

Carver Middle School



2014-15 School Improvement Plan

Carver Middle School

1200 BEECHER ST, Leesburg, FL 34748

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

75%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

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

School Board Approval

This plan is pending approval by the Lake 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	0

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Carver Middle School's vision is to provide a safe, supportive learning community to empower students to become the best socially, emotionally, and intellectually. Every student will have opportunities that inspire and challenge them to be responsible and scholarly focused.

Provide the school's vision statement

Carver Middle School envisions a partnership with school, home and communities to maximize student potential.

Motto:

- I. Believe, Succeed and Achieve
- II. Think you can-Work hard-Succeed...It's the Carver Way!

School Environment

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

Carver Middle School faculty and staff learn about student's cultures and builds relationships between teachers and students in the form of technical assistance and staff development. CMS's capacity builders help school faculty and staff understand and prepare for their roles as it relates to curriculum and student interaction. Teachers spend hours per year on additional formal training to gain the skills they need to change their classrooms and meet the needs of individual students. CMS offers teachers time to plan with other teachers in the form of Professional Learning Communities (PLC's), and collaborative planning to participate in the decision making process. Carver provides an opportunity for 6th grade students to attend Camp Carver to acclimate themselves with the policies and procedures at the school. Returning students have an opportunity to visit classrooms during pre-planning days. Moreover, CMS continues to provide tutoring and mentoring opportunities for students who may need additional assistance.

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

CMS has a Positive Behavior Systems (PBS) in which the students are active participants. The PBS program allows students to have voice and choice in school based decisions. Incoming 6th grade students are invited to CMS to find out about policies and resources that are available to them when they enter middle school. They are introduced to the principal, assistant principals, School Resource Deputy (SRD), guidance counselors, academic coaches and teachers during the school meeting. Students participate in gender specific class meetings in order to provide students with information about the school board Code of Conduct policies, safety, and bullying. This takes place within a two to three day window. Moreover, homeroom teachers are required to cover the Student Code of Conduct with all students at CMS. These processes ensure that students understand what the expectations are at Carver Middle School.

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

Carver Middle School uses a Behavior Tracking System to minimize distractions and to keep students engaged during instructional time. Teachers use the BTS for the Response to Intervention process. Teachers are trained how to use the BTS in order to implement the system with fidelity. Teachers use the following information to track student behaviors:

Student Name [Last, First]: _____ Teacher: _____

Pd: _____

CMS Behavior Tracking System (BTS)

Use this form to document infractions and interactions.

STEP 1: Teacher verbally reviews all expectations and rules with the student BEFORE an infraction occurs.

I have been reminded of and understand what is expected of me in class/school. Also, I know what will happen if I fail to follow the rules. I will be Respectful, Responsible, and Ready to Learn.

Date: _____ Student Signature: _____

STEP 2: Verbal warning, review of expectations, in-class intervention, and parent contact.

MINOR OFFENSE IN-CLASS INTERVENTION (Check all that apply):

- ? Chewing Gum/Eating
- ? Computer Violation
- ? Defiance
- ? Distracting other students
- ? Dress Code
- ? Excessive Talking
- ? Inappropriate Language
- ? Interrupting teacher during whole group instruction ? Lying/Cheating
- ? Non-Serious Physical Contact
- ? Not participating in class activities
- ? Property Misuse
- ? Public Display of Affection
- ? Refusing to remain in seat
- ? Tardy
- ? Other: _____ ? Seat Change / Proximity
- ? Student Conference
- ? Student Contract
- ? Redirection via Verbal and/or Non-Verbal Prompt
- ? Loss of Privilege
- ? Restitution
- ? Other: _____

? Warning / Offense Date: _____ Student Initials: _____

? Parent Contacted: _____ Ph#: _____

Date and Time of Contact: _____

COMMENTS/NOTES:

STEP 3: FINAL Verbal warning, review of expectations, in-class intervention, parent contact AND detention.

MINOR OFFENSE IN-CLASS INTERVENTION (Check all that apply):

- ? Chewing Gum/Eating
- ? Computer Violation
- ? Defiance
- ? Distracting other students
- ? Dress Code
- ? Excessive Talking
- ? Inappropriate Language
- ? Interrupting teacher during whole group instruction ? Lying/Cheating

- ? Non-Serious Physical Contact
- ? Not participating in class activities
- ? Property Misuse
- ? Public Display of Affection
- ? Refusing to remain in seat
- ? Tardy
- ? Other: _____ ? Seat Change / Proximity
- ? Student Conference
- ? Student Contract
- ? Redirection via Verbal and/or Non-Verbal Prompt
- ? Loss of Privilege
- ? Restitution
- ? Other: _____
- ? FINAL Warning / Offense Date: _____ Student Initials: _____
- ? Parent Contacted: _____ Ph#: _____

Date and Time of Contact: _____

? Detention Date: _____ Time: _____ Did student "show"?

Yes No

COMMENTS/NOTES:

STEP 4: Steps 1-3 have been applied, yet the student commits another infraction.
 REFERRAL TO OFFICE. Submit this completed form with referral to administration.

? Offense / Referral Date: _____ Student Initials: _____ Teacher initials: _____

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

An important function of Carver Middle School's psychologist, counselors, and social worker is providing support to teachers and other school professionals as they work with difficult students. Carver Middle School's services often include in-services, consultation, and information to assist teachers in creating classroom environments that promote positive behaviors and to allow them to identify students that have existing problems or help detect problems early, before their problems interfere with functioning in the classroom. The staff at CMS provides support for basic classroom management and interventions to help teachers handle and support students who struggle to meet the social-emotional and behavioral expectations of school. As such, programs and services improve conditions in the classroom as students' needs are met and teachers' stress and feelings of helplessness are reduced at Carver Middle School.

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

Carver Middle School accesses Early Warning Systems (EWS) through Decision Education or DecisionEd. The targeted indicators for Carver Middle School are, attendance, academic performance, discipline, homelessness, and ELL population data. Early Warning Systems data is shared monthly during Executive Cabinet meetings. The data is then shared in PLC's or faculty meetings.

The population of ELL students has increased by 170% from the 2013-2014 school year. (15 student to 41 students)

Fifty-two percent (52%) of the students in grade 6 scored levels 1 or 2 on FCAT 2.0 in reading.

Fifty-six percent (56%) of the students in grade 7 scored levels 1 or 2 on FCAT 2.0 in reading. Fifty-three percent (53%) of the students in grade 8 score levels 1 or 2 on FCAT 2.0 in reading. Seventy-five percent (75%) of the students in grade 6 scored levels 1 or 2 on FCAT 2.0 in mathematics.

Sixty-one percent (61%) of the students in grade 7 scored levels 1 or 2 on FCAT 2.0 in mathematics. Eighty percent (80%) of the students in grade 8 scored levels 1 or 2 on FCAT 2.0 in mathematics.

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	0	0	0	
One or more suspensions	5	39	42	86
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	140	130	143	413
ELL status	12	13	15	40

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	140	130	143	413

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

Carver Middle receives Title I funding and Supplemental Academic Instruction (SAI) funding. CMS provides before and after school tutoring and grade recovery with these funds. Carver Middle School uses the Multi-tiered System of Support Multi-Tiered Framework (MTSS)-This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to the needs of individual students. Through MTSS CMS initiates the problem solving process making instructional adjustments needed for continual improvement. In order to track this information data is stored in the Rtl processed folders. Students who fail one or more core classes are offered grade recovery through the Edgenuity program provided by the district.

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?

No

PIP Link

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

Description

Parent Involvement Plan

Students with involved parents perform more successfully in academics.

Academic meetings/workshops will be provided for parents throughout the year to increase parent involvement and student achievement. Research-Based Approaches to Parent Involvement that will be implemented may include the following:

- Open House
- School Advisory Council (SAC) meetings
- PTO meetings
- Title I Nights
- FCAT Night
- Florida Standards Night
- AVID Nights
- Band Performances
- Acting/ Play
- F.A.M.E

Method for Tracking Parent Involvement:

Sign-in sheets for all parent involvement meetings are on file. Family School Liaison has data portal to track parent contacts.

Coordination with Title I and District Parent Involvement Council:

- Family School Liaison attends quarterly District Parent Involvement Council.
- Family School Liaison attends monthly Title I District meetings.

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

Mollie Cunningham, is an active member to the Leesburg Chamber of Commerce. The School Advisory Council is held once a month in order to allow parents, teachers, business partners, students, and other stakeholders to support, advise, academic and extra curricular activities at Carver Middle School.

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
Mollie, Cunningham	Principal
Dickson, Donald	Assistant Principal
Kelly-Truitt, Kinetra	Assistant Principal
Jablonski, Heather	Other
Russell-Miller, Freda	Instructional Coach
Ferguson, Melonee	Other
Parlato, Ashley	Other
Sapp, Shannon	Guidance Counselor
Williams, Robert	Guidance Counselor
Rutledge, Treshonda	Instructional Coach
Kacanich, Kristi	Instructional Coach

Duties

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

Mollie Cunningham- Oversees and makes administrative decisions regarding the MTSS and SIP
 Donald Dickson- Assistant Principal
 Kinetrai Kelly-Truitt-Assistant Principal
 Heather Jablonsik- Rti/ESOL/MTSS Coach- sets up meetings, supports teachers through the RTI and ESOL processes.
 Ashley Parlato- School based ESE support facilitator, and manages ESE Individual Educational Plans
 Freda Russell-Miller- School based Literacy Coach, teacher support, and manages data as it relates to student progression
 Treshonda Rutledge-School based Mathematics Coach, and manages data as it relates to student progression
 Kristi Kacanich- Accelerated Standards Teacher- teacher support, and manages data as it relates to student progression. Assists in instructional support. Helps teachers determine strategies for differentiated instruction.
 Melonee Ferguson- Florida Standards Teacher-teacher support, and manages data as it relates to student progression
 Shannon Sapp-Guidance Counselor
 Robert Williams -Guidance Counselor
 Valentina K. Jolta-(School Psychologist)- School based support facilitator for student interventions
 Laura Davis-School Social Worker- School based support facilitator for home/school connection
 Maggie Talbot- Home/ school support facilitator, and ELL language translator

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

School leadership provides support on two levels. The first level includes leadership meeting which involves lead teachers and the executive leadership members. These meetings are about curriculum changes, classroom discipline, safety issues, and campus concerns. The executive leadership meeting are held once a week. These meetings pertain to curriculum issues, professional development, discipline issues, instructional trends, support concerns, individual student issues, budget issues, safety concerns, event planning and other issues as they relate to Carver's initiatives. Mollie Cunningham, Principal provides a common vision for data based decisions, monitors the planning and implementation of goals, ensures that available resources and supports are provided.

The members are as follows:

Kinetrai Kelly-Truitt – Assistant Principal
 Donald Dickson – Assistant Principal
 Shannon Sapp – Guidance Counselor
 Robert Williams – Guidance Counselor
 Heather Jablonski- Rti/ESOL Coach
 Ashley Parlato– ESE School Specialist
 Freda Russell-Miller – Literacy Coach
 Treshonda Rutledge-Mathematics Coach
 Kristi Kacanich- Accelerated Resource Teacher
 Valentina K. Jolta-(School Psychologist)- School based support facilitator for student interventions
 Laura Davis-School Social Worker
 Magalys Talbot-Family School Liaison, and ELL language translator
 Donald Dickson and Kinetrai Kelly-Truitt- Assistant Principals: Assist the principal in ensuring that the

school-based team is implementing Rtl, conducting assessment of Rtl skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support Rtl implementation. Provides on-going progress monitoring of quarterly reports. Conduct teacher evaluations, provide instructional support and any management issues at Carver Middle School.

General /Core Education Teachers: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with members of their departments to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities for their departments. Conduct Professional Learning Committees (PLC's) and collaboratively plan for student instruction.

Ashley Parlato-Exceptional Student Education Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education and ESE inclusion teachers. Schedule Individual Educational Plan (IEP) meetings and collaborate with parents and teachers on best instructional practices for targeted ESE students.

Freda Russell-Miller, Treshonda Rutledge, Kristi Kacanich, Melonee Ferguson, Instructional Leaders- Provide guidance on K-12 core plans, facilitate and support data collection, assist in data analysis, provides professional development and assistance to teachers regarding research based reading strategies, support implementation of Tier 1, 2 and 3 intervention plans and provide lesson plan strategies for teachers.

Shannon Sapp, Robert Williams, Guidance Counselors: Provide services to support the academic, emotional, behavioral, and social success to the students. Participate in collection, interpretation and analysis of data and facilitates in the development of intervention plans and communicating with parents regarding school-based Rtl plans. Provide quarterly Rtl reports.

The team assists in setting clear expectations, defining areas of need, and facilitating in the development of a systemic approach to teaching. During the school year, the team will meet on a regular basis to review relevant data and link to instructional decisions, identify students who are at risk for not meeting benchmarks, identify professional development and resources for teachers, and evaluate implementation. The guidance counselors will provide quarterly reports to administration and hold monthly guidance meetings with administration.

The team sets clear expectations, defined areas of need, and facilitated in the development of a systemic approach to teaching. During the school year, the team will meet on a regular basis to make instructional decisions based on thier review of relevant data, identify students who are at risk for not meeting benchmarks, identify professional development and resources for teachers, and monitors the implementation. The guidance counselors will provide quarterly reports to administration and hold monthly guidance meetings.

Professional development will be provided during teachers' common planning time. The Rtl team will also evaluate staff PD needs and provide on-going support and training as needed. District staff will provide on-going support as needed.

To provide appropriate staff development to ensure that teachers are implementing Marzano strategies and supporting Content Area Reading. Provide before and after school Learning Center. Federal, state, and local funds, services, and programs will be coordinated and integrated in Carver Middle School by the following methods:

Title I funds the following instructional staff members:

1-intensive math teacher

1 intensive reading teacher

1 Rtl/MTSS coach

1 paraprofessional

- High-quality, curriculum integration

- Standards, curriculum, assessments, and instructional methods that are aligned both horizontally (within grades) and vertically (from grade to grade);

- Qualified teachers at all grade levels;

- Appropriate resources and interventions for struggling students and those at risk of failing to achieve proficiency in core subject areas.

- Structures, policies, and practices that support collaboration and alignment within and across grade levels (the exact nature of the structures, policies, and practices will vary with classroom, school and community needs); and
- Shared responsibility-between Carver Middle School, , families, and communities-for student's achievement outcomes at the end of eighth grade.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Pernell Mitchell	Business/Community
Denise Burry	Parent
Meloni Henderson	Business/Community
Paige Simmons	Parent
Brian Evey	Business/Community
Mary Finch	Business/Community
John Christain	Business/Community
Gregory Craig	Education Support Employee
Tanya Haugabrook	Education Support Employee
Micheka Thomas	Education Support Employee
Freda Russell	Parent
Maggie Talbot	Education Support Employee
Regina Williams	Education Support Employee
Christine Kiser	Education Support Employee
Brian Evey	Business/Community
Donald Dickson	Education Support Employee
Kinetrai Kelly-Truitt	Education Support Employee
Micheka Thomas	Education Support Employee
Michael Storts	Business/Community

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 School Advisory Council assists the principal in preparation, evaluation, and monitoring of SIP, decides jointly with school faculty how A+ recognition funds are spent when available, assists the principal with the school budget, and performs functions as prescribed by school board with the goal of increasing student achievement for all students in a safe learning environment.

Development of this school improvement plan

The development of the school improvement plan was processed through the following steps.

1. The initial notification of the plan was given to the principal, Mollie Cunningham.
2. Mrs. Cunningham met with the Executive Leadership Team to discuss the intent of the SIP.

3. Parts A-E were given to committee members to collect data pertaining to the SIP.
4. The data was collected and the reviewed by the principal.
5. The information was then typed into the SIP.
6. The data was submitted to the Florida CIMS.org online site.

Preparation of the school's annual budget and plan

The preparation of the school's annual budget and plan is conducted by the principal. The principal presents the budget to the School's Advisory Counsel, then the budget is presented to the Executive Leadership Team. Portions of the budget is presented to committees as needed.

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

Funding is not available.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Mollie, Cunningham	Principal
Dickson, Donald	Assistant Principal
Kelly-Truitt, Kinetra	Assistant Principal
Russell-Miller, Freda	Instructional Coach
Rutledge, Treshonda	Instructional Coach
Kacanich, Kristi	Other
Ferguson, Melonee	Other
Sapp, Shannon	Guidance Counselor
Williams, Robert	Guidance Counselor
Parlato, Ashley	Other
Jablonski, Heather	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will be to see the effect of literacy learning in the classroom and develop an action plan to address the information gained after reviewing the data. The initial data will be baseline data from the Florida Assessment in Reading-Florida Standards FAIR-FS and subsequent information will be gained from teacher observation and other FAIR administrations. The LLT will dedicate significant time to the evaluation of implementation of Literacy strategies in each classroom. Staff development focused on providing teachers with the training and support needed to implement these Literacy strategies will be conducted with the intent to increase the use of strategies that support increasing the amount of content-based reading, writing, and discussion in all content areas.

LLT will identify model classrooms for the Literacy strategies and provide all teachers the opportunity to observe the Literacy strategies being used effectively by their colleagues

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

Teachers at CMS are collegial and work collaboratively on improvement activities for student achievement. CMS teachers and administrators work together, to encourage a level of commitment, energy, and motivation towards student learning.

Carver Middle School professional collaboration exhibit relationships and behaviors that support quality work and effective instruction, including the following:

- More complex problem-solving and sharing effective lesson plans
- Stronger professional networks to share information
- Greater risk-taking and experimentation (because colleagues offer support and feedback)
- A richer technical language shared by educators at CMS, that can transmit professional knowledge quickly
- More continuous and comprehensive attempts to improve the school

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

Instructional coaches and trained teachers provide a New Beginnings day during pre-planning.

Partnering new teachers with peer teachers. Reviewing applications from SearchSoft HR program and from Teachers-Teachers.com

Providing on-going mentoring during planning time, department meetings and weekly Professional Learning Communities (PLC) and research-based professional development workshops.

Person responsible: Principal, Assistant Principals, Instructional Coaches, mentors.

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

The new teachers are assigned a mentor and is in the same department. They meet weekly through PLC to discuss evidence-based strategies, Marzano's Framework for Teaching. Time is also given for feedback, coaching and planning. In addition, they lesson plan together weekly. As a Title I School, the instructional coaches also serve as mentors to model and assist with lesson planning, classroom walkthroughs with immediate feedback.

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 Middle School ensures its core instructional programs and materials are aligned to the Florida Standards by the following techniques:

1. CMS provided research based on site and off-site, professional development opportunities for all teachers in core and elective areas.
2. CMS trains teachers on current researched based materials and technology programs. Programs such as BrainPop, Study Island, Insight 360, Achieve 3000, MyOn, FAIR-FS, are some of the

instructional staff tools offered to teachers.

3. Any new initiatives offered by the Lake County School's Curriculum Department, Teaching and Learning, and the Academic Services Unit are afforded to all teachers.

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

Teachers meet in Professional Learning Committees to disaggregate data. The teachers then use the Plan, Do, Check, Act Model:

1. Plan. Recognize an opportunity and plan a change. (Lesson Studies)

Planning includes the following steps:

- a. Preparing the classroom environment for collaboration and small-group instruction
- b. Assessing students' strengths and needs to align curriculum with needs
- c. Creating teaching tools for managing resources such as time, pacing, and work
- d. Developing a rotation chart that identifies group memberships and expectations.

2. Do. Test the change. Carry out a small-scale study.

3. Check. Review the test, analyze the results and identify what you've learned.

4. Act. Take action based on what they have learned the study step: If the change did not work, go through the cycle again with a different plan. If they are successful, they will incorporate what they have learned from the test into wider changes. Then the teachers will use what they have learned to plan new improvements, beginning the cycle again.

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: 78,660

The Carver Middle School before and after school program provides an opportunity to merge school reform strategies with community resources. The CMS program involves collaboration among parents, students, and teachers. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of CMS to encourage students to strive for excellence and provide safe and educationally enriching alternatives for youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.

Program Elements

The CMS before and after school program will be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, will be provided. The before and after school programs will consist of the elements below:

- An educational and literacy element that will provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
- The educational enrichment element will offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum.

Operational Requirements

All staff members who directly supervise pupils must meet the minimum qualifications, hiring requirements, and procedures to teach in the before and after school program. School site principals approve site supervisors for the after school program and ensure that the program maintains a pupil-to-staff member ratio of no more than 10 to 1.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mollie, Cunningham, cunningham@lake.k12.fl.us

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

Each core area teachers will provide a pre and post assessment for progress monitoring during the before and after school program. In addition to pre and post assessments teachers will give assessments pertaining to the core areas served.

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 School conduct several activities to ensure a smooth transition to high school and middle school:

1. Transition to Leesburg High School Informational meeting arranged by Kinetrai Kelley Truitt, Assistant Principal.
2. Carver's Transition Night held for parents and students who will experience middle school for the first time.
3. Grade and gender specific class meetings(Held during the school day).

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***

Carver Middle School offers Civics and CTE courses to help students become aware of the relationships that exist between education and career planning, work and learning. Students are also provided with a greater awareness and knowledge of the benefits of educational achievement and will develop career plans in Florida CHOICES Planner. Students are introduced to educational alternatives and course options as they prepare for the transition to high school.

Students will use a variety of resources to create an academic and career plan that reflects their post-secondary goals. With the help of Carver's guidance counselors, students will learn what is expected of them in high school and how their career interests will guide them in selecting required courses and electives. They will learn of all the different options in high school such as dual enrollment, academies, career pathways, industry certifications, advanced placement courses.

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

Teachers develop lesson plans that are aligned at each grade level and subject area by the creation and use of a NGSSS and the Common Core Standards. The NGSSS were created collaboratively by the the Florida Department of Education and the Common Core Standards were developed by the National Governors Association Center for Best Practices, Council of Chief State School Officers. At each grade level and in that subject area individual teachers have the latitude to develop their own instructional strategies to deliver instruction within the confines of the local and national standards. All applied course instructors support the Focus Calendar skills by participating in school-wide initiatives such as Wow Words, Word Walls, Column Notes and Writing activities which are documented in their lesson plans.

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

Carver Middle School affords the students in the following CTE courses:

1. Robotics
2. Culinary Arts
3. Keyboarding
4. Beginning Computers

Carver's integrated CTE curriculum provides all students with college and career options that are crucial in today's modern society.

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

Carver Middle School uses ReadSteps to measure skills students need to be on track for success as they transition to high school. It provides insight into students' academic progress and also equips educators with tools they can use to make informed decisions in the classroom.

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.** Incidents of bullying will be reduced by 10% as determined by reports generated from DecisionEd and Skyward. These reports will be generated monthly.
- G2.** To decrease the number of students scoring in the lowest 25% in reading and math by 10%
- G3.** To increase the number of 8th grade students scoring 4.0 or higher on FSA Writes by 10% during the 2014-2015 school year.
- G4.** To increase the percent of students scoring level 3 in mathematics by 10% on FSA (2015)
- G5.** To increase the percent of students scoring level 3 in reading by 10% on the Florida Standards Assessment.

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. Incidents of bullying will be reduced by 10% as determined by reports generated from DecisionEd and Skyward. These reports will be generated monthly. 1a

G054847

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0

Resources Available to Support the Goal 2

- Behavior Tracking System Forms
- Bullying incident reports populated from administration
- Implementation of Bullying curriculum provided by Lake County Schools

Targeted Barriers to Achieving the Goal 3

- Unreported incidents of bullying.

G2. To decrease the number of students scoring in the lowest 25% in reading and math by 10% 1a

G044860

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
FSA - Mathematics - Proficiency Rate	80.0
AMO Math - African American	53.0
Algebra I EOC Pass Rate	5.0
Math Lowest 25% Gains	10.0
Math Gains	10.0
Math Gains	10.0
AMO Reading - All Students	67.0
FSA - English Language Arts - Proficiency Rate	80.0
ELA/Reading Gains	10.0
ELA/Reading Lowest 25% Gains	10.0

Resources Available to Support the Goal 2

- Mini Assessments
- Student Chats
- Personalized Learning (Grant Proposal)
- PENDA

Targeted Barriers to Achieving the Goal 3

- Students not reading on grade level.
- Poor comprehension skills
- Personalized Learning has not been implemented school-wide.

Plan to Monitor Progress Toward G2. 8

Level assessments will be given throughout the Achieve 3000 program

Person Responsible

Freda Russell-Miller

Schedule

Daily, from 8/18/2014 to 6/8/2015

Evidence of Completion

G3. To increase the number of 8th grade students scoring 4.0 or higher on FSA Writes by 10% during the 2014-2015 school year. 1a

G044861

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	10.0
CELLA Writing Proficiency	10.0

Resources Available to Support the Goal 2

- Thinking Maps
- Write Score/ My Access
- Before school writing tutoring.
- Lake County School Writing Focus Calendar
- Carver Middle School Writing Focus Calendar
- Anchor Paper Study-Professional Development
- Tutoring

Targeted Barriers to Achieving the Goal 3

- Students do not understanding the writing process

Plan to Monitor Progress Toward G3. 8

Data reports from Write Score will be monitored.

Person Responsible

Freda Russell-Miller

Schedule

Quarterly, from 8/18/2014 to 2/27/2015

Evidence of Completion

Data reports

G4. To increase the percent of students scoring level 3 in mathematics by 10% on FSA (2015) 1a

G044862

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0

Resources Available to Support the Goal 2

- Thinking Maps
- PENDA
- Provision for before and after school tutoring
- Mini Assessment

Targeted Barriers to Achieving the Goal 3

- Low computation skills

Plan to Monitor Progress Toward G4. 8

Progress Monitoring

Person Responsible

Freda Russell-Miller

Schedule

Daily, from 8/18/2014 to 6/8/2015

Evidence of Completion

Florida Standards Assessment data

G5. To increase the percent of students scoring level 3 in reading by 10% on the Florida Standards Assessment. 1a

G044863

Targets Supported 1b

Indicator	Annual Target
	10.0

Resources Available to Support the Goal 2

- Thinking Maps
- Common Core State Standards C-Palms NGSSS
- C2 Connection Cards
- Curriculum Blueprints
- NGSSS
- NGCAR-PD
- Departmentalize Lesson Planning
- PLC's

Targeted Barriers to Achieving the Goal 3

- Class size reduction
- Students who do not have a reading class.
- Student engagement
- Cost of resources and training

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

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. Incidents of bullying will be reduced by 10% as determined by reports generated from DecisionEd and Skyward. These reports will be generated monthly. **1**

 G054847

G1.B1 Unreported incidents of bullying. **2**

 B138152

G1.B1.S1 School-wide Bullying prevention program. **4**

 S150143

Strategy Rationale

This program will help students understand how bullying affects students. It will also help students feel safe if they need to report incidents

Action Step 1 **5**

Bullying Prevention Program

Person Responsible

Heather Jablonski

Schedule

Weekly, from 10/1/2014 to 4/30/2015

Evidence of Completion

All students will participate in activities for bullying prevention.

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

All Bullying lessons, activities, and projects will be implemented throughout the school year.

Person Responsible

Heather Jablonski

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

All incidents of bullying will be tracked using Decision Ed and Skyward

Person Responsible

Heather Jablonski

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

G2. To decrease the number of students scoring in the lowest 25% in reading and math by 10% **1**

G044860

G2.B1 Students not reading on grade level. **2**

B110529

G2.B1.S1 Provide intensive instruction for students who performed at levels 1 or 2 on FCAT 2.0 **4**

S150111

Strategy Rationale

Students who performed at levels 1 or 2 are not on grade level

Action Step 1 **5**

Students who scored levels 1 or 2 on the FCAT will take an intensive reading course and use Achieve 3000 to help increase reading comprehension.

Person Responsible

Freda Russell-Miller

Schedule

Daily, from 8/18/2014 to 6/8/2015

Evidence of Completion

Achieve 3000 performance reports will be used to track progress of students in intensive reading

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

Teachers will print reports after each lesson has been tested and leveled assessments will be given according to program guidelines

Person Responsible

Donald Dickson

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Data reports

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

Performance reports will be generated to determine if the program is effective and reliable.

Person Responsible

Freda Russell-Miller

Schedule

Daily, from 8/18/2014 to 6/8/2015


Evidence of Completion

Reading growth will be determine by Lexile Level gains


G3. To increase the number of 8th grade students scoring 4.0 or higher on FSA Writes by 10% during the 2014-2015 school year. 1

 G044861

G3.B1 Students do not understanding the writing process 2

 B110532

G3.B1.S1 Mock writing assessments from Write Score 4

 S150133

Strategy Rationale

To help students understand what components are needed to improve writing.

Action Step 1 5

Provide mock writing assessments throughout the school year to help students understand what components are needed to write effectively.

Person Responsible

Freda Russell-Miller

Schedule

Quarterly, from 8/18/2014 to 2/27/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Reports from Write Score will help teachers determine the strengths and weaknesses for each student. This data will be share with students through data chats.

Person Responsible

Donald Dickson

Schedule

Quarterly, from 8/18/2014 to 2/27/2015

Evidence of Completion

Data reports from Write Score

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

PLC's will be held in order for teachers to determine what additional strategies should be implemented.

Person Responsible

Freda Russell-Miller

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Teacher data chat logs.

G5. To increase the percent of students scoring level 3 in reading by 10% on the Florida Standards Assessment. 1

G044863

G5.B1 Class size reduction 2

B110536

G5.B1.S1 Appropriate scheduling of students 4

S121986

Strategy Rationale

Action Step 1 5

Careful planning of the master schedule

Person Responsible

Schedule

Evidence of Completion

Student following schedule classes

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitor classes taken by students.

Person Responsible

Schedule

Evidence of Completion

Students will follow schedules

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administration will monitor scheduling practices.


Person Responsible

Schedule


Evidence of Completion

An administrator will monitor the Master schedule.

G5.B2 Students who do not have a reading class. 2

 B110537

G5.B2.S1 Monitor previous FCAT scores for appropriate reading placement. 4

 S121987

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Person Responsible


Schedule

Evidence of Completion

G5.B3 Student engagement 2

 B110538

G5.B3.S1 Plan lessons to help motivate student learning. 4

 S121988

Strategy Rationale

Action Step 1 5

Thinking Maps

Person Responsible

Schedule

Evidence of Completion

Thinking Map Implementation Schedule

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Classroom visitation reflection sheets


Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Person Responsible


Schedule

Evidence of Completion

G5.B4 Cost of resources and training 2

 B110539

G5.B4.S1 Plan according to district funding. 4

 S121989

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B4.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	Careful planning of the master schedule		Student following schedule classes	once	
G5.B2.S1.A1	[no content entered]			once	
G5.B3.S1.A1	Thinking Maps		Thinking Map Implementation Schedule	once	
G5.B4.S1.A1	[no content entered]			once	
G2.B1.S1.A1	Students who scored levels 1 or 2 on the FCAT will take an intensive reading course and use Achieve 3000 to help increase reading comprehension.	Russell-Miller, Freda	8/18/2014	Achieve 3000 performance reports will be used to track progress of students in intensive reading	6/8/2015 daily
G3.B1.S1.A1	Provide mock writing assessments throughout the school year to help students understand what components are needed to write effectively.	Russell-Miller, Freda	8/18/2014		2/27/2015 quarterly
G1.B1.S1.A1	Bullying Prevention Program	Jablonski, Heather	10/1/2014	All students will participate in activities for bullying prevention.	4/30/2015 weekly
G1.B1.S1.MA1	All incidents of bullying will be tracked using Decision Ed and Skyward	Jablonski, Heather	8/18/2014		6/8/2015 monthly
G1.B1.S1.MA1	All Bullying lessons, activities, and projects will be implemented throughout the school year.	Jablonski, Heather	8/18/2014		5/29/2015 weekly
G2.MA1	Level assessments will be given throughout the Achieve 3000 program	Russell-Miller, Freda	8/18/2014		6/8/2015 daily
G2.B1.S1.MA1	Performance reports will be generated to determine if the program is effective and reliable.	Russell-Miller, Freda	8/18/2014	Reading growth will be determine by Lexile Level gains	6/8/2015 daily
G2.B1.S1.MA1	Teachers will print reports after each lesson has been tested and leveled assessments will be given according to program guidelines	Dickson, Donald	8/18/2014	Data reports	6/8/2015 monthly
G3.MA1	Data reports from Write Score will be monitored.	Russell-Miller, Freda	8/18/2014	Data reports	2/27/2015 quarterly
G3.B1.S1.MA1	PLC's will be held in order for teachers to determine what additional strategies should be implemented.	Russell-Miller, Freda	8/18/2014	Teacher data chat logs.	6/8/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Reports from Write Score will help teachers determine the strengths and weaknesses for each student. This data will be share with students through data chats.	Dickson, Donald	8/18/2014	Data reports from Write Score	2/27/2015 quarterly
G4.MA1	Progress Monitoring	Russell-Miller, Freda	8/18/2014	Florida Standards Assessment data	6/8/2015 daily
G5.MA1	[no content entered]			once	
G5.B1.S1.MA1	Administration will monitor scheduling practices.		An administrator will monitor the Master schedule.	once	
G5.B1.S1.MA1	Monitor classes taken by students.		Students will follow schedules	once	
G5.B2.S1.MA1	[no content entered]			once	
G5.B2.S1.MA1	[no content entered]			once	
G5.B3.S1.MA1	[no content entered]			once	
G5.B3.S1.MA1	[no content entered]		Classroom visitation reflection sheets	once	
G5.B4.S1.MA1	[no content entered]			once	
G5.B4.S1.MA1	[no content entered]			once	

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. To decrease the number of students scoring in the lowest 25% in reading and math by 10%

G2.B1 Students not reading on grade level.

G2.B1.S1 Provide intensive instruction for students who performed at levels 1 or 2 on FCAT 2.0

PD Opportunity 1

Students who scored levels 1 or 2 on the FCAT will take an intensive reading course and use Achieve 3000 to help increase reading comprehension.

Facilitator

Achieve 3000 representative will provide professional development on how to use the program for optimal outcomes.

Participants

All reading teachers.

Schedule

Daily, from 8/18/2014 to 6/8/2015

G5. To increase the percent of students scoring level 3 in reading by 10% on the Florida Standards Assessment.

G5.B3 Student engagement

G5.B3.S1 Plan lessons to help motivate student learning.

PD Opportunity 1

Thinking Maps

Facilitator

District Teams Instructional Coaches Administration

Participants

District Support Staff Instructional Coaches Administration Teachers

Schedule

Technical Assistance Items

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