training workshops that build their capacity to impact student achievement in school year 2014-2015.	8,400
Goal 2: Carver Middle School will provide students with rigorous, relevant and well planned instruction that is carefully aligned to current Florida standards.	236,326
Grand Total	244,726

Goal 1: Parents will be provided with extensive training workshops that build their capacity to impact student achievement in school year 2014-2015.

Description	Source	Total
B3.S1.A1 - Parent training supplies such as highlighters, post its, pens, paper, makers, and agendas.	Title I Part A	6,500
B3.S1.A1 - Salary and benefits for part time Family Involvement Liaison.	Title I Part A	1,900
Total Goal 1		8,400

Goal 2: Carver Middle School will provide students with rigorous, relevant and well planned instruction that is carefully aligned to current Florida standards.

Description	Source	Total
B1.S1.A1 - Classroom libraries and literacy instructional materials such as chart paper, composition books, binders, folders, markers, highlighters, paper, and ink.	Title I Part A	12,500
B1.S2.A1 - Salary and benefits for 1.0 Science coach and 1.0 Reading coach.	Title I Part A	146,116
B1.S2.A1 - Part time benefits and collaborative planning.	Title I Part A	7,922
B2.S1.A1 - Registration and travel for Florida Association for Science Teachers, International Reading Association and National Council for Teachers of Mathematics	Title I Part A	12,000
B2.S1.A1 - Substitutes for teachers	Title I Part A	3,000
B4.S1.A1 - Registration and travel for AVID training.	Title I Part A	3,000
B4.S1.A2 - Tutorial salary and benefits for AVID tutors	Title I Part A	3,375
B4.S2.A1 - iReady	Title I Part A	4,761
B4.S2.A1 - Science and Math application plus ebooks	Title I Part A	3,761
B4.S3.A1 - Salary and benefits for HQ tutors	Title I Part A	29,300
B4.S3.A1 - Supplies: manipulative, paper, consumables, ink, pencils pens	Title I Part A	3,031

Goal 2: Carver Middle School will provide students with rigorous, relevant and well planned instruction that is carefully aligned to current Florida standards.

Description	Source	Total
B4.S3.A2 - Salary and benefits for extra period supplement	Title I Part A	7,560
Total Goal 2		236,326