

Lake County Schools

Carver Middle School



2018-19 School Improvement Plan

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Carver Middle School

1200 BEECHER ST, Leesburg, FL 34748

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>83%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>51%</p>

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

At Carver Middle School our mission is to fulfill the following three commitments:

- We will provide students opportunities to academically achieve through the strategic use of appropriate technologies, flexible learning environments, and individualized learning pathways. Students will have access to an engaging and standards-aligned curriculum that supports their personalized learning needs. In a safe and supportive environment, students will grow as individuals through access to multiple enrichment courses and extra-curricular opportunities. Our students will actively participate in the design of their own customized learning plans and monitor their progress towards their learning goals. (This "student" portion of the mission statement is scheduled for update in the fall of 2018.)
- We will provide teachers the support and resources needed to enhance their proficiency at the craft of teaching. Teachers will have access to both individualized and school-based professional development which will strategically target their needs and the needs of their students. We will empower our teachers by making them a part of a professional learning community where collaboration, teamwork, and a growth mindset are fostered.
- We will provide all stakeholders with opportunities for open communication regarding our students' education. Parents and community members will not only provide resources in support of the school's vision, but will be intentionally integrated as partners in achieving that vision.

Provide the school's vision statement

The members of Raider Nation will BELIEVE in themselves and their ability to learn, ACHIEVE both academically and personally, and SUCCEED at Carver Middle School, through high school, and beyond.

School Leadership Team

Membership

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

Name	Title
Kelley-Truitt, Kinetrai	Principal
Dickson, Donald	Assistant Principal
Sapp, Shannon	Assistant Principal
Williams, Robert	Guidance Counselor
Milchman, Stuart	Instructional Coach
Smith, Andrea	Teacher, K-12
Griffin, Chadwick	Administrative Support
Nash, Ashley	Dean
	Instructional Coach

Duties

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

Kinetrai Kelley-Truitt - Principal: Defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community. Provides a common vision for the use of data-based decision making. Ensures the implementation of effective teaching strategies. Conducts assessment of skills of school staff. Ensures implementation of intervention support and documentation. Ensures adequate professional development.

Shannon Sapp and Donald Dickson - Assistant Principals: Serve as members of the administrative team to develop and implement the total school program. Assists the principal in ensuring that the school-based team is implementing effective teaching strategies, conducting assessment of skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support the success and implementation of the schools mission, vision, and goals.

Ashley Nash - Potential Specialist: Manages 7th grade discipline, provide teacher support and manages data as it relates to student progression. Assists the assistant principals in ensuring that the school-based team is implementing effective teaching strategies, conducting assessment of skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support the success and implementation of the schools mission, vision, and goals. Responsible for grade recovery, Summer school and tracking of students that have been retained.

Stuart Milchman - School Based Math Coach: Assists in instructional support. Helps teachers determine strategies for differentiated instruction and manages data as it relates to student progression. Provides guidance and facilitates and supports data collection, assists in data analysis, provides professional development and assistance to teachers regarding research based math strategies, and effective instructional strategies. MTSS support and implementation of Tier 1, 2 and 3 intervention.

Lisa Sabino - School based Literacy Coach: Provides teacher support, and manages data as it relates to student progression. Provides guidance on K-12 reading plan, facilitates and supports data collection, assists in data analysis, provides professional development and assistance to teachers regarding research based reading strategies, and effective instructional strategies for ELL, provides MTSS support and implementation of Tier 1, 2 and 3 intervention.

Tami Dillon- ESE Specialist-manages the exceptional student population and support ESE teachers by assisting in the development of Individual Educational Plans. Participates in collection, interpretation and analysis of data and facilitates professional development to support teachers.

Chadwick Griffin - Potential Specialist: Teach 2 courses with at risk students assigned. Mentor and monitor early warning signs of these students. Track students academic progress in classes, behavior and attendance. Oversee Restorative Practices Program (New program being implemented by the county), serve as advocate for At Risk Students.

Andrea Smith - Edgenuity Lab Facilitator/Testing Coordinator: Monitor daily student progress in grade recovery (Edgenuity). Contact parents of students not progressing as they should. Has five sections of grade recovery. As the school's testing coordinator, the role is to oversee, train and organize district and state assessments.

Robert Williams - Guidance Counselor: Provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/ vocational needs of all students.

Support facilitator for student interventions and student services. Monitor attendance and conduct CSTs as necessary. Communicate with parents regarding students at risk of failing for assigned grade levels (6th Grade and A-L 7th graders). Facilitate parent conferences and oversee ELL and 504 students and plan implementation.

Kayla Durias - Guidance Counselor: Provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/ vocational needs of all students. Support facilitator for student interventions and student services. Monitor attendance and conduct CSTs as necessary. Communicate with parents regarding students at risk of failing for assigned grade levels (7th Grade M-Z and 8th grade). Facilitate parent conferences and oversee MTSS support and implementation of Tier 1, 2 and 3 intervention -sets up meetings, and supports teachers through the MTSS process.

Andrew Kuzmicki - School Psychologist: District-based support for student interventions and student services.

Laura Davis - School Social Worker: District based support for home/school connection.

Teresa Gonzalez - Family / School Liaison:

Serves as a liaison between school personnel, parents and community agencies facilitating parent awareness and school involvement. Maintain active communication with parents to facilitate the successful academic achievement of students. Sets up and managing a Parent Resource Center at our school site. Serves as a translator when needed.

Kelly Naboralski - AVID Coordinator:

- Partner with High School AVID Elective Site Coordinator in documenting that all AVID essentials are met in order to assure annual certification
- Act as an AVID liaison with the principal, counselor, and other staff members as well as with AVID District Director.
- Co-Lead the building AVID site team in facilitating monthly meetings, focusing on instructional elements of AVID.
- Become an instructional leader, sharing techniques and materials through formal or informal professional development to help staff members across disciplines work with all learners.
- Assist teachers who request help in implementing AVID strategies in their classroom and as part of their instruction.
- Meet monthly with AVID Site Coordinators to collaborate on K-12 AVID alignment and plan districtwide

AVID professional development that matches the district improvement plan. Disseminate information from AVID Directors to other teachers.

- Work with AVID Elective Site Coordinator to facilitate the planning and scheduling of college field trips, guest speakers, and special programs with other teachers.
- Co-Facilitate campus AVID parent involvement activities.
- Assist with AVID data collection as relates to school-wide implementation.
- Support recruitment of new AVID learners.
- Support organization and maintenance of AVID certification materials.
- Attend scheduled meetings with the District Director.
- Attend AVID trainings as directed by the principal or AVID District Director

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	25	34	23	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	49	61	39	0	0	0	0	149
Course failure in ELA or Math	0	0	0	0	0	0	22	49	30	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	0	0	0	103	99	90	0	0	0	0	292

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	168	194	169	0	0	0	0	531

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	2	5	10	0	0	0	0	17
Retained Students: Previous Year(s)	0	0	0	0	0	0	53	53	52	0	0	0	0	158

Date this data was collected

Sunday 8/19/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	48	61	52	0	0	0	0	161
One or more suspensions	0	0	0	0	0	0	27	64	32	0	0	0	0	123
Course failure in ELA or Math	0	0	0	0	0	0	21	9	19	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	157	137	142	0	0	0	0	436

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	48	61	52	0	0	0	0	161
One or more suspensions	0	0	0	0	0	0	27	64	32	0	0	0	0	123
Course failure in ELA or Math	0	0	0	0	0	0	21	9	19	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	157	137	142	0	0	0	0	436

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest performing data components for the 2018-18 school year were clear - the Lowest 25th Percentile Learning Gains. For both Math and ELA, our lowest quartile students achieving learning gains was at 36%. This was a drop off of 10% for both, since both were at 46% for the 2016-17 school year.

Lowest quartile learning gains for ELA and Math have been in range of 43 to 46% over the prior two school years. This reveals a trend of being our lowest performing data component over the past 3 years, but with a significant drop for the 2017-18 school year.

Which data component showed the greatest decline from prior year?

The largest decline shown in all the data components for the 2017-18 school year was clearly shown in the learning gains of our lowest quartile, in both ELA and Math. Both reporting components showed a decrease of 10% - from 46% to 36% - revealing lowest quartile growth as the highest-need area to be addressed in our School Improvement Plan.

Which data component had the biggest gap when compared to the state average?

The data component which had the largest gap when compared to the state average is the Math Lowest 25th Percentile Learning Gains. This gap was at 15%, with Carver at 36% and the state at 51%. This falls in line with the trends of the last 3 testing years as well as our greatest decline from the year prior.

Which data component showed the most improvement? Is this a trend?

The data component showing the greatest improvement was the area of Science Achievement. There is a trend of growth revealed over the past 3 school years, with those years at 39%, 44%, and now 47%, respectively.

ELA Achievement has also shown a trend of improvement over the past 3 school years, with those years at 41%, 45%, and 47%, respectively.

Describe the actions or changes that led to the improvement in this area

Improvement in the areas of Science and ELA Achievement has been secured by the use of standards-based instruction, tasks, and feedback.

Professional development has been developed by administration and instructional coaches and provided to teachers focusing on standards-based instruction, tasks, and feedback, as well as "what we teach," "how we teach," and "authentic literacy."

"Reading, Writing, Thinking, and Talking" and collaborative structures (such as AVID strategies) are intentionally integrated into the daily routines, plans, and tasks of every classroom. These activities increase the students' exposure to authentic literacy practices which impact their abilities across all content areas.

Common plan time has led to common (and improved) lesson and task design, and common assessments, which led to data used for data-driven instructional decision making, from focus calendars to specific student tasks.

iBlock (Carver's intervention block) was utilized to provide time and targeted lessons on specific standards that state, district, and classroom-based common assessment data was revealing as areas of need at each grade level. Science and ELA data from iBlock cycles in 2017-18 school year showed significant gains at all levels.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	47%	49%	53%	45%	47%	52%
ELA Learning Gains	43%	50%	54%	50%	50%	54%
ELA Lowest 25th Percentile	36%	45%	47%	46%	39%	44%
Math Achievement	48%	55%	58%	52%	54%	56%
Math Learning Gains	47%	56%	57%	54%	56%	57%
Math Lowest 25th Percentile	36%	47%	51%	46%	45%	50%
Science Achievement	47%	51%	52%	44%	46%	50%
Social Studies Achievement	66%	72%	72%	70%	72%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	25 (48)	34 (61)	23 (52)	82 (161)
One or more suspensions	49 (27)	61 (64)	39 (32)	149 (123)
Course failure in ELA or Math	22 (21)	49 (9)	30 (19)	101 (49)
Level 1 on statewide assessment	103 (157)	99 (137)	90 (142)	292 (436)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	46%	47%	-1%	52%	-6%
	2017	44%	49%	-5%	52%	-8%
Same Grade Comparison		2%				
Cohort Comparison						
07	2018	42%	48%	-6%	51%	-9%
	2017	45%	45%	0%	52%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
08	2018	47%	55%	-8%	58%	-11%
	2017	41%	50%	-9%	55%	-14%
Same Grade Comparison		6%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	43%	49%	-6%	52%	-9%
	2017	45%	49%	-4%	51%	-6%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	52%	59%	-7%	54%	-2%
	2017	48%	55%	-7%	53%	-5%
Same Grade Comparison		4%				
Cohort Comparison		7%				
08	2018	28%	39%	-11%	45%	-17%
	2017	40%	38%	2%	46%	-6%
Same Grade Comparison		-12%				
Cohort Comparison		-20%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	70%	-3%	71%	-4%
2017	66%	70%	-4%	69%	-3%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	62%	24%	62%	24%
2017	89%	56%	33%	60%	29%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	59	46	32	59	53	37	54	79	60		
BLK	28	38	39	27	38	28	31	47	35		
HSP	42	40	31	45	44	45	39	60	64		
ASN	54	47		69	47						
MUL	44	46		49	49	50	64	64	50		
SWD	17	28	22	19	40	34	16	36			
FRL	42	41	34	43	44	34	41	63	39		
ELL	19	41	40	27	45	44					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	57	52	46	63	57	54	54	74	54		
BLK	23	42	41	27	48	40	19	66	47		
HSP	42	57	57	51	50	48	41	64	47		
ASN	60	67		67	73						
MUL	34	36		49	44			42			
SWD	10	33	35	13	39	35	3	30			
FRL	39	48	48	46	51	44	36	64	52		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	22	57	52	41	50	44	10				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	We will provide our students with standards-based instruction, standards-aligned tasks, and targeted feedback, while engaging them in lessons that incorporate all elements of authentic literacy - Reading, Writing, Thinking, and Talking.
Rationale	If we implement and monitor that all teachers will deliver standards-based instruction, tasks, and feedback, and that lesson plans will incorporate Reading, Writing, Thinking, and Talking in their daily plans, then students will receive the highest level of instruction possible, not only leading to specific content-area success, but also to literacy skills that can be leveraged in all content area classrooms and even as students pursue future careers.
Intended Outcome	Increased teacher capacity in 6 Marzano elements, authentic literacy, and intellectual standards and application to daily and unit planning. Increased student authentic literacy skills to leverage into increased student scores in all reporting categories for ELA, Math, Science, and Social Studies, including both achievement and learning gains for all subgroups. Specific targeted scores include: Both Math and ELA Lowest 25% Learning Gains up %14 to 50% ELA Learning Gains up 11% to state average of 54% Math Learning Gains up 10% to state average of 57% ELA Achievement up 6% to state average of 53% Math Achievement up 10% to state average of 58%
Point Person	Kinetra Kelley-Truitt (kelley-truittk@lake.k12.fl.us)
Action Step	
Description	Create and deliver professional development series to continue our analysis of Michael Schmoker's Book - FOCUS - with the emphasis and expectation placed on classroom application of this knowledge and skill in each content area. Learning Walks - also known as Classroom Walk-throughs (CWT) - will take place daily, with each administrator committing to a minimum of 10 Learning Walks per week. Learning Walks will target the currently identified focus of the PLC/PD series, as well as continually monitoring the daily application of authentic literacy strategies and collaborative structures. Create and establish a common planning schedule with protected times, identified facilitator, clearly defined protocols, and expected products - including, but not limited to: common lessons, common assessments, and data analysis - following the Plan, Do, Check, Act model. Provide Collaborative Planning time beyond common planning periods for grade-level content teachers in order to increase data analysis for instructional decision making, planning for focus calendars, unit and lesson plans, and continued common assessments. (Paid for with SAI funds.) Continue and monitor Title 1 Tutoring Program for identified students, based on academic needs. Purchase Chromebooks for classroom instructional and assessment usage. (Paid for with SAC funds.)

Continue and expand grade and credit recovery program through the use of Edgenuity and Lake Virtual School, allowing for students who fall behind in mastery and credits to participate. This program will expand to scheduled school-day classes and be available to students on a grading period by grading period basis, as opposed to by semesters only. This will include "Summer School" credit recovery and staff (to be paid for with SAI funds).

Continue and develop AVID program, both for AVID students and school-wide, including, but not limited to, AVID notebooks, WICOR instructional and collaborative strategies, etc.

Continue providing the AVID Tutor for AVID student tutorials and AVID program student support. (Paid for with SAI funds.)

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

Plan to Monitor Effectiveness

Monitoring of application will take place through administration's Learning Walks and feedback, as well as monitoring of lesson plans and common planning sessions.

Learning Walks will focus on the "target" of the professional development series, while always including the elements of authentic literacy - Reading, Writing, Thinking, and Speaking. Data from these CWTs will be used to monitor the effectiveness and application of our PD series to classroom instruction.

Description

Data from common assessments will be used during common plan time for teachers, coaches, and administrators to determine the effectiveness of lessons and tasks, as well as drive focus calendars for future instruction.

Grade recovery Edgenuity data will continually be monitored by teacher assigned to class as well as administration to determine and track the success of individual students assigned.

Title 1 tutoring students and attendance will be monitored and tracked by teachers as well as administration to determine and track the success of the individual students attending and the program itself.

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

Activity #2	
Title	With the core values of excellence, collaboration, kinship, and equality driving our culture, we will provide a school climate that promotes the success of all stakeholders.
Rationale	If we continually consider school climate, and the building and maintaining of school culture, a priority, then decisions will be made in the best interest of all stakeholders, leading to community ownership, and ultimately to the success of all stakeholders - including, and most importantly, the academic and personal success of students.
Intended Outcome	Increased ownership and understanding of purpose for all stakeholders - especially on-campus stakeholders - will lead to increased fidelity for the implementation of any and all programs. Increased communication and information sharing with all stakeholders through the use of multiple social media platforms and electronic means. "Followers," "Likes," and "Comments/Questions" through our social media outlets will continue to increase. Employee turnover decrease as evidenced by a lower percentage from prior school years. Increased parental, community, and business partners involved in events as attendees, participants, and sponsors.
Point Person	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)
Action Step	
Description	Continue to increase social media posts and social media program (FaceBook, Twitter, School Website) through the paid supplemental position of Communications/Social Media Manager - Mrs. Micheka Thomas - \$1,000 stipend (Paid for by SAC funding.) Continue the use and meetings of our "New Crew" group of teachers in order to provide extra support in any needed areas. Implement and protect "Family Breakfast" one Wednesday a month in order to foster the core value of kinship. Continue and protect common planning time and PLC time in order to foster the core value of collaboration. Implement Restorative Practices Committee and implement the core concepts of Restorative Practices in 3 phases over this school year. Phase 1: RP within our Staff and Faculty Phase 2: RP within our Classrooms Phase 3: RP within our Systems Implement and advertise the "1-Hour" parental/guardian involvement drive, where parents/guardians are encouraged to give 1 hour of their time to a school-based volunteer or event opportunity. If each student had one parent give one hour, our parent involvement would increase by approximately 800 hours. Actively recruit and develop increased community and business partners to support school vision, both financially and through volunteer efforts.
Person Responsible	Kinetrai Kelley-Truitt (kelley-truittk@lake.k12.fl.us)
Plan to Monitor Effectiveness	

Develop and utilize administrative schedule for attending and monitoring common planning weekly.

Monitoring of parental involvement during school hours - volunteer hours, etc - as well as monitoring of parental involvement and attendance at all after-school events - open houses, etc.

Description

Track financial, material, and volunteer efforts of community and business partners.

Document and monitor the implementation of Restorative Practices throughout the school and school systems over the course of its 3-phase implementation.

Stakeholder survey results will be used to monitor the success of this focus area for all stakeholder groups - students, teachers, parents, community, etc.

Person

Responsible

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

Activity #3

Title Through the utilization of school-wide systems, data monitoring, and the implementation of iBlock, we will provide students opportunities for intervention and remediation based on their individual academic needs.

Rationale If we continually monitor the most up-to-date student and grade-level data available, and apply this data through the implementation of iBlock, both for grade-level interventions for targeted standards and for the identified lowest 25th percentile students to receive remediation in needed standards and/or skills, then we will increase achievement levels and learning gains for all subgroups across all reporting categories.

Intended Outcome Increase of data monitoring for individual student and grade-level needs, the increase in dedicated time for lessons and tasks on targeted standards, and the increase in support for lowest 25% percentile students will leverage into increased student scores in all reporting categories for ELA, Math, Science, and Social Studies, including both achievement and learning gains for all subgroups.

Specific targeted scores include:
Both Math and ELA Lowest 25% Learning Gains up %14 to 50%
ELA Learning Gains up 11% to state average of 54%
Math Learning Gains up 10% to state average of 57%
ELA Achievement up 6% to state average of 53%
Math Achievement up 10% to state average of 58%

Point Person Donald Dickson (dicksond@lake.k12.fl.us)

Action Step

Continue iBlock plan for dedicated time for needed interventions, through the use of the iBlock schedule on Tuesdays and Thursdays, September 4th 2018 through April 4th 2019.

Continue iBlock plan to identify grade-level standards-based interventions, using the most up-to-date data sources available - including, but not limited to, FSA data, baseline data, common grade-level assessments, etc.

Select and plan appropriate intervention lessons for grade-level target standards, including instruction, tasks, and assessments. Teacher and instructional coaches will collaborate on grade-level target lessons and mini-assessments.

Description Purchase materials and provide teacher planning and data analysis time in support of iBlock instruction (paid for by SAI funding).

Expand iBlock plan to include pre-grouped students of the lowest 25th percentile in Math and ELA. These students will complete iBlock cycles using dedicated time for more prescriptive support, utilizing the IXL program, and will be provided with more school personnel during this time, which will enable small group and/or one-on-one instructional time with reading and math teachers/coaches.

Expand iBlock plan to include further re-teach and re-assess plans for post-iBlock classroom instructional time for those students who have not yet achieved mastery of targeted standard(s).

Continue iBlock plan to provide dedicated time for MTSS supports for identified students,

utilizing both academic and behavioral supports for students in Tier 2 and Tier 3, as identified in their plans.

Person Responsible Donald Dickson (dicksond@lake.k12.fl.us)

Plan to Monitor Effectiveness

Develop and utilize administrative schedule to monitor iBlock lessons and sessions within each cycle.

Develop and utilize system(s) for monitoring growth and success of identified lowest 25th percentile students through IXL data, as well as other data (screening) sources used to identify smaller needs groups within the lowest quartile.

Description

Develop and utilize system for monitoring success of grade-level interventions during iBlock time, including, but not limited to, common standards-based assessments in ELA and Math at all grade levels (including mini-assessments), as well as 7th grade Civics and 8th grade Science.

Continue to implement a Plan-Do-Check-Act model for decision making regarding all iBlock systems.

Person Responsible Donald Dickson (dicksond@lake.k12.fl.us)

Activity #4

Title The percentage of students receiving referrals and the percentage of student referrals resulting in out-of-school suspensions will decrease through the application and monitoring of school-based systems, student-based programs, and research-based tools

Rationale If we implement, monitor, and support programs such as PBIS, MTSS, Conflict Resolution, and Restorative Practices, then the number of student-to-student and student-to-teacher discipline incidents will decrease. The proactive steps taken through the implementation of these programs will reduce the reactive steps that become necessary after a discipline event, such as referrals and out-of-school suspensions. This will ultimately lead to less loss of instructional time due to these events and our reactive processes and consequences.

Decrease in the number of student incident (discipline) referrals completed for 2018-19 school year as compared to 2017-18 school year.

Intended Outcome Decrease in the number of out of school suspensions assigned for 2018-19 school year as compared to 2017-18 school year.

Decrease percentage of students who receive two or more out of school suspensions for 2018-19 school year as compared to 2017-18 school year.

Point Person Shannon Sapp (sapps@lake.k12.fl.us)

Action Step

Continue and evolve current PBIS system for positive behavior supports, including, but not limited to, "Carver Cash," etc.

Continue to implement the "R3" behavioral motto - Raider Nation is "Respectful, Responsible, and Ready to Learn." Posted and applied in all aspects of life on campus, students and adults.

Create and establish a 3-phase implementation of Restorative Practices (RP) throughout the course of the 2018-19 school year. Phase 1: Faculty and Staff Implementation, Phase 2: Student Implementation, Phase 3: School Systems Implementation.

Continue Conflict Resolution practices for students through guidance office, utilizing counselors as proactive and preventive steps to avoid future conflicts between students, which lead to discipline referrals and lost instructional time.

Description

Continue MTSS behavioral supports for those students in Tier 2 and Tier 3, which include, but are not limited to, iBlock groups, mentoring groups, LEAPS lessons, Social Personal, etc.

Continue to implement Behavior Tracking System (BTS) in the classroom setting, in order to track and monitor behavioral issues, interventions, and parent/guardian contacts.

Continue to implement and post Carver's Discipline Matrix, which outlines student discipline offenses, including interventions and consequences, both at the classroom and administrative level. Posters of matrix to be printed and posted in student areas.

Teacher/classroom-level implementation of collective commitments, social contracts, and agreed upon standard operating procedures (SOPs).

Team/Pod-level implementation of collective commitments, social contracts, and agreed upon standard operating procedures (SOPs).

School-level implementation of standard operating procedures for specified places and events - e.g. cafeteria, restrooms, etc.

Addition of multiple security cameras to campus in order to increase capacity to monitor current activities as well as investigate prior activities of all individuals on campus. (Paid for by SAC funding.)

Person Responsible Shannon Sapp (sapps@lake.k12.fl.us)

Plan to Monitor Effectiveness

Monthly discipline reports printed and discussed at leadership and administrative meetings, in order to address issues that are revealed through data trends.

Description Administrative CWTs to monitor for application of BTS and Restorative Practices in classrooms, and check for posting of expectations, including collective commitments, social contracts, and SOPs at the classroom level.

Quarterly monitoring of PBIS and "Carver Cash" rewards system usage and concerns.

Quarterly monitoring of Conflict Resolution and Restorative Practice data by guidance department and Restorative Practice Lead.

Person Responsible Shannon Sapp (sapps@lake.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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

F.A.M.E
CAMP Carver
5th Grade Transition Night

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.

PFEP Link

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

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, Potential Specialist, counselors, and social worker is providing support to teachers and other school professionals as they work with students. Services often include in-services and consultation to assist 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 they interfere with learning.

The staff at CMS provides support for basic classroom management and interventions to help teachers support students who struggle to meet the social-emotional and behavioral expectations of school. Programs and services improve conditions in the classroom as students' needs are met and teachers' stress is reduced.

Carver also encourages the "1-hour" involvement of parents/guardians. There are several opportunities for parents to become involved here at Carver (as outlined in our Parental Involvement Plan), and these times where parents and guardians become involved in students schooling supports their social-emotional needs.

Guidance counselors provide students with a Conflict Mediation program, where students with interpersonal conflicts participate in counseling to resolve those difficulties prior to an affect on academic performance, personal mental/emotional health, or physical altercation. These students can be referred through teachers, administration, or peers.

For 2018-19, Carver will continue our "Message of the Day," which is aimed at providing a thought or quote to help build students' ability to deal with difficult situations, motivate themselves, and to promote healthy habits and states of mind. These "Thoughts of the Day" are given during the morning announcements and are also posted on our Facebook page daily.

Carver Middle Staff and Students will undergo a 3-phase implementation of Restorative Practices strategies. These strategies will include, but not be limited to, relationship building and conflict resolution - student-to-student and student-to-adult.

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

1. Transition to Leesburg High School Informational meeting arranged by Donald Dickson, 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 are held during the school day. Assistant principals meet with their grade levels and explain school rules and updates. This occurs at the beginning of each semester to assist with students transitioning.
4. Camp Carver occurs prior to the start of the school year. During this event, incoming 6th graders tour the school and are introduced to the systems in place at CMS.

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

Leadership meetings pertain to curriculum issues, professional development, instructional trends, student issues, budget issues, safety concerns, event planning, instructional planning, etc. A second leadership group involves teacher leaders. This group meets as needed to further facilitate decision making and the dissemination of information. The team makes instructional decisions based on review of data, identify at-risk students and resources for teachers, and monitors implementation of all initiatives.

Kinetrai Kelley-Truitt, (kelley-truittk@lake.k12.fl.us) Principal, provides a common vision for data based decisions, monitors the planning and implementation of goals, and ensures that available resources and supports are provided.

Leadership team includes: Assistant Principals, ESE Specialist, Guidance Counselors, Instructional Coaches, Potential Specialist, and Teacher Leaders.

Federal, state, and local funds, services, and programs will be utilized by:

Title I funds selected instructional personnel.

Title 1, Part A: Funds provide support to students to assist them in academic achievement. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides a Math Coach, Literacy Coach (district), Teacher Assistant for Literacy (District) and a Family School Liaison (FSL) and Potential Specialist. The Parent Resource Center provides materials check-out, parent workshops, and effective communication.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need.

Title IX, Homeless: School Counselors and Social Worker provide resources for students identified as homeless to eliminate barriers to FAPE. The Homeless Liaison, Homeless Resource Advocate, and the Program Specialist collaborate with the school to help students and their families receive the necessary services and resources.

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, Algebra 1, and CTE courses to help students become aware of the relationships that exist between education and career planning, work and learning. 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, and advanced placement courses.

Carver's AVID program serves all grade levels (6-8), providing college and career awareness, as well as strategies to insure success as students transition into high school, college, and career.