Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Carver Middle School	District Name: Orange
Principal: Mr. Wesley T. Trimble	Superintendent: Dr. Barbara Jenkins
SAC Chair: Felicia Mouzon	Date of School Board January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

					Carver Middle School 2011-2012: D
					FCAT- School percent meeting high standards: Reading:29% (3 or higher) Math: 25% (3 or higher) Writing: 62% (3 or higher) Science: 21% (3 or higher) Algebra: 80% (level 3 or higher) FCAT-School percent making gains Reading: 57% Math: 58% FCAT-percent of lowest 25% making learning gains Reading: 67% Math: 70% Legacy Middle School 2010-2011: A FCAT- School percent meeting high standards: Reading: 73%(3 or higher) Math: 70% (3 or higher) Writing: 75% (3 or higher) Science: 49% (3 or higher) Algebra: N/A (level 3 or higher) FCAT-School percent making gains Reading: 66% Math: 71% FCAT-percent of lowest 25% making learning gains Reading: 67% Math: 77% Legacy Middle School 2009-2010: A FCAT- School percent meeting high standards:

October 2012
Rule 6A-1.099811
Revised April 29, 2011   4

Principal   Wesley T. Trimble   BA   1   15

		MA			Reading: 73%(3 or higher) Math: 69% (3 or higher) Writing: 82% (3 or higher) Science: 44% (3 or higher) Algebra: N/A (level 3 or higher) FCAT-School percent making gains Reading: 71% Math: 76% FCAT-percent of lowest 25% making learning gains Reading: 74% Math: 76% Example: Legacy Middle School 2008-2009: A FCAT- School percent meeting high standards: Reading: 70% (3 or higher) Math: 66% (3 or higher) Writing: 89% (3 or higher) Science: 45% (3 or higher) Algebra: N/A (level 3 or higher) FCAT-School percent making gains Reading: 65% Math: 73% FCAT-percent of lowest 25% making learning gains Reading: 71% Math: 72% Legacy Middle School 2007-2008: A FCAT- School percent meeting high standards:

					Reading: 74% (3 or higher) Math: 69% (3 or higher) Writing: 91% (3 or higher) Science: 52% (3 or higher) Algebra: N/A (level 3 or higher) FCAT-School percent making gains Reading: 65% Math: 69% FCAT-percent of lowest 25% making learning gains Reading: 68% Math: 65%

					Carver Middle School 2011-2012: D FCAT- School percent meeting high standards: Reading:29% (3 or higher) Math: 25% (3 or higher) Writing: 62% (3 or higher) Science: 21% (3 or higher) Algebra: 80% (level 3 or higher) FCAT-School percent making gains Reading: 57% Math: 58% FCAT-percent of lowest 25% making learning gains Reading: 67% Math: 70% **Meadowbrook Middle School 2010-2011: C** FCAT- School percent meeting high standards: Reading: 46% Math: 51% Writing: 79% Science: 21% FCAT-School percent making gains Reading: 51% Math: 65% FCAT-percent of lowest 25% making learning gains Reading 68% Math: 75% **Meadowbrook MS 09-10: "B"** FCAT- School percent meeting high standards: Reading: 54% Math: 52% Writing:86 % Science: 26%
Assistant Principal	Arnetta Heidelberg	BS in Accounting; MS in Math Education; MS in Educational Leadership	1	11	FCAT-percent of lowest 25% making learning gains Reading 72% Math 76%

					FCAT-School percent making gains Reading: 64% Math: 69% **Meadowbrook MS 08-09:"B"** FCAT- School percent meeting high standards: Reading 3+: 48% Math 3+: 48% Writing: 95% Science: 25% FCAT-percent of lowest 25% making learning gains Reading 80% Math 82% FCAT-School percent making gains Reading: 63% Math: 69% **Meadowbrook MS 2007-2008: "B"** FCAT- School percent meeting high standards: Reading 3+: 54% Math 3+: 54% Writing: 95% Science: 26% FCAT-percent of lowest 25% making learning gains Reading 77% Math 79% FCAT-School percent making gains Reading: 66% Math: 70%

| Assistant Principal | Thaddeus Jackson | BA in Psychology &Theology MA in Elementary Ed. Specialist in Educational Leadership | 1 | 1 | Carver Middle School 2011-2012: D

FCAT- School percent meeting high standards:
Reading:29% (3 or higher)
Math: 25% (3 or higher)
Writing: 62% (3 or higher)
Science: 21% (3 or higher)
Algebra: 80% (level 3 or higher)

FCAT-School percent making gains
Reading: 57%
Math: 58%

FCAT-percent of lowest 25% making learning gains
Reading: 67%
Math: 70%

Meadowbrook Middle School 2010-2011: C
FCAT- School percent meeting high standards:
Reading: 46%
Math: 51%
Writing: 79%
Science: 21%
FCAT-School percent making gains
Reading: 51%
Math: 65%
FCAT-percent of lowest 25% making learning gains
Reading 68%
Math: 75%

Meadowbrook MS 09-10: "B"
FCAT- School percent meeting high standards:
Reading: 54%
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Science: 26%

FCAT-percent of lowest 25% making learning gains
Reading 72%
Math 76% |

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

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Math	Kelly Adkins	BA in Elementary Ed. Certification: Elementary Ed K-6; Middle Grades Integrated 5-9; ESOL endorsed	1	1	Carver Middle School 2011-2012: D FCAT- School percent meeting high standards: Reading:29% (3 or higher) Math: 25% (3 or higher) Writing: 62% (3 or higher) Science: 21% (3 or higher) Algebra: 80% (level 3 or higher) FCAT-School percent making gains Reading: 57% Math: 58% FCAT-percent of lowest 25% making learning gains Reading: 67% Math: 70% Legacy Middle School 2010-2011: A FCAT- School percent meeting high standards: Reading: 73%(3 or higher) Math: 70% (3 or higher) Writing: 75% (3 or higher) Science: 49% (3 or higher) Algebra: N/A (level 3 or higher) FCAT-School percent making gains Reading: 66% Math: 71% FCAT-percent of lowest 25% making learning gains Reading: 67% Math: 77% Legacy Middle School 2009-2010: A FCAT- School percent meeting high standards: Reading: 73%(3 or higher) Math: 69% (3 or higher)

					Writing: 82% (3 or higher) Science: 44% (3 or higher) Algebra: N/A (level 3 or higher) FCAT-School percent making gains Reading: 71% Math: 76% FCAT-percent of lowest 25% making learning gains Reading: 74% Math: 76% Legacy Middle School 2008-2009: A FCAT- School percent meeting high standards: Reading: 70% (3 or higher) Math: 66% (3 or higher) Writing: 89% (3 or higher) Science: 45% (3 or higher) Algebra: N/A (level 3 or higher) FCAT-School percent making gains Reading: 65% Math: 73% FCAT-percent of lowest 25% making learning gains Reading: 71% Math: 72% Legacy Middle School 2007-2008: A FCAT- School percent meeting high standards: Reading: 74% (3 or higher) Math: 69% (3 or higher) Writing: 91% (3 or higher) Science: 52% (3 or higher) Algebra: N/A (level 3 or higher)

					FCAT-School percent making gains Reading: 65% Math: 69% FCAT-percent of lowest 25% making learning gains Reading: 68% Math: 65%

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| Social Studies | Maritza Martinez | BA in Spanish Concentration in Latin American/Iberian Studies MA Higher Education Administration Certification: Spanish K-12; Middle Grades Integrated 5-9; ESOL endorsed | 1 | 1 | Carver Middle School 2011-2012: D

FCAT- School percent meeting high standards:
Reading:29% (3 or higher)
Math: 25% (3 or higher)
Writing: 62% (3 or higher)
Science: 21% (3 or higher)
Algebra: 80% (level 3 or higher)

FCAT-School percent making gains
Reading: 57%
Math: 58%

FCAT-percent of lowest 25% making learning gains
Reading: 67%
Math: 70%

Legacy Middle School 2010-2011: A

FCAT- School percent meeting high standards:
Reading:73%
Math:70%
Writing:75%
Science:49%

FCAT-School percent making gains
Reading: 66%
Math: 71%

FCAT-percent of lowest 25% making learning gains
Reading: 67%
Math: 77%

Freedom Middle School 2009-2010: A

FCAT- School percent meeting high standards:
Reading: 76%
Math:75%
Writing:80%
Science:51% |

					FCAT-School percent making gains Reading: 71% Math: 76% FCAT-percent of lowest 25% making learning gains Reading: 71% Math: 71% Freedom Middle School 2008-2009: A FCAT- School percent meeting high standards: Reading:71% Math:70% Writing:94% Science:44% FCAT-School percent making gains Reading: 62% Math: 67% FCAT-percent of lowest 25% making learning gains Reading: 69% Math: 67% Freedom Middle School 2007-2008: A FCAT- School percent meeting high standards: Reading:77% Math:75% Writing:94% Science:50% FCAT-School percent making gains Reading: 70% Math: 81% FCAT-percent of lowest 25% making learning gains Reading: 76% Math: 79%

Language Arts/ Reading	Kendall Hawkins	BA English minor in Education Certification: English 6-12	0	0	****Olympia School 2011-2012: Pending School Grade** FCAT- School percent meeting high standards: Reading:63% (3 or higher) Math: 65% (3 or higher) Writing: 91% (3 or higher) FCAT-School percent making gains Reading: 69% Math: 68% FCAT-percent of lowest 25% making learning gains Reading: 72% Math: 79% **Olympia School 2010-2011: A** FCAT- School percent meeting high standards: Reading:59% (3 or higher) Math: 84% (3 or higher) Writing: 93% (3 or higher) FCAT-School percent making gains Reading: 59% Math: 79% FCAT-percent of lowest 25% making learning gains Reading: 53% Math: 69% **Olympia School 2009-2010: A** FCAT- School percent meeting high standards: Reading:57% (3 or higher) Math: 80% (3 or higher) Writing: 91% (3 or higher) FCAT-School percent making gains Reading: 57% Math: 77%

					FCAT-percent of lowest 25% making learning gains Reading: 47% Math: 60% **Olympia School 2008-2009: B** FCAT- School percent meeting high standards: Reading:57% (3 or higher) Math: 83% (3 or higher) Writing: 92% (3 or higher) FCAT-School percent making gains Reading: 57% Math: 79% FCAT-percent of lowest 25% making learning gains Reading: 45% Math: 67%

| Science | Jasmine Ellis | BS Sports Medicine/ Athletic Training Certification: Health K-12; Middle Grades Integrated Curriculum 5-9; Middle Grades Science 5-9. | 0 | 0 | **Meadowbrook Middle School 2011-2012: D**
FCAT- School percent meeting high standards:
Reading: 37%
Math: 36%
Writing: 63%
Science: 27%
FCAT-School percent making gains
Reading: 63%
Math: 58%
FCAT-percent of lowest 25% making learning gains
Reading 61%
Math: 64%
AYP- No

Meadowbrook Middle School 2010-2011: C
FCAT- School percent meeting high standards:
Reading: 46%
Math: 51%
Writing: 79%
Science: 21%
FCAT-School percent making gains
Reading: 51%
Math: 65%
FCAT-percent of lowest 25% making learning gains
Reading 68%
Math: 75%

Meadowbrook MS 09-10: "B"
FCAT- School percent meeting high standards:
Reading: 54%
Math: 52%
Writing:86 %
Science: 26%

FCAT-percent of lowest 25% making learning gains
Reading 72%
Math 76%
FCAT-School percent making gains
Reading: 64% |

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Math: 69%

Meadowbrook MS 08-09:"B"
FCAT- School percent meeting high standards:
Reading 3+: 48%
Math 3+: 48%
Writing: 95%
Science: 25%

FCAT-percent of lowest 25% making learning gains
Reading 80%
Math 82%
FCAT-School percent making gains
Reading: 63%
Math: 69%

Meadowbrook MS 2007-2008: "B"
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Writing: 95%
Science: 26%

FCAT-percent of lowest 25% making learning gains
Reading 77%
Math 79%
FCAT-School percent making gains
Reading: 66%
Math: 70%
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Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Beginning Teacher Induction Program	Maritza Martinez Kelly Adkins	Ongoing

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2.	New Teacher Mentoring Program	Maritza Martinez Kelly Adkins	Ongoing
3.	Professional Learning Community	Wesley T. Trimble, Principal Arnetta Heidelberg, Assistant Principal Kelly Adkins, Math Instructional Coach Maritza Martinez, SS Instructional Coach Kendall Hawkins, Reading/LA Inst. Coach Jasmine Ellis, Science Instructional Coach	Ongoing
4.	Staff Development on Instructional Strategies to improve performance in Reading, Math, Science, and Writing.	Kelly Adkins, Math Instructional Coach Maritza Martinez, SS Instructional Coach Kendall Hawkins, Reading/LA Inst. Coach Jasmine Ellis, Science Instructional Coach	Ongoing

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only). *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
8.6% (5)	Professional Development: • Classroom Management • Deconstructing Standards • Higher Order Thinking Questions • FCIM • Positive Behavior Support

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
100% (55)	13%(7)	42%(23)	33%(18)	13%(7)	31%(17)	91%(50)	14%(8)	2%(1)	16%(9)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Mrs. Barbara Shackelford	Aarron Macon	Mentor based on Discipline/ Area of Interest	Monthly Meetings Classroom visitations including feedback and reflective questioning will be utilized Assist with the development of common assessments specific to student outcomes, identification of knowledge gaps, opportunities for reinforcement, and level of Webb's Depth of Knowledge used. The mentor will assist the mentee in creating a demonstration classroom that is aligned with Marzano strategies. This will assist with the new teacher assessment model. The mentor will assist the mentee in the development of common assessments, order of instruction, focus calendars, and study guides. Participate in weekly collaboration/ PLC meetings.

			Monthly Meetings
Ms. Kelly Adkins	Mary Loufek Candice Herron	Mentor based on Discipline/ Area of Interest	Classroom visitations including feedback and reflective questioning will be utilized Assist with the development of common assessments specific to student outcomes, identification of knowledge gaps, opportunities for reinforcement, and level of Webb's Depth of Knowledge used. The mentor will assist the mentee in creating a demonstration classroom that is aligned with Marzano strategies. This will assist with the new teacher assessment model. The mentor will assist the mentee in the development of common assessments, order of instruction, focus calendars, and study guides. Participate in weekly collaboration/ PLC meetings.

			Monthly Meetings
Ms. Maritza Martinez	Amanda Kimball Teayann Tinsley	Mentor based on Discipline/ Area of Interest	Classroom visitations including feedback and reflective questioning will be utilized Assist with the development of common assessments specific to student outcomes, identification of knowledge gaps, opportunities for reinforcement, and level of Webb's Depth of Knowledge used. The mentor will assist the mentee in creating a demonstration classroom that is aligned with Marzano strategies. This will assist with the new teacher assessment model. The mentor will assist the mentee in the development of common assessments, order of instruction, focus calendars, and study guides. Participate in weekly collaboration/ PLC meetings.

| Ms. Tracy Harris | Jennifer Ives | Mentor based on Discipline/ Area of Interest | Monthly Meetings

Classroom visitations including feedback and reflective questioning will be utilized

Assist with the development of common assessments specific to student outcomes, identification of knowledge gaps, opportunities for reinforcement, and level of Webb's Depth of Knowledge used.

The mentor will assist the mentee in creating a demonstration classroom that is aligned with Marzano strategies. This will assist with the new teacher assessment model.

The mentor will assist the mentee in the development of common assessments, order of instruction, focus calendars, and study guides.

Participate in weekly collaboration/ PLC meetings. |

			Monthly Meetings
Mrs. Arlene Webster	Jazmine Williams	Mentor based on Discipline/ Area of Interest	Classroom visitations including feedback and reflective questioning will be utilized Assist with the development of common assessments specific to student outcomes, identification of knowledge gaps, opportunities for reinforcement, and level of Webb's Depth of Knowledge used. The mentor will assist the mentee in creating a demonstration classroom that is aligned with Marzano strategies. This will assist with the new teacher assessment model. The mentor will assist the mentee in the development of common assessments, order of instruction, focus calendars, and study guides. Participate in weekly collaboration/ PLC meetings.

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Additional Requirements

*Coordination and Integration-***Title I Schools Only**
Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.	Title
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.	Title
Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.	Title
Title II Funds provided from Title II will be allotted to pay for staff development and resources in the areas of: ESOL, RtI, Thinking Maps, PLC, Lesson Study, IB, Shared/Guided Reading, Vocabulary Development, Writing Across the Curriculum, and Marzano classroom strategies. In addition, funds may be allocated for extended training opportunities beyond the academic year specific to "best practice" that must be implemented. For example, funding for teachers to come in for a summer institute.	Title
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.	Title
Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education	Title
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to as many Level 2 students as possible.	Supp
Violence Prevention Programs The school, through the School Resource Officer, offers non-violence and anti-drug programs to students that incorporate community service, drug tests, counseling, and classroom lessons.	Viol
Nutrition Programs School Cafeteria Manager and personnel are responsible for producing both nutritious meals to students through a school wide free breakfast and lunch program	Nutr
Housing Programs N/A	Hou
Head Start N/A	Head
Adult Education N/A	Adu
Career and Technical Education N/A	Care

Job Training N/A	Job T
Other N/A	Othe

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Wesley Trimble (Principal), Arnetta Heidelberg (AP), Thaddeus Jackson (AP), Maritza Martinez (RtI Coach), Kelly Adkins (Math Coach), Kendall Hawkins (LA/Reading Coach), Jasmine Ellis (Science Coach), Karen Clark (Administrative Dean), G. Bell (Guidance), Barbara Mathews (Guidance), Ronald Bell (Dean), Victoria McKenzie (Dean)
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS/RtI Leadership Team will meet monthly. These meetings will focus on analyzing our academic and behavior progress monitoring data in order to identify students who need interventions. The team will use this information to identify professional development needs, make decisions about appropriate interventions, and create new processes and procedures necessary for full implementation of the program. The MTSS/RtI team assists in providing other school teams with the tools and knowledge necessary to implement academic and behavioral MTSS/RtI successfully. MTSS/RtI team will continue to decrease number of students being placed in the Exceptional Education Program by decreasing the disproportionality in these programs.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS/RtI problem-solving process is used in developing and implementing the SIP? All MTSS/RtI Leadership team members met with the Arnetta Heidelberg (AP of Instruction) to provide data and content area specific assistances for the draft plan. Mrs. Heidelberg then met with Mr. W. Trimble, CMS Principal, and SAC to finalize the plan. The three MTSS guiding questions were utilized in order to develop and implement the School improvement plan. Carver Middle School is in the process of implementing the RtI B (Positive Behavior Support- PBS) components into school procedures. We focused the team on where we were, where we are, and where we want our future outcomes to be.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Data sources include but are not limited to Instructional Management System (IMS), Student Management System (SMS), Edusoft, and EDW. Interdisciplinary teams will create individual student Progress Monitoring folders using a variety of data including PMRN scores, FCAT and district benchmark tests, common assessments and pre/post test, when necessary. Teams will meet twice a month to update the student folders and include additional data such as classroom assessments or anecdotal information. The counselors will meet with each team twice a quarter to review the student folders. Finally, the guidance counselors, ESE Placement Specialist, ELL contact, and social worker will meet as a Student Services team with the AP of Instruction to Progress Monitor on a monthly basis.
Describe the plan to train staff on MTSS. Professional development will be provided during Pre-Planning, teachers' duty periods and Wednesday afternoons to make teachers aware of the various components of MTSS/RtI including utilizing data to make decisions, supporting and evaluating interventions, and the problem solving model. Other training will be made available as needed, based on data and feedback.
Describe the plan to support MTSS. Carver Middle School employs four core content area coaches that assist in providing support to the Multi-Tiered System of Support. Teachers teach, re-teach, provide differentiated instruction, assess and communicate all of this information to their content area coach during department meetings, lesson planning meetings, data chats, etc. This information is taken to the coaches meetings and students who are not academically successful are discussed across content areas. MTSS/RtI folders are created and the MTSS team is notified regarding students of concern. Coaches provide tier II interventions monthly based on common assessments, etc focusing on specific benchmark areas that the students assesses poorly in. Students who are not responding to this intervention will then be reported to the MTSS/RtI coach to determine if a tier 3 intervention is an appropriate next step. The administration has provided the time for this monthly intervention to take place as well as provided the personnel for each core content area.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Carver Middle School Literacy Team is composed of Wesley Trimble, Principal, Thaddeus Jackson, Assistant Principal over Reading, Kendall Hawkins, Reading Coach, J. Tookes, Media Specialist and all Reading teachers at Carver Middle School.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Teachers will meet weekly as a team with their instructional coach and meet monthly with their grade level administrators throughout the school year. The Literacy Leadership Team will meet bimonthly to review data that was discussed by the teachers and grade level administrators. The meetings will be facilitated by the grade level administrator and the reading coach. An administrator will record notes and the notes will be submitted to the Principal. The Administrative Team (Principal and both Assistant Principals) will meet with teachers to discuss assessment results and students' progress. During these meetings; lesson plans, data binders, common assessments, Edusoft Reports, Compass Learning Reports, SuccessMaker Reports and student work will be used to provide evidence of instruction, assessment, and differentiation to address individual student needs.
What will be the major initiatives of the LLT this year? Our major initiative is to infuse Literacy across the curriculum utilizing benchmark based assessments to identify struggling readers for interventions, intensive reading courses and small group instruction. Our intensive instruction intervention is SRA Corrective Reading which focuses on decoding and fluency. Our supplemental program is Successmaker which targets specific reading and math skills.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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*Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

In an effort to prevent students from failing in higher grades, it is important for teachers to focus on developing skills that allow for a gradual and successful shift from elementary literacy tasks to a middle school mentality. All teachers need a plan to provide students with many settings in which to engage in literacy learning. In order for this to be effective, teachers need to be trained on how to incorporate literacy building skills in the classroom. Carver Middle plans on using Staff Development through our PLC's to educate our teachers on how to model the following activities in their classrooms: Pre-reading Activities, Active Reading, and Writing to reinforce what has been read. Many teachers, whose content area is not Reading or Language Arts, struggle with how to use reading strategies within their curriculum. By teaching them how to utilize concepts like a KWL chart, Think-Pair-Share, and pre-teaching vocabulary - Math, Science, Social Studies, and elective teachers will understand how previewing the material before it is read, or building background knowledge on a subject, and even discussing key terms and main ideas before they read can benefit their individual strands of instruction. By coaching teachers on the advantage of the various methods of active reading - read alouds, close reading, shared reading, guided reading, and independent reading - students will be able to grow more comfortable as they learn to read for information. Using writing as a way to measure student interactions to what they have read, as well as an immediate reflection to what they understand, will help all teachers evaluate the comprehension of each student within their class. In order for this initiative to be successful, teachers will be held accountable and be expected to provide examples on how the various strategies are working within their classrooms. By creating an environment that focuses on the importance of reading and allowing for the buy-in of all of our faculty and staff, we hope to emphasize the importance of reading not only through Language Arts but through each class our students attend.

*High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition
Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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PART II: EXPECTED IMPROVEMENTS
Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Inconsistent use of the Test Item Specifications to inform instruction.	1A.1. Teachers will engage in professional development on the use of samples from the Test Item Specification to generate and utilize Higher Order questioning. Teachers will engage in professional development that demonstrates effective coupling of small group instruction and standards. Teachers will utilize district staff support, Professional Learning Communities (PLC) and lesson	1A.1. Assistant Principal Reading Coach District staff	1A.1. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review data. PLC/lesson planning meetings	1A.1. Classroom walkthrough Benchmark testing Common assessments	

		planning sessions to create lessons that integrate the use of sample item style questions from the Test Item Specification to teach the benchmarks.				
Reading Goal #1A: *In April of 2012, 21% (156) of the students that tested at Carver Middle School scored at Level 3.* *By April 2013, 29 % (225) of students who will test at Carver Middle School will score at Level 3.*	2012 Current Level of Performance :*	2013 Expected Level of Performance :*				
	21% (156) of the students that tested at Carver Middle School scored at Level 3.	*29% (225) of students who will test at Carver Middle School will score at Level 3.*				

		1A.2. Inconsistencies with teacher use of high complexity tasks and assessments aligned with the Benchmarks	1A.2. The Reading Coach, in collaboration with district personnel, will provide professional development on unwrapping the standards to understand the level of rigor necessary during instruction. Reading Coach will develop a model classroom which will demonstrate the use of rigorous tasks and assessments. Teachers will visit model classrooms.	1A.2. Assistant Principal Reading Coach	1A.2. Administrator will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Reading coach will support identified teachers with lesson planning, side by side coaching, and lesson modeling.	1A.2. Classroom walkthrough tool and data Coach's log Common Assessments Benchmark Testing	
		1A.3. Teachers have difficulty with implementation of higher order questioning	1A.3. Teachers will use Webb's Depth of Knowledge to increase the level of rigor within their classrooms. Teachers will receive professional development on Higher Order Thinking	1A.3. Assistant Principal Reading Coach District Support	1A.3. Walkthroughs will determine effective use of Webb's DOK. Teachers will meet biweekly with other teachers in their content area to plan, discussion instruction, and review data. Professional Learning Communities (PLC)	1A.3. Classroom walkthrough tool and data Coach's log Common Assessment Benchmark Testing Lesson Plan	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Reading Goal #1B: ***CMS has fewer than 10 students taking the Florida Alternative Assessment.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. | 2A.1. Inconsistent use of high complexity tasks, higher order questioning and differentiated instruction in the classroom. | 2A.1. The Reading Coach in collaboration with district personnel will provide professional development on how to unwrap the Benchmarks to understand the level of rigor necessary during instruction.

Reading Coach will develop a model classroom which will demonstrate the use of rigorous tasks and assessments. Teachers will visit model classrooms. | 2A.1. Assistant Principal Reading Coach Teachers District Reading Personnel | 2A.1. Administrator will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers.

Reading coach will support identified teachers with lesson planning, side by side coaching, and lesson modeling. | 2A.1. Classroom walkthrough

Common assessments

Coach's log

Benchmark Testing | | |

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Reading Goal #2A: *In April of 2012, 8% (46) of students tested at Carver Middle School scored at Level 4 or above.* *By April 2013, 11% (80) of students tested will score at Level 4 or above.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	8% (46) of the students tested in Reading scored at Level 4 or above.	*11 % (80) of the students tested will score at Level 4 or above.*					

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| | | 2A.2. Inconsistent use of the Test Item Specifications to inform instruction. | 2A.2. Teachers will engage in professional development on the use of samples from the Test Item Specification to generate and utilize Higher Order questioning.

Teachers will engage in professional development that demonstrates effective coupling of small group instruction and standards.

Teachers will utilize Professional Learning Communities (PLC) and lesson planning sessions to create lessons that integrate the use of sample item style questions from the Test Item Specification to teach the benchmarks. | 2A.2. Assistant Principal Reading Coach District Staff | 2A.2. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers.

Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review data.

PLC/lesson planning meetings | 2A.2. Classroom walkthrough

Benchmark testing

Common Assessment | |

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		2A.3. Teachers having difficulty providing consistent enrichment opportunities through differentiation.	2A.3. Teachers will be provided professional development on differentiated instruction to promote enrichment task/activities. Teachers will create differentiated tasks/activities with the Reading Coach during lesson planning/ PLCs	2A.3. Assistant Principal Reading Coach Teachers	2A.3. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review data. PLC/lesson planning meetings	2A.3. Coach's Log Common assessments Classroom walkthrough Lesson Plans	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *CMS has fewer than 10 students taking the Florida Alternative Assessment*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Inconsistent use of high complexity tasks, higher order questioning and differentiate instruction in the classroom.	3A.1. The Reading Coach in collaboration with district personnel will provide professional development on how to unwrap the Benchmarks to understand the level of rigor necessary during instruction. Reading Coach will develop a model classroom which will demonstrate the use of rigorous tasks and assessments. Teachers will visit model classrooms.	3A.1. Assistant Principal Reading Coach Teachers District Reading Personnel	3A.1. Administrator will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Reading coach will support identified teachers with lesson planning, side by side coaching, and lesson modeling.	3A.1. Classroom walkthrough Common assessments Coach's log Benchmark Testing	

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Reading Goal #3A: *In April 2012, 57% (409) of students tested at Carver Middle School made learning gains in reading.* *By April 2013, 62% (453) of students tested at Carver Middle School will make learning gains in reading.*	2012 Current Level of Performance :*	2013 Expected Level of Performance :*				
	57% (409) of students tested made learning gains in Reading.	*62% (453) of students tested will make learning gains in Reading.*				

| | | 3A.2.
Inconsistent use of the Test Item Specifications to inform instruction. | 3A.2.
Teachers will engage in professional development on the use of samples from the Test Item Specification to generate and utilize Higher Order questioning.

Teachers will engage in professional development that demonstrates effective coupling of small group instruction and standards.

Teachers will utilize Professional Learning Communities (PLC) and lesson planning sessions to create lessons that integrate the use of sample item style questions from the Test Item Specification to teach the benchmarks. | 3A.2.
Assistant Principal
Reading Coach
District Support | 3A.2.
Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers.

Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review data.

PLC/lesson planning meetings | 3A.2.
Classroom walkthrough

Benchmark testing | |

| | | 3A.3.
A disproportionate number of Carver Middle School students are reading below grade level. | 3A.3.
Students will be assessed at the beginning of the year in order to insure best placement into corrective reading classes.

All teachers will incorporate reading strategies into their instruction across content.

Selected teachers will participate in NG-CARPD.

Professional Development will be provided in incorporating reading strategies across all curriculums | 3A.3.
Assistant Principal
District Instructional Personnel
Instructional Coaches
Teachers | 3A.3.
Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers.

Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review reading strategies.

PLC/lesson planning meetings

Teacher will receive professional development on Reading across content areas | 3A.3.
Pre/Post Reading Assessments

Benchmark Assessments

FAIR

Common Assessments

Master Schedule with reading placement. | |
| **3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.** | 3B.1. | 3B.1. | 3B.1. | 3B.1. | 3B.1. | | |

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Reading Goal #3B: *CMS has fewer than 10 students taking the Florida Alternative Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance :*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Inconsistent use of high complexity tasks, higher order questioning and differentiate instruction in the classroom.	4A.1. The Reading Coach in collaboration with district personnel will provide professional development on how to unwrap the Benchmarks to understand the level of rigor necessary during instruction. Teachers will engage in professional development on the use of samples from the Test Item Specification to generate and utilize Higher Order questioning. Reading Coach will develop a model	4A.1. Assistant Principal Reading Coach District Reading Personnel	4A.1. Administrator will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Reading coach will support identified teachers with lesson planning, side by side coaching, and lesson modeling.	4A.1. Classroom walkthrough Common assessments Coach's log Benchmark Testing	

		classroom which will demonstrate the use of rigorous tasks and assessments. Teachers will visit model classrooms.					
Reading Goal #4: *In April 2012, 67% (123) of the students tested in Carver Middle School's lowest quartile made learning gains in reading.* *By April 2013, 70% (128) of students tested in Carver Middle School's lowest quartile will make learning gains in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	67% (123) of the students tested in Carver Middle School's lowest quartile made learning gains in reading.	*70% (128) of students tested in Carver Middle School's lowest quartile will make learning gains in reading.*				
		4A.2. Inconsistent use of the Test Item Specifications to inform instruction.	4A.2. Teachers will engage in professional development on the use of samples from the Test Item Specification to generate and utilize Higher Order questioning. Teachers will engage in professional development that demonstrates effective coupling of small group instruction and standards. Teachers will utilize Professional Learning Communities (PLC) and lesson planning sessions to create lessons that integrate the use of sample item style questions from the Test Item Specification to teach the benchmarks.	4A.2. Assistant Principal Reading Coach District Support	4A.2. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review data. PLC/lesson planning meetings	4A.2. Classroom walkthrough Benchmark testing Lesson Plans

		4A.3. A disproportionate number of Carver Middle School students are reading below grade level.	4A.3. Students will be assessed at the beginning of the year in order to insure best placement into corrective reading classes. All teachers will incorporate reading strategies into their instruction across content. Selected teachers will participate in NG-CARPD. Professional Development will be provided in incorporating reading strategies across all curriculums	4A.3. Assistant Principal District Instructional Personnel Instructional Coaches Teachers	4A.3. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review reading strategies. PLC/lesson planning meetings Teacher will receive professional development on Reading across content areas	4A.3. Pre/Post Reading Assessments Benchmark Assessments FAIR Common Assessments	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 30%	36%	42%	48%	53%	59%	65%
Reading Goal #5A: Our goal is to reduce the achievement gap by 50%. Our baseline data for 2010-2011 was 30% in Reading. Our goal is to have 65% of students at proficiency by 2016-2017.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. A disproportionate number of Carver Middle School students are reading below grade level.	5B.1. Students will be assessed at the beginning of the year in order to insure best placement into corrective reading classes. All teachers will incorporate reading strategies into their instruction. Selected teachers will participate in NG-CARPD. Professional Development will be provided in incorporating reading strategies across all curriculums	5B.1. Assistant Principal District Instructional Personnel Instructional Coaches Teachers	5B.1. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review reading strategies. PLC/lesson planning meetings Teacher will receive professional development on Reading across content areas	5B.1. Pre/Post Reading Assessments Benchmark Assessments FAIR Common Assessments		
Reading Goal #5B: *Carver Middle School's subgroups that will make satisfactory progress in 2012-2013:* Black: 42% Hispanic: 43%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		Carver Middle School's student sub-groups did make satisfactory progress Black: 30% Hispanic: 30%	*Carver Middle School's subgroups that will make satisfactory progress* Black: 42% Hispanic: 43%				
		5B.2. Inconsistencies with teacher use of high complexity tasks and assessments aligned with the Benchmarks	5B.2. Administrators in collaboration with the Reading Coach and district personnel will provide professional development on unwrapping the Benchmarks to understand the level of rigor necessary during instruction. Reading Coach will develop a model classroom which will demonstrate the use of rigorous tasks and assessments. Teachers will visit model classrooms.	5B.2. Assistant Principal Reading Coach Teachers	5B.2. Administrator will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Reading coach will support identified teachers with lesson planning, side by side coaching, and lesson modeling.	5B.2. Classroom walkthrough tool and data Coach's log Benchmark Testing	

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		5B.3. Inconsistent use of examples from the Test Item Specifications during instruction.	5B.3. Teachers will engage in professional development on the use of samples from the Test Item Specification to generate and utilize Higher Order questioning. Teachers will engage in professional development that demonstrates effective coupling of small group instruction and standards. Teachers will utilize Professional Learning Communities (PLC) to plan lessons that integrate the use of samples from the Test Item Specification to teach the benchmarks.	5B.3. Assistant Principal Reading Coach District Support	5B.3. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to plan, discuss instruction, and review data.	5B.3. Classroom walkthrough tool and data Lesson Plans

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. A disproportionate number of Carver Middle School students are reading below grade level.	5C.1. Students will be assessed at the beginning of the year in order to insure best placement into corrective reading classes. All teachers will incorporate reading strategies into their instruction. Selected teachers will participate in NG-CARPD. Professional Development will be provided in incorporating reading strategies across all curriculums	5C.1. Assistant Principal District Instructional Personnel Instructional Coaches Teachers	5C.1. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review reading strategies. PLC/lesson planning meetings Teacher will receive professional development on Reading across content areas	5C.1. Pre/Post Reading Assessments Benchmark Assessments FAIR Common Assessments	

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Reading Goal #5C: *In April 2012, 30% of Carver Middle School's ELLs did make satisfactory progress in reading.* *By April 2013, 46% will make satisfactory progress in reading.*	2012 Current Level of Performance :*	2013 Expected Level of Performance :*				
	In April 2012, 30% made satisfactory progress in reading.	*By April 2013, 46% will make satisfactory progress in reading.*				
		5C.2. Inconsistencies with teacher use of high complexity tasks and assessments aligned with the Benchmarks	5C.2. Administrators in collaboration with the Reading Coach and district personnel will provide professional development on unwrapping the Benchmarks to understand the level of rigor necessary during instruction. Reading Coach will develop a model classroom which will demonstrate the use of rigorous tasks and assessments. Teachers will visit model classrooms.	5C.2. Assistant Principal Reading Coach Teachers	5C.2. Administrator will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Reading coach will support identified teachers with lesson planning, side by side coaching, and lesson modeling.	5C.2. Classroom walkthrough tool and data Coach's log Benchmark Testing

		5C.3. Teachers will engage in professional development on the use of samples from the Test Item Specification to generate and utilize Higher Order questioning. Teachers will engage in professional development that demonstrates effective coupling of small group instruction and standards. Teachers will utilize Professional Learning Communities (PLC) to plan lessons that integrate the use of samples from the Test Item Specification to teach the benchmarks.	5C.3. Assistant Principal Reading Coach District Support	5C.3. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to plan, discuss instruction, and review data.	5C.3. Classroom walkthrough tool and data	
	5C.3. Inconsistent use of examples from the Test Item Specifications during instruction.					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. A disproportio nate number of Carver Middle School students are reading below grade level.	5D.1. Students will be assessed at the beginning of the year in order to insure best placement into corrective reading classes. All teachers will incorporate reading strategies into their instruction. Selected teachers will participate in NG-CARPD. Professional Developm ent will be provided in incorporati ng reading strategies across all curriculums	5D.1. Assistant Principal District Instructional Personnel Instructional Coaches Teachers	5D.1. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review reading strategies. PLC/lesson planning meetings Teacher will receive professional development on Reading across content areas	5D.1. Pre/Post Reading Assessments Benchmark Assessments FAIR Common Assessments	

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Reading Goal #5D: *In April 2012, 8% of Carver Middle School's SWDs did make satisfactory progress in reading.* *By April 2013, 29% will make satisfactory progress in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	In April 2012, 8% of SWD at Carver Middle School did make satisfactory progress in reading.	*By April 2013, 29% of SWD at Carver Middle School will make satisfactory progress in reading.*				

		5D.2. Teachers have difficulty providing instruction to SWD to meet their unique needs.	5D.2. Teachers will be given copies of student goal pages (from student IEP). Students will be given appropriate accommodations which reflect their IEP goals. Teachers will become familiar with student's IEP. SWD students will receive reading instruction with a teacher trained in SWD strategies.	5D.2. ESE Placement Specialist Assistant Principal Reading Coach	5D.2. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Reading coach and Placement specialist will support teachers with lesson planning, side by side coaching, and lesson modeling.	5D.2. Classroom walkthrough tool and data Benchmark Testing Teacher Assessments IEP meeting notes	
		5D.3. Inconsistent use of examples from the Test Item Specifications during instruction.	5D.3. Teachers will engage in professional development on the use of samples from the Test Item Specification to generate and utilize Higher Order questioning. Teachers will engage in professional development that demonstrates effective coupling of small group instruction and standards. Teachers will utilize Professional Learning Communities (PLC) to plan lessons that integrate the use of samples from the Test Item Specification to teach the benchmarks.	5D.3. Assistant Principal Reading Coach Teachers	5D.3. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to plan, discuss instruction, and review data.	5D.3. Classroom walkthrough tool and data Lesson Plans	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. A disproportionate number of Carver Middle School students are reading below grade level.	5E.1. Students will be assessed at the beginning of the year in order to insure best placement into corrective reading classes. All teachers will incorporate reading strategies into their instruction. Selected teachers will participate in NG-CARPD. Professional Development will be provided in incorporating reading strategies across all curriculums	5E.1. Assistant Principal District Instructional Personnel Instructional Coaches Teachers	5E.1. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to lesson plan, discuss instruction, and review reading strategies. PLC/lesson planning meetings Teacher will receive professional development on Reading across content areas	5E.1. Pre/Post Reading Assessments Benchmark Assessments FAIR Common Assessments	

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Reading Goal #5E: *In April 2012, 31% of Carver Middle School's students on FRL who were tested did make satisfactory progress in reading.* *By April 2013, 42% of Carver Middle School's students on FRL will make satisfactory progress in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	In April 2012, 31% of Carver Middle School's students on FRL who were tested did make satisfactory progress in reading.	*By April 2013, 42% of Carver Middle School's students on FRL will make satisfactory progress in reading.*				

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		5E.2. Inconsistencies with teacher use of high complexity tasks and assessments aligned with the Benchmarks	5E.2. Administrators in collaboration with the Reading Coach and district personnel will provide professional development on unwrapping the Benchmarks to understand the level of rigor necessary during instruction. Reading Coach will develop a model classroom which will demonstrate the use of rigorous tasks and assessments. Teachers will visit model classrooms.	5E.2. Assistant Principal Reading Coach Teachers	5E.2. Administrator will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Reading coach will support identified teachers with lesson planning, side by side coaching, and lesson modeling.	5E.2. Classroom walkthrough tool and data Coach's log Benchmark Testing Lesson Plans	
		5E.3. Inconsistent use of examples from the Test Item Specifications during instruction.	5E.3. Teachers will engage in professional development on the use of samples from the Test Item Specification to generate and utilize Higher Order questioning. Teachers will engage in professional development that demonstrates effective coupling of small group instruction and standards. Teachers will utilize Professional Learning Communities (PLC) to plan lessons that integrate the use of samples from the Test Item Specification to teach the benchmarks.	5E.3. Assistant Principal Reading Coach District Support	5E.3. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Teachers will meet biweekly with other teachers in their content area to plan, discuss instruction, and review data.	5E.3. Classroom walkthrough tool and data Lesson Plans	

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Plans aligned with NGSSS.	LA/Reading	Reading Coach District Staff	School-wide	Ongoing	Reading Coach will attend common planning once a week with each teacher on the team to assist in the planning process.	Principal Assistant Principal Reading Coach
Effective implementation of Differentiated Instruction	LA/Reading	Reading Coach District Staff	School-wide	Ongoing	Classroom walkthroughs	Principal Assistant Principal Reading Coach
FAIR Training	LA/Reading	Reading Coach District Staff	LA/Reading Depts.	2nd Nine Weeks	Data Chats with teachers	Reading Coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Balanced Literacy/Differentiated Instruction	Jr. Scholastic, Scope, Action, Math, Upfront Magazines	School Budget	$6400.00
Balanced Literacy/Differentiated Instruction	Nonfiction Texts	School Budget	$3000.00
Intensive Reading			**Subtotal:$12,400.00**
Technology			
Strategy	Description of Resources	Funding Source	Amount
SuccessMaker	Reading program aligns with NGSSS and FCAT 2.0	School Budget	$55,000.000
Subtotal:$55,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Model Classroom demonstrations	Substitutes for Staff Development	School Budget	$5000.00
Subtotal:$5000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$72,000.00			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. ELL teachers had to provide instruction and utilize strategies for multiple proficiency levels in each classroom.	1.1. ELL students at Carver Middle School will be scheduled based on proficiency limiting classrooms to two levels of proficiency.	1.1. ESOL Compliance Guidance Counselors Assistant Principal of Instruction Classroom Teachers	1.1. Imagine Learning Reports Common Assessments Pre/Post Tests	1.1. CELLA Imagine Learning	

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CELLA Goal #1: **In March 2012, 65%(62) of ELL Students at Carver Middle School scored proficient on the Listening/ Speaking section of CELLA** *By March 2013, 70% (47)* **of ELL Students at Carver Middle School** *will* **score proficient on the Listening/Speaking section of CELLA.**	2012 Current Percent of Students Proficient in Listening/Speaking:					
	In March 2012, 65% (62) of ELL Students at Carver Middle School scored proficient on the Listening/Speaking section of CELLA**.**					
		1.2. Carver Middle School provided ELL sheltered services only in LA, Reading, and Social Studies.	1.2. Carver Middle School will be expanding sheltered offerings in Math and Science.	1.2. ESOL Compliance Assistant Principal of Instruction Classroom Teachers	1.2. Imagine Learning Reports Common Assessments Pre/Post Tests	1.2. CELLA Imagine Learning

		1.3. Carver Middle School does not have a fluent Creole paraprofessional to assist in classrooms.	1.3. Carver Middle School will actively attempt to recruit a fluent Creole paraprofessional. Carver Middle School will provide Creole support utilizing dictionaries and reach out to school and district personnel as needed for assistance.	1.3. ESOL Compliance Assistant Principal of Instruction Guidance Counselors Classroom Teachers	1.3. Imagine Learning Reports Common Assessments Pre/Post Tests	1.3. CELLA Imagine Learning
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. ELL teachers had to provide instruction and utilize strategies for multiple proficiency levels in each classroom.	2.1. ELL students at Carver Middle School will be scheduled based on proficiency limiting classrooms to two levels of proficiency.	2.1. ESOL Compliance Guidance Counselors Assistant Principal of Instruction Classroom Teachers	2.1. Imagine Learning Reports Common Assessments Pre/Post Tests	2.1. CELLA Imagine Learning	

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CELLA Goal #2: **In March 2012, 23% (22) of ELL Students at Carver Middle School scored proficient on the Reading section of CELLA** *By March 2013, 28% (19) of ELL Students at Carver Middle School **will** score proficient on the Reading section of CELLA.*	2012 Current Percent of Students Proficient in Reading:					
	In March 2012, 23% (22) of ELL Students at Carver Middle School scored proficient on the Reading section of CELLA..					
		2.2. ELL sheltered services only provided in LA, Reading, and Social Studies	2.2. Carver Middle School will be expanding sheltered offerings in Math and Science.	2.2. ESOL Compliance Assistant Principal of Instruction Classroom Teachers	2.2. Imagine Learning Reports Common Assessments Pre/Post Tests	2.2. CELLA Imagine Learning

		2.3. Carver Middle School does not have a fluent Creole paraprofessional to assist in classrooms.	2.3. Carver Middle School will actively attempt to recruit a fluent Creole paraprofessional. Carver Middle School will provide Creole support utilizing dictionaries and reach out to school and district personnel as needed for assistance.	2.3 ESOL Compliance Assistant Principal of Instruction Guidance Counselors Classroom Teachers	2.3. Imagine Learning Reports Common Assessments Pre/Post Tests	2.3. CELLA Imagine Learning

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	3.1. ELL teachers had to provide instruction and utilize strategies for multiple proficiency levels in each classroom.	3.1. ELL students at Carver Middle School will be scheduled based on proficiency limiting classrooms to two levels of proficiency	3.1. ESOL Compliance Reading/LA coach Guidance Counselors Assistant Principal of Instruction Classroom Teachers	3.1. Imagine Learning Reports Common Assessments Pre/Post Proficiency Tests	3.1. CELLA Write Traits (8th grade) FCAT 2.0 Writes (8th grade)	

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CELLA Goal #3: **In March 2012, 24%(23) of ELL Students at Carver Middle School scored proficient on the Writing section of CELLA** *By March 2013, 29% (19) of ELL Students at Carver Middle School will score proficient on the Writing section of CELLA.*	2012 Current Percent of Students Proficient in Writing :					
	In March 2012, 24% (23) of ELL Students at Carver Middle School scored proficient on the Writing section of CELLA.					
		3.2. ELLs did not fully participate in the school writing plan. The FCAT 2.0 Writing Rubric was not used consistently nor was it incorporated into instruction with sufficient time for student practice.	3.2. The Carver Middle School writing plan will be used with consistency and fidelity across grade and proficiency levels. Students will be exposed to material with sufficient time for exposure, practice, assessment and re-teach, if necessary.	3.2. ESOL Compliance Reading/LA coach Assistant Principal of Instruction Classroom Teachers	3.2 Imagine Learning Reports Common Assessments Pre/Post Proficiency Tests	3.2. CELLA Write Traits (8th grade) FCAT 2.0 Writes (8th grade)

		3.3. ELL teachers at Carver Middle School began using the Keystone program in Language Arts, Inside in Reading and Imagine Learning in Dec/Jan 2011/2012. Teachers had difficulty implementing new writing strategies (grammar, conventions, etc.)	3.3. Teachers are familiar with materials and will begin utilizing them at the beginning of the year. Students will be tested for proficiency in Aug/Sept. for the 2012-2013 academic year. New students will be scheduled into ELL courses based on proficiency placement test results.	3.3. ESOL Compliance Reading/LA coach Assistant Principal of Instruction Classroom Teachers	3.3. Imagine Learning Reports Common Assessments Pre/Post Proficiency Tests	3.3. CELLA Write Traits (8th grade) FCAT 2.0 Writes (8th grade)

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Inside	ELL Reading Program Workbooks		
Keystone	ELL Language Arts Program		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Imaging Learning	ELL Computer based program supporting Listening/ Speaking, Reading and Writing	Title III	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Chris Lewis Writing Workshop (Core Connections, Inc.)	8 days of professional development in writing for the staff.	Title I	$925 per day Total: $7,400
(See LA Budget) Subtotal:$7,400.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance :*	2013 Expected Level of Performance: *				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: ***Enter narrative for the goal in this box.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	***Enter numerical data for expected level of performance in this box.***					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A:							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* 	2013 Expected Level of Performance:* 					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: ***Enter narrative for the goal in this box.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	***Enter numerical data for expected level of performance in this box.***					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E: ***Enter narrative for the goal in this box.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	***Enter numerical data for expected level of performance in this box.***					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Middle School Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | 1A.1. Many of our students come to middle school lacking basic skills in mathematics to be successful in middle school. | 1A.1. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus. Multiplication and Division minute tests.

Use of Big 20's & 25's

Computer based Programs:
   *Success Maker
   *Compass Learning
   *Moby Math | 1A.1. Math Coach Instructional Staff | 1A.1. The students and the teachers will monitor the individual student's progress with a tracking sheet.

The pre-test on each of these programs will develop a track for each individual student. The teacher will monitor their progress. | 1A.1. Minute tests
Big 20's & 25's

Pre-Test
Post-Test | | |

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Mathematics Goal #1A: *In April of 2012, 20% (146) of students at Carver Middle School scored a level 3 in Math.* *By April of 2013, 27% (197) of students at Carver Middle School will score at Level 3 on Math.*	2012 Current Level of Performance :*	2013 Expected Level of Performance: *					
	In April of 2012, 20% (146) of students at Carver Middle School scored a level 3 in Math.	*By April of 2013, 27% (197) of students at Carver Middle School will score at Level 3 on Math.*					

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		1A.2. Personnel changes in the math department have occurred. We have hired 5 new teachers out of a 7 in the department and many of them are unfamiliar with the standards and their new resources.	1A.2. Professional Development on deconstructing the standards and their alignment to the new math textbook and resources. Consistent monitoring of student progress; adjust instruction and interventions based upon student needs and progress.	1A.2. Assistant Principal Math Department Math Coach	1A.2. Each grade level will develop lessons focused on using the Next Generation Sunshine State Standards to include what is taught and how it is taught. Specific research based instructional strategies will be used. Data meetings will be held to review interventions and assessments to determine progress towards benchmarks.	1A.*2.* Edusoft Results Edusoft Mini Assessments Lesson Plans Compass Learning Success Maker Moby Math	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *CMS has fewer than 10 students taking the Florida Alternative Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance: *					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. The teachers will develop a lesson plan for one day out the week that will focus on Differentiation in the classroom. These lessons will be designed for students who are: on-target, need improvement and need much improvement.	2A.1. Provide training on Differentiated Instruction. Consistent Monitoring of student progress; adjust instruction and interventions based upon student's needs and progress.	2A.1. Math Coach Instructional Staff Assistant Principal Leadership Team	2A.1. Data meetings will be held to review interventions and assessments to determine progress towards benchmarks.	2A.1. Mini-Assessments CIM Mini-Assessments FOCUS Mini-Assessments Edusoft Benchmark Exams Lesson		

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Mathematics Goal #2A: In April of 2012, 5% (37) of students at Carver Middle School scored at or above Level 4 and 5 in Math. By April of 2013, 10% (73) of students at Carver Middle School will score at or above Level 4 and 5 in Math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	5% (37) of students at Carver Middle School scored at or above Level 4 and 5 in Math.	By April of 2013, 10% (73) of students at Carver Middle School will score at or above Level 4 and 5 in Math.				

		2A.2. Many of our students come to Middle School lacking basic skills in Mathematics to be successful in Middle School.	2A.2. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus. Multiplication and Division minute tests. Use of Big 20's & 25's Computer based Programs: 　*Success Maker 　*Compass Learning 　* Moby Math	2A.2. Math Coach Instructional Staff	2A.2. The students and the teachers will monitor the individual student's progress with a tracking sheet. The pre-test on each of these programs will develop a track for each individual student. The teacher will monitor their progress.	2A.2. Minute tests Big 20's & 25's Pre-Test Post-Test	
		2A.3. Teachers have difficulty developing more Moderate to High Complexity questions in their daily instruction in order for the students to be more prepared/ successful on the FCAT.	2A.3. Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.	2A.3. Resource Teachers Instructional Staff District Support	2A.3. Weekly Lesson Planning Meetings PLC's Meetings	2A.3. Monitor the success of students on Mini Assessments and benchmark tests	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: *CMS has fewer than 10 students taking the Florida Alternative Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Many of our students come to Middle School lacking basic skills in Mathematics to be successful in Middle School.	3A.1. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus.
		
		Multiplication and Division minute tests.
		
		Use of Big 20's & 25's
		
		Computer based Programs:
		    *Success Maker
		
		*Compass Learning
		    * Moby Math
			3A.1. Math Coach Instructional Staff	3A.1. The students and the teachers will monitor the individual student's progress with a tracking sheet.
				
				The pre-test on each of these programs will develop a track for each individual students. The teacher will monitor their progress.
					3A.1. Minute tests Big 20's & 25's
					
					Pre-Test Post-Test		

Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In April of 2012, 58% (423) of student s at Carver Middle School made learning gains in mathematics. *By April of 2013, 61% (445) of students at Carver Middle School will make learning gains in mathematics.*						
	In April of 2012 58% (423) of students at Craver Middle School made learning gains in Math.	*By April of 2013, 61% (445) of students at Carver Middle School will make learning gains in Math.*				

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		3A.2 Teachers have difficulty developing more Moderate to High Complexity questions in their daily instruction in order for the students to be more prepared/ successful on the FCAT.	3A.2 Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.	3A.2 Resource Teachers Instructional Staff District Support	3A.2 Weekly Lesson Planning Meetings PLC's Meetings	3A.2 Monitor the success of students on Mini Assessments and benchmark tests Lesson Plans	
		3A.3. Teachers lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.	3A.3. Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. PD in these strategies for these teachers.	3A.3. Assistant Principal Leadership Team Instructional Staff ESE Placement Specialist	3A.3. Classroom walk-throughs. Each grade level will develop lesson plans that incorporate the use of technology and manipulatives.	3A.3. Increased achievement between assessments. Progress of student on assessments.	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: *CMS has fewer than 10 students taking the Florida Alternative Assessment.*	*2012 Current Level of Performance:**	*2013 Expected Level of Performance:**					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Many of our students come to Middle School lacking basic skills in Mathematics to be successful in Middle School.	4A.1. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus.
		
		Multiplication and Division minute tests.
		
		Use of Big 20's & 25's
		
		Computer based Programs:
		    *Success Maker
		
		*Compass Learning
		    * Moby Math
			4A.1. Math Coach Instructional Staff	4A.1. The students and the teachers will monitor the individual student's progress with a tracking sheet.
				
				The pre-test on each of these programs will develop a track for each individual student. The teacher will monitor their progress.
					4A.1. Minute tests Big 20's & 25's
					
					Pre-Test Post-Test	

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Mathematics Goal #4:	2012 Current Level of Performance :*	2013 Expected Level of Performance :*				
In April of 2012, 70% (128) of students at Carver Middle School, in the lowest 25% made learning gains in Math. *By April of 2013, 73% (142) of students at Carver Middle School, in the lowest 25% will make learning gains in Math.*						
	In April of 2012, 70% (128) of students; at Carver Middle School, in the lowest 25% made learning gains in Math.	*By April of 2013, 73% (142) of students; at Carver Middle School, in the lowest 25% will make learning gains in Math.*				

		4A.2 Teachers have difficulty developing more Moderate to High Complexity questions in their daily instruction in order for the students to be more prepared/ successful on the FCAT.	4A.2 Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.	4A.2 Resource Teachers Instructional Staff District Support	4A.2 Weekly Lesson Planning Meetings PLC's Meetings	4A.2 Monitor the success of students on Mini Assessments and benchmark tests Lesson Plans	
		4A.3. Teachers lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.	4A.3. Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Professional learning opportunities in these strategies for these teachers.	4A.3. Principal Leadership Team Instructional Staff Guidance Safe	4A.3. Classroom walk-throughs. Each grade level will develop lesson plans that incorporate the use of technology and manipulatives.	4A.3. Increased achievement between assessments. Progress of student on assessments. Lesson Plans	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 22%	29%	35%	42%	48%	55%	61%
Mathematics Goal #5A: Our goal is to reduce the achievement gap by 50%. Our baseline data for 2010-2011 was 22% in Math. Our goal is to have 61% of students at proficiency by 2016-2017.							

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1.
	Many of our students come to Middle School lacking basic skills in Mathematics to be successful in Middle School.
		5B.1.
		In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus.
		
		Multiplication and Division minute tests.
		
		Use of Big 20's & 25's
		
		Computer based Programs:
		  *Success Maker
		  *Compass Learning
		  * Moby Math
			5B.1.
			Math Coach
			Instructional Staff
				5B.1.
				The students and the teachers will monitor the individual student's progress with a tracking sheet.
				
				The pre-test on each of these programs will develop a track for each individual student. The teacher will monitor their progress.
					5B.1.
					Minute tests
					Big 20's & 25's
					
					Pre-Test
					Post-Test		

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Mathematics Goal #5B: In April of 2012 Black: 26% Hispanic: 35% By April of 2013, Black: 34% Hispanic: 38%	*2012 Current Level of Performance:**	*2013 Expected Level of Performance:**				
	In April of 2012: Black: 26% Hispanic: 35%	*By April of 2013:* Black: 34% Hispanic: 38%				
		5B.2 Teachers have difficulty developing more Moderate to High Complexity questions in their daily instruction in order for the students to be more prepared/ successful on the FCAT.	5B.2 Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.	5B.2 Resource Teachers Instructional Staff District Support	5B.2 Weekly Lesson Planning Meetings PLC's Meetings	5B.2 Monitor the success of students on Mini Assessments and benchmark tests Lesson Plans

Based on the analysis of student achievement data and reference to "Guiding Questions,"	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

identify and define areas in need of improvement for the following subgroup:						

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Many of our students come to Middle School lacking basic skills in Mathematics to be successful in Middle School.	5C.1. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus.
		
		Multiplication and Division minute tests.
		
		Use of Big 20's & 25's
		
		Computer based Programs:
		    *Success Maker
		
		*Compass Learning
		    * Moby Math
			5C.1. Math Coach Instructional Staff	5C.1. The students and the teachers will monitor the individual student's progress with a tracking sheet.
				
				The pre-test on each of these programs will develop a track for each individual student. The teacher will monitor their progress.
					5C.1. Minute tests Big 20's & 25's
					
					Pre-Test Post-Test		

Mathematics Goal #5C: *In April of 2012, 22% of Carver Middle School's ELL students made satisfactory progress in Mathematics* *By April of 2013, 35% of Carver Middle School's ELL students will make satisfactory progress in Mathematics*	2012 Current Level of Performance :*	2013 Expected Level of Performance :*				
	In April of 2012 22% of Craver Middle School's ELL students made satisfactory progress in Mathematics.	*By April of 2013, 35% of Carver Middle School's ELL students will make satisfactory progress in Mathematics.*				

		5C.2 Teachers have difficulty developing more Moderate to High Complexity questions in their daily instruction in order for the students to be more prepared/ successful on the FCAT.	5C.2 Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.	5C.2 Resource Teachers Instructional Staff District Support	5C.2 Weekly Lesson Planning Meetings PLC's Meetings	5C.2 Monitor the success of students on Mini Assessments and benchmark tests Lesson Plans	
		5C.3. Teachers lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.	5C.3. Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Professional learning opportunities in these strategies for these teachers.	5C.3. Assistant Principal Leadership Team Instructional Staff ESE Placement Specialist	5C.3. Classroom walk-throughs. Each grade level will develop lesson plans that incorporate the use of technology and manipulatives.	5C.3. Increased achievement between assessments. Progress of student on assessments.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Many of our students come to Middle School lacking basic skills in Mathematics to be successful in Middle School.	5D.1. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus.
		
		Multiplication and Division minute tests.
		
		Use of Big 20's & 25's
		
		Computer based Programs:
		  *Success Maker
		
		*Compass Learning
		  * Moby Math
			5D.1. Math Coach Instructional Staff	5D.1. The students and the teachers will monitor the individual student's progress with a tracking sheet.
				
				The pre-test on each of these programs will develop a track for each individual student. The teacher will monitor their progress.
					5D.1. Minute tests Big 20's & 25's
					
					Pre-Test Post-Test		

Mathematics Goal #5D: *9% of Carver Middle School's SWD made satisfactory progress in Math.* *By April of 2013, 24% of Carver Middle School's SWD will make satisfactory progress in Math.*	*2012 Current Level of Performance:**	*2013 Expected Level of Performance:**					
	In April of 2012, 9% of Carver Middle School's SWD made satisfactory progress in Math.	*By April of 2013, 24% of Carver Middle School's SWD will make satisfactory progress in Math.*					

		5D.2. Teacher lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.	5D.2. Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Professional learning opportunities in these strategies for these teachers.	5D.2. Assistant Principal Leadership Team Instructional Staff ESE Placement Specialist	5D.2. Classroom walk-throughs. Each grade level will develop lesson plans that incorporate the use of technology and manipulatives.	5D.2. Increased achievement between assessments. Progress of student on assessments.	
		5D.3. SWD students were not provided with instruction to meet their unique needs.	5D.3. Teachers will be given copies of student goal pages (from student IEP). Students will be given appropriate accommodations which reflect their IEP goals. Teachers will become familiar with student's IEP. SWD students will receive reading instruction with a teacher trained in SWD strategies.	5D.3. ESE Placement Specialist Assistant Principal Reading Coach Teachers	5D.3. Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coach to develop a coaching plan for identified teachers. Reading coach and Placement specialist will support teachers with lesson planning, side by side coaching, and lesson modeling.	5D.3. Classroom walkthrough tool and data Benchmark Testing Teacher Assessments	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Many of our students come to Middle School lacking basic skills in Mathematics to be successful in Middle School.	5E.1. In order to decrease the educational gap between elementary and middle school we need to implement basic skill practice without taking away too much time from our daily instructional focus.
		
		Multiplication and Division minute tests.
		
		Use of Big 20's & 25's
		
		Computer based Programs:
		   *Success Maker
		   *Compass Learning
		   * Moby Math
			5E.1. Math Coach Instructional Staff	5E.1. The students and the teachers will monitor the individual student's progress with a tracking sheet.
				
				The pre-test on each of these programs will develop a track for each individual student. The teacher will monitor their progress.
					5E.1. Minute tests Big 20's & 25's
					
					Pre-Test Post-Test		

Mathematics Goal #5E: _In April of 2012, 28% of Carver Middle School's economically disadvantaged students made satisfactory progress in Math._ _By April of 2013, 35% of Carver Middle School's economically disadvantaged students will make satisfactory progress in Math._	2012 Current Level of Performance :*	2013 Expected Level of Performance: *					
	In April of 2012, 28% (180) of Carver Middle School's economically disadvantaged students made satisfactory progress in Math.	_By April of 2013, 35% (243) of Carver Middle School's economically disadvantaged students will make satisfactory progress in Math._					

| | | 5E.2. Teacher lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students. | 5E.2. Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Professional learning opportunities in these strategies for these teachers. | 5E.2. Principal Leadership Team Instructional Staff Guidance Safe | 5E.2. Classroom walk-throughs. Each grade level will develop lesson plans that incorporate the use of technology and manipulatives. | 5E.2. Increased achievement between assessments. Progress of student on assessments. | |

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Mathemati	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.	
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: ***Enter narrative for the goal in this box.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	***Enter numerical data for expected level of performance in this box.***					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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End of Florida Alternate Assessment High School Mathematics Goals

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High School AMO Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
HS Mathematics Goal A: ***Enter narrative for the goal in this box.***							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
HS Mathematics Goal B: ***Enter narrative for the goal in this box.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	***Enter numerical data for expected level of performance in this box.*** White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
C. English Language Learners (ELL) not making satisfactory progress in mathematics.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
HS Mathematics Goal C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
HS Mathematics Goal D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
E. Economically Disadvantaged students not making satisfactory progress in mathematics.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
HS Mathematics Goal E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

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End of HS Mathematics AMO Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

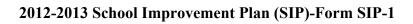| Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Students scoring at Achievement Level 3 in Algebra 1.	1.1 Teacher lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.	1.1 Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Professional learning opportunities in these strategies for these teachers.	1.1 Assistant Principal Leadership Team Instructional Staff	1.1 Classroom walk-throughs. Developed lesson plans that incorporate the use of technology and manipulatives.	1.1 Increased achievement between assessments. Progress of student on assessments.		

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Algebra 1 Goal #1: *In April 2012, 63% (19) students at Carver Middle School scored a level 3 on the Algebra 1 EOC.* In April 2013, 65% (65) students at Carver Middle School will score *a level 3 on the Algebra 1 EOC*.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In April 2012 63% (19) students at Carver Middle School scored a level 3 on the Algebra 1 EOC.	In April 2013 65% (65) students at Carver Middle School will score *a level 3 on the Algebra 1 EOC.*					

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		1.2 Teachers have difficulty developing more Moderate to High Complexity questions in their daily instruction in order for the students to be more successful/ prepared on the FCAT.	1.2 Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.	1.2 Resource Teachers Instructional Staff District Support	1.2 Weekly Lesson Planning Meetings PLC's Meetings	1.2 Monitor the success of students on Mini Assessments and benchmark tests Lesson Plans	
		1.3. Teachers have difficulty implementing instructional strategies to better prepare this year's students to pass the End-of-Course Assessments (EOCA) in Algebra.	1.3. The teachers will attend professional development opportunities to help them improve their instructional strategies.	1.3. Resource Teachers Instructional Staff	1.3. Weekly Lesson Plan Meetings	1.3. Algebra Mini-Assessments Algebra Benchmark Tests	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1 Teacher lack of varied instructional strategies to accommodate varied learning styles. Lack of relevance of instruction to students.	2.1 Math concepts will be reinforced with increased usage of manipulative and technology. Use of problem base instruction tasks to incorporate real world situations to instruction. Training in these strategies for these teachers.	2.1 Assistant Principal Leadership Team Instructional Staff	2.1 Classroom walk-throughs. Developed lesson plans that incorporate the use of technology and manipulatives.	2.1 Increased achievement between assessments. Progress of student on assessments.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In April 2012, 17% (5) students at Carver Middle School scored at or above level 4 and 5 on the Algebra 1 EOC. In April 2013, 20% (20) *students at Carver Middle School will score at or above level 4 and 5 on the Algebra 1 EOC.*						
	In April 2012, 17% (5) students at Carver Middle School scored at or above level 4 and 5 on the Algebra 1 EOC.	In April 2013, 20% (20) *students at Carver Middle School will score at or above level 4 and 5 on the Algebra 1 EOC.EOC.*				

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		2.2 Teachers have difficulty developing more Moderate to High Complexity questions in their daily instruction in order for the students to be more successful/ prepared on the FCAT.	2.2 Provide professional development for teachers on Higher-Order Thinking Questions and Complexity Levels.	2.2 Resource Teachers Instructional Staff District Support	2.2 Weekly Lesson Planning Meetings PLC's Meetings	2.2 Monitor the success of students on Mini Assessments and benchmark tests Lesson Plans	

		2.3. Teachers have difficulty implementing instructional strategies to better prepare this year's students to pass the End-of-Course Assessments (EOCA) in Algebra. Teachers have difficulty providing consistent enrichment opportunities through differentiation.	2.3. The teachers will attend professional development opportunities to help them improve their instructional strategies, including differentiated instruction to promote enrichment tasks/ activities.	2.3. Resource Teachers Instructional Staff	2.3. Weekly lesson plan meetings	2.3. Algebra Mini-Assessments Algebra Benchmark Tests Lesson Plans	

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Students scoring at Achievement Level 3 in Geometry.	1.1. Teachers have difficulty implementing instructional strategies to better prepare this year's students to pass the End-of-Course Assessments (EOCA) in Algebra.	1.1. The teachers will attend professional development opportunities to help them improve their instructional strategies.	1.1. Resource Teachers Instructional Staff	1.1. Weekly lesson plan meetings	1.1. Algebra Mini-Assessments Algebra Benchmark Tests Lesson Plans		
Geometry Goal #1: *In 2011-2012, 43% (6) of students who took the Geometry EOC scored level 3.* *In 2012-2013, 48% (8) of students who will take the Geometry EOC scored level 3.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	In 2011-2012, 43% of students who took the Geometry EOC scored level 3.	*In 2012-2013, 48% of students who will take the Geometry EOC scored level 3.*				
		1.2. Teachers have difficulty providing consistent enrichment opportunities through differentiation.	1.2. The teachers will attend professional development opportunities to help them improve their differentiated instruction in order to promote enrichment tasks/ activities.	1.2. Resource Teachers Instructional Staff	1.2. Weekly lesson plan meetings	1.2. Algebra Mini-Assessments Algebra Benchmark Tests Lesson Plans

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2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Teachers have difficulty implementing instructional strategies to better prepare this year's students to pass the End-of-Course Assessments (EOCA) in Algebra.	2.1. The teachers will attend professional development opportunities to help them improve their instructional strategies.	2.1. Resource Teachers Instructional Staff	2.1. Weekly lesson plan meetings	2.1. Algebra Mini-Assessments Algebra Benchmark Tests Lesson Plans		
Geometry Goal #2: *In 2011-2012, 50% (7) of students who took the Geometry EOC scored at or above levels 4 and 5.* *In 2012-2013, 55% (9) of students who will take the Geometry EOC scored at or above levels 4 and 5.*	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					

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	In 2011-2012, 50% (7) of students who took the Geometry EOC scored at or above levels 4 and 5.	*In 2012-2013, 55% of students who will take the Geometry EOC scored at or above levels 4 and 5*				
		2.2. Teachers have difficulty providing consistent enrichment opportunities through differentiation.	2.2. The teachers will attend professional development opportunities to help them improve their differentiated instruction in order to promote enrichment tasks/activities.	2.2. Resource Teachers Instructional Staff	2.2. Weekly lesson plan meetings	2.2. Algebra Mini-Assessments Algebra Benchmark Tests Lesson Plans	

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Instructional Focus Calendar	All Math Classes	Kelly Adkins	All Math teachers	July 2013	Modeling of Lessons Classroom Walkthroughs Observation of daily agendas as documented in their lesson plans.	Math Coach Leadership team Assistant Principal
PLC Focus: Understanding of the math benchmarks and identifying the low, moderate and High complexity styles of questions.	All Math Classes	Kelly Adkins	All Math teachers	July 2013	Classroom Walkthroughs Data Meetings	Math Coach Leadership team Assistant Principal
PLC Focus: Eight Mathematical Practices.	All Math Classes	Kelly Adkins	All Math teachers	July 2013	Classroom Walkthroughs Lesson Plans meetings	Math Coach Leadership team Assistant Principal

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Holt McDougal Textbook Training	**Holt/McDougall Consultant**	**OCPS/Title 1 Fund**	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Success Maker	**Web based intervention Program**	**School Budget**	**$55,000 (In LA Budget)**
Compass Learning	**Web based intervention program**	**School Budget**	$0
Moby Math	**Web based intervention program**	**Instructional Technology and Library Media, Exceptional Student Education, and Title I Services**	$0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Algebra & Geometry Instructional Strategies	**OCPS consultant**	**OCPS/Title 1 Fund**	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$0			

End of Mathematics Goals

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Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. | 1A.1. Limited opportunities for students to write about their learning using scientific vocabulary to summarize, rethink, and explain learning outcomes. | 1A.1. The science team will develop a common setup for Interactive Science Notebooks in PLCs.

Teachers will implement reflecting writing of learning outcomes through conclusion of investigation statements and Cornell Note summaries.

Science Coach will provide side by side coaching and modeling on how to implement critical thinking, scientific vocabulary, | 1A.1. Teachers

Science Coach

Leadership Team

District Curriculum Specialist | 1A.1. Instructional leadership team will conduct classroom observations to identify teachers' in need of additional support.

Leadership team will collaborate with Science Coach to develop a coaching plan to support teachers with implementation.

Science Coach will provide additional coaching, modeling, and support for teachers in need.

Science Coach will collaborate with District Resource Specialist to provide staff development as needed. | 1A.1. Informal observations

Interactive Science Notebooks (ISN)

Formative Assessments (Exit Slips)

Monitor lesson plans

Monitor PLC content

Classroom Walk-Through | | |

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		and elaboration in the Interactive Science Notebook (ISN).					
Science Goal #1A: **In April 2012, 18% (44) of Carver Middle School 8th grade students scored at level 3 on the Science FCAT 2.0.** **In April 2013, 25% (61) of Carver Middle School 8th grade students will score a level 3 on Science FCAT 2.0.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In April 2012 18% (44) of Carver Middle School students scored at level 3 on the science FCAT.	*In April 2013 25% (61) of Carver Middle School students at will score level 3 on the science FCAT*					

| | | 1A.2. There are a disproportionate number of 8th grade students that are below proficiency in Reading, which affects the ability of students to read scientific text independently. | 1A.2. The Science team will continue to work with the Science Coach and reading Coach to improve balanced literacy strategies and differentiated instruction.

Teachers will incorporate independent reading in Science using Science text that is appropriate for individual students.

Science Coach will work with the District Curriculum Specialists in Reading and Science to incorporate CIS reading strategies. | 1A.2. Teachers

Science Coach

Reading/Writing Coach

Leadership Team

District Curriculum Specialist | 1A.2. Instructional leadership team will conduct classroom observations to identify teachers in need of additional support.

Leadership team will collaborate with Science Coach to develop a coaching plan to support teachers with implementation.

Science Coach will provide additional coaching, modeling, and support for teachers in need.

Science Coach will collaborate with District Resource Specialist to provide staff development as needed. | 1A.2. Informal observations

Monitor lesson plans

Monitor PLC content

Classroom Walk-Through | |
| **1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.** | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. | | |

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Science Goal #1B: *CMS has fewer than 10 students taking the Florida Alternative Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Teachers are limited in their knowledge of effective research based and best practices.	2A.1. Teachers will receive professional development in core initiatives such as Inquiry Based Teaching, Use of Visible Thinking Strategies, and International Baccalaureate Middle Years Program (IBMYP).	2A.1. Leadership Team Assistant Principal Principal Science Coach PLC Team Leader	2A.1. Instructional leadership team will conduct classroom observations to identify teachers in need of additional support. Leadership team will collaborate with Science Coach to develop a coaching plan to support teachers with implementation. Science Coach will provide additional coaching, modeling, and support for teachers in need. Science Coach will collaborate with District Resource Specialist to provide staff development as needed.	2A.1. Monitor lesson plans Monitor PLC content Classroom Walk-Through District Science Benchmark Assessments Mini Benchmark assessments every two to three weeks Leadership Team District curriculum Specialist		

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Science Goal #2A:	2012 Current Level of Performance :*	2013Expected Level of Performance :*				
In 2012, 2% (5) of 243 Carver Middle School 8th grade students scored at or above levels 4 and 5 on the Science FCAT 2.0. *In 2013, 10% (24) of Carver Middle School 8th grade students will score at or above levels 4 and 5 on the Science FCAT 2.0.*						
	2% (5) of 243 Carver Middle School 8th grades students scored at or above levels 4 and 5 on the Science FCAT 2.0.	*10% (24) of Carver Middle School students will score at or above levels 4 and 5 on the Science FCAT 2.0.*				

		2A.2. Inefficient use of inquiry science labs.	2A.2. Science subject area/grade level meetings will occur weekly to ensure proper scheduling of inquiry lab time. Science coach will assist teachers in implementing techniques and strategies appropriate for advanced & honors courses. Science coach and Leadership team will observe teachers using the lab, and provide feedback regarding the rigor of the work students are performing.	2A.2. Leadership Team Science Coach PLC Team leader District curriculum Specialist	2A.2. Leadership team will collaborate with Science Coach to develop a coaching plan to support teachers with implementation. Science Coach will provide additional coaching, modeling, and support for teachers in need. Science Coach will collaborate with District Resource Specialist to provide staff development as needed.	2A.2. Monitor lesson plans Monitor PLC content Classroom Walk-Through District Science Benchmark Assessments Mini Benchmark assessments every two to three weeks Leadership Team District curriculum Specialist Curriculum based assessments	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance :*	2013Expected Level of Performance :*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.	
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance :*	2013Expected Level of Performance :*				

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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<u>Biology 1 End-of-Course (EOC) Goals</u> *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: ***Enter narrative for the goal in this box.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.	
Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance :*	2013 Expected Level of Performance :*				

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry using the 5E model	6-8 Science	Science Coach, District Resource Specialist	6-8 Science Teachers	September	Additional PD and follow up as needed	Science Coach
Disaggregating Data	6-8 Science	Science Coach	6-8 Science Teachers	August	Additional PD and follow up as needed	Science Coach
Differentiated Instruction	6-8 Science	Science Coach, District Resource Specialist, PLC Team Leader	6-8 Science Teachers	September	Additional PD and follow up as needed	Science Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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Everyday Science Mysteries, More Everyday Science Mysteries, Even More Everyday Science Mysteries, Yet even More Everyday Science Mysteries	Promotes literacy & reading in the content area by providing 15 mystery stories that examine science concepts and reinforces the value of learning science through inquiry	School Budget	119.97
25 Formative Assessment Books by Page Keeley			219.65
Subtotal: 339.62			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Pasco Science Equipment (SPARKS)	a discovery-based, interactive lab equipment that combines content with data collection and analysis		2000.00
Subtotal: 2,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount $4,000,00
NSTA National Conference	The NSTA 2013 San Antonio National Conference on Science Education in San Antonio and join us for a conference based on "Next Generation Science: Learning, Literacy, and Living."		
Subtotal:$4,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Science Resource	Science Coach		
Subtotal:			
Total:$6339.62			

End of Science Goals

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Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Teachers lack focus on conventions.	1A.1. Teachers will increase focus within classrooms on conventions of writing. Teachers will be provided professional development from an independent consultant focusing on scoring student papers and looking at convention errors.	1A.1. Principal Reading Coach Language Arts Teachers	1A.1. Ongoing monitoring of writing scores. Implementation of writing through small groups.	1A.1. FCAT Writing simulations		

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Writing Goal #1A: *In February 2012, 62% (148) of 8th grade students tested at Carver Middle School scored at Level 3 and higher in writing* *By February 2013 80 % (191) of 8th grade students tested at Carver Middle School will score at Level 3 and higher in writing.*	*2012 Current Level of Performance:* *2013 Expected Level of Performance:**					
	In February 2012, 62% (148) of 8th grade students tested at Carver Middle School scored at Level 3 and higher in writing.	*By February 2013 80 % (191) of 8th grade students tested at Carver Middle School will score at Level 3 and higher in writing.*				

		1A.2. Train new teachers on how to effectively use the FCAT rubric when assessing writing. Schedule more writing opportunities into the Instructional Focus calendar. Collaborate with Social Studies to increase writing opportunities.	1A.2. Leadership Team Reading Coach Social Studies Coach	1A.2. FCAT Writing simulations DBQ Essays Classroom walk throughs	1A.2. FCAT Writing Test, teacher assessments in accordance with FCAT Writing Rubric.	
	1A.2. Limited writing practice is embedded throughout content areas.					
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Writing Goal #1B: ***CMS has fewer than 10 students taking the Florida Alternative Assessment.***	2012 Current Level of Performance :*	2013 Expected Level of Performance :*				
	N/A	*N/A*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Movement of students to Level 4	Writing	Reading Coach/District Staff	School-Wide	May 2013	Provide staff development on the writing process and the use of FCAT Writing Rubrics. Use writing rubric to provide timely feedback to students regarding writing prompts. Monitor writing skills and re-teach or refine skills.	Principal Reading Coach
Training Students on the use of FCAT Writing Rubric	LA/Writing	Reading Coach/District Staff	LA/Reading Teachers	May 2013	Peer review of writing within classrooms Students will be able to identify effective elements of writing. Students will be able to use FCAT Rubric to assess writing.	Principal Reading Coach

Writing Budget (Insert rows as needed)

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Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Chris Lewis Writing Workshop (Core Connections, Inc.)	8 days of professional development in writing for the staff.	Title I	$925 per day
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Chris Lewis Writing Workshop (Core Connections, Inc.)	8 days of professional development in writing for the staff.	Title I	$925 per day
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$7400			

End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Students scoring at Achievement Level 3 in Civics.	1.1. Carver Middle School introduced Civics for the first time in 2011-2012. Difficulty with implementation of new curriculum.	1.1. Provide training opportunities at the District level and during PLC Department Meetings Attend district sponsored textbook training Conduct textbook walk through during PLC meeting	1.1. Social Studies Coach District Support personnel	1.1. Common assessments DBQ essays CWTs PLCs	1.1. Mid-Year and end of course assessments		
Civics Goal #1:	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
		1.2. Lack of consistent high order complexity questioning and DOK tasks.	1.2. Training on FCIM, HOT, and DOK Training on DBQ's	1.2. Instructional Coaches District Support personnel DBQ Project	1.2. Common assessments DBQ essays CWTs PLCs	1.2. Mid-year and end of course assessments	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1. Carver Middle School introduced Civics for the first time in 2011-2012. Difficulty with implementation of new curriculum.	2.1. Provide training opportunities at the District level and during PLC Department Meetings Attend district sponsored textbook training Conduct textbook walk through during PLC meeting	2.1. Social Studies Coach District Support personnel	2.1. Common assessments DBQ essays CWTs PLCs	2.1. Mid-Year and end of course assessments		

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Civics Goal #2:	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading/LA Strategies	SS	Reading Coach	PLC	Once/9weeks	Lesson Planning	SS Coach
ELL Training	SS	SS Coach	PLC	Sept 2013	Data Chats	SS Coach

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
DBQ Project	Lesson Study of DBQ	Title 2	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A		
U.S. History Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	

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		1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A		
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	
		2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Total:			

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<u>Attendance Goal(s)</u>

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Attendance	1.1. Limited parent involvement and follow-up (i.e. keeping school informed of student's whereabouts, properly withdrawing students even when moving out of district, and making adequate arrangements for students with other responsibilities such as caring for younger siblings, special transportation needs, or circumstances of students with children).	1.1. Increase on campus activities and parent workshops/ trainings focused on improving student academic performance and attendance. Increase parental involvement through documented activities and volunteer hours. Host activities within the community, ie Multicultural nights, Academic Nights, PTSA, and SAC events.	1.1. Child Study team Guidance Counselors Social Worker Instructional Coaches Deans Principal Assistant Principals	1.1. Increase in Parental Participation	1.1. Parent sign in Sheets		

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Attendance Goal #1: *By the end of the 2012-2013 school year; daily attendance will have increased by 3% (760).* *By the end of the 2012-2013 school year, excessive tardies will remain at 0% (0).* *There were no reported excessive tardies in the 2011-2012 school year.*	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	91% (662)	*94% (760)*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	393	*354*					

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	0	0					
		1.2. Student truancy	1.2. Create a student truancy intervention program. Child Study teams will be monitored	1.2. School Resource Officer Guidance Counselors Deans	1.2. Analysis of Juvenile Justice Detention Center data regarding truancy arrests of Carver Middle School students.	1.2. Progress Monitoring Child Study teams notes	
		1.3. 100% (809) of our student population is from an economically disadvantaged home. This causes external environmental factors that are out of the school's control.	1.3. Encourage student participation in the Free-Universal Breakfast and Lunch Program.	1.3 Cafeteria manager .	1.3. Analysis of food consumption reports to track breakfast and lunch participation numbers.	1.3. Progress Monitoring	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus: Increasing Student Engagement in the Classroom	6-8	Kelly Adkins Maritza Martinez Kendall Hawkins Jasmine Ellis	Department PLC's	Monthly	Classroom Observations Progress Monitoring Focuses Question Reflections	Kelly Adkins Maritza Martinez Kendall Hawkins Jasmine Ellis

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>**Suspension Goal(s)**</u>

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Limited utilization of data to evaluate suspension trends.	1.1. Deans will be given access to EDW and will be trained on how to utilize this tool. Deans will monitor in school and out of school suspension numbers in EDW and types of offenses in SMS in order to identify areas of concern to ensure fidelity and consistency of Discipline Policy and PBS application.	1.1. Assistant Principal Deans	1.1. Review suspension reports each quarter to analyze trends and effectiveness of discipline policies. Progress Monitoring	1.1. Interactive Dashboard Discipline Summary By School Report. Progress Monitoring Reports.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<table>
<tr><td>Suspension Goal #1:

By the end of the 2012-2013 school year, in school suspensions will decrease by 10% (299) and out of school suspensions will decrease by 10% (292).</td><td>2012 Total Number of In –School Suspensions</td><td>2013 Expected Number of In- School Suspensions</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>***339 offenses resulted in In-School Suspension.***</td><td>***299 offenses will result in In-School Suspension***</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>2012 Total Number of Students Suspended In-School</td><td>2013 Expected Number of Students Suspended In -School</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>205 students received In-School Suspension.</td><td>***185 students will receive In-School Suspension***</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>2012 Total Number of Out-of-School Suspensions</td><td>2013 Expected Number of Out-of-School Suspensions</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>***733 offenses resulted in Out-of-School suspension.***</td><td>***660 offenses will result in Out-of School suspension.***</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	325 *received Out-Of School Suspension.*	*292 will receive Out-Of School Suspension.*				
		1.2. Lack of parental involvement and support.	1.2. Increase parental involvement through documented activities and volunteer hours. Host activities within the community, ie. Multicultural nights, Academic Nights, PTSA, and SAC events.	1.2. Principal Assistant Principal Instructional Coaches	1.2. Analyze individual student suspension reports and compare it to active parents within the school.	1.2. Interactive Dashboard Discipline Summary By School Report. Event Sign In Sheets.
		1.3. Targeted number of students repeat infractions resulting in increased consequences	1.3. School-wide Positive Behavior Support Program, Gang Resistance Education and Training, Bully Prevention. Implement MTSS-B with consistency and fidelity.	1.3. Deans School Resource Officer PBS Team Guidance Counselors MTSS-B Team	1.3. Student Participation Progress Monitoring	1.3. Student Surveys Progress Monitoring Reports Interactive Dashboard Discipline Summary by School Report. MTSS-B logs

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	6-8	PBS Team	PLC/School-wide	Monthly	Interactive Dashboard Discipline Summary by School Report	PBS Team. Deans Classroom teachers
Response to Intervention (RtI/MTSS)	6-8	Vivialoria Brinson Kelly Adkins Maritza Martinez Kendall Hawkins Jasmine Ellis	PLC/School-wide	Monthly	Create Progress Monitoring teams to discuss student performance and behavior. Begin to create Disciplinary and Academic RtI Pyramids of intervention. Interactive Dashboard Discipline Summary Report by Referrals/ Consequences.	Arnetta Heidelberg Asst. Principal Maritza Martinez RtI Coach

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			

funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

| 1. Parent Involvement | 1.1.
With a high ELL population, it is difficult to communicate information to parents in their native language. | 1.1.
Provide written parent information in native language regarding FCAT, Reading Literacy, Math, Science, and IB Parent Nights.

Connect Orange in Native Languages.(when possible)

Training staff on cultural sensitivity.

Create a list of staff members who speak various languages and make the list easily accessible. | 1.1.
Arnetta Heidleberg Assistant Principal

Karen Clark Dean | 1.1. Collect participation data | 1.1. Parent attendance sign-in sheets | | |

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal #1: *By the end of the school year 2012-2013, 30% (225) of parents at Carver Middle School will have attended a least one school related activity/function.*	*2012 Current Level of Parent Involvement:* ***	*2013 Expected Level of Parent Involvement:* ***				
	20 % (175) parents participated in activities at Carver Middle School.	*30% (225) parents will participate in activities at Carver Middle School.*				
		1.2. Low parental participation	1.2.Increase membership in parent organizations (ie. PTSA, SAC (School Advisory Council), PLC (Parent Leadership Council) through Community outreach. Distribute parent surveys to assess parent interest in volunteer opportunities at Carver	1.2.Arnetta Heidleberg Assistant Principal Karen Clark Dean	1.2. Collect Participation Data Analyze Parent Surveys	1.2. Sign in Sheets ADDitions Volunteer Reports Parent Survey Forms

| | | 1.3.
100% of our students are on Free and Reduced Lunch. With such a large percentage of our families in need, many parents work multiple jobs to make ends meet and are unable to attend school functions in the evenings. | 1.3.
Connect Orange messages to keep parents informed about ongoing events in Spanish and English.

Survey the parents to identify days and times they would be available to participate. | 1.3.
Arnetta Heidleberg Assistant Principal

Karen Clark Dean | 1.3.
Analyze Parent Surveys | 1.3.
Parent Survey Form | |

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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SAC/PTSA/PLC Membership Drive	All Grade Levels	Karen Clark	School-Wide	October 2012	Analyze Membership Participation Data to determine percent of staff and parents involved. Email Faculty and Staff Weekly until desired outcome is met.	Thaddeus Jackson Assistant Principal

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$0			

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Students have the same minimal level of engagement with STEM through Problem Based Learning in all content areas.* *The students at carver Middle School are not exposed to any real world experiences in Engineering with the application of Science and Math. The students will be able to define, explain, and implement the Engineering Design Process within a variety of contexts.*	1.1. Effectively trained teachers in STEM curriculum The teachers at Carver in Math are not trained in STEM and how to incorporate STEM into their lessons to fit the needs of all their learners. The Math students are not afforded the opportunity to experience real world applications of math in the engineering field.	1.1. STEM professional developments for instructional staff Provide STEM training opportunities for math teachers. Use of www.pbs.org/ teachers. This website provides teachers with lesson plans related to math and professional development on STEM. To reach out to STEM partnerships such as Lockheed Martin, Boeing, and Disney Engineering the Magic.	1.1. Math and Science Teachers Leadership Team Math Coach Science Coach Principal	1.1. Leadership team will collaborate with Science Coach to develop a coaching plan to support teachers with implementation. Science Coach will provide additional coaching, modeling, and support for teachers in need. Science Coach will collaborate with District Resource Specialist to provide staff development as needed Incorporation of STEM strategies in to their lesson Plans. Participation	1.1. Monitor PLC content Classroom Walk-Through Leadership Team District curriculum Specialist **Lesson Plans** **CWT data** **Student Feedback**

STEM Professional Development

Professional Development (PD) aligned with					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
What is STEM?	6-8 Science	Science Coach, District Resource Specialist	6-8 Science Teachers	September	Additional PD and follow up as needed	Science Coach

2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $0			

End of STEM Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: **N/A**	1.1. **N/A**	1.1. **N/A**	1.1. **N/A**	1.1. **N/A**	1.1. **N/A**
	1.2. **N/A**	1.2. **N/A**	1.2. **N/A**	1.2. **N/A**	1.2. **N/A**
	1.3. **N/A**	1.3. **N/A**	1.3. **N/A**	1.3. **N/A**	1.3 **N/A**

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	**N/A**	**N/A**	**N/A**
N/A	**N/A**	**N/A**	**N/A**
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	**N/A**	**N/A**	**N/A**
N/A	**N/A**	**N/A**	**N/A**
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	**N/A**	**N/A**	**N/A**
N/A	**N/A**	**N/A**	**N/A**
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	**N/A**	**N/A**	**N/A**
N/A	**N/A**	**N/A**	**N/A**
Subtotal:			
Total:			

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Lack of students enrolled in high school courses.	1.1. Encourage teachers to study and qualify for additional certifications. Poll students to assess interests for high school level courses in order to best serve the varying interests of the student population.	1.1. Arnetta Heidelberg Assistant Principal	1.1. Staff survey to determine certifications and interests. Student survey for high school courses.	1.1. Enrollment Reports Survey analysis		

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Additional Goal #1: *At Carver Middle School, 11% (78) of students participated in high school credit courses in 2011-2012.* *At Carver Middle School, 14% (102) of students will participate in high school credit courses in 2012-2013.*	*2012 Current Level :**	*2013 Expected Level :**					
	11% (78) of Carver Middle School Students were enrolled in high school credit courses in 2011-2012.	*14% (102) of Carver Middle School Students will be enrolled in high school credit courses 2012-2013.*					
		1.2. Regular vs. Advanced complacency – Driving the students to want to challenge themselves	1.2. Offer incentives for students looking to challenge themselves with high school level courses.	1.2. Guidance Counselors Arnetta Heidelberg Assistant Principal Instructional Coaches	1.2. Enrollment Reports	1.2. Enrollment Reports	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2. Additional Goal Additional Goal #2:	2.1. Teacher buy-in to the IB program.	2.1. Staff development on the IB program and strategies for all content area teachers.	2.1. Arnetta Heidelberg Assistant Principal Karen Clark IB Coordinator Guidance Counselors	2.1.. Classroom Observations Lesson Plans Use of Cornell Notes	2.1.. Marzano Teacher Evaluation		
We will increase IB participation from 15% (112) in 2011-2012 to 18% (131) in 2012-2013 to support academic rigor and promote college readiness.	*2011 Current Level :**	*2012 Expected Level :**					
	In 2011-2012, 15% (112) of Carver Middle School students participate in IB to support academic rigor and promote college readiness.	*In 2012-2013, 18% (131) of Carver Middle School students will participate in IB to support academic rigor and promote college readiness.*					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		2.2. Low student enrollment in the program	2.2. Advertise and promote IB at feeder elementary schools, parent nights, and school events. Use current members to drum up interest for enrollment drives during the school day.	2.2. Arnetta Heidelberg Assistant Principal Karen Clark IB Coordinator Guidance Counselors	22. Increase in enrollment Overall attendance at events	2.2. School Data Master Schedule	
3. Additional Goal Additional Goal #3:	3.1. Teachers have had difficulty in acquiring instruments for students who cannot afford to rent.	3.1. Teachers will hold fundraisers in order to raise funds. Teachers will contact local universities, schools and church groups for donations of surplus instruments.	3.1. Band Teacher Guitar Teacher Arnetta Heidelberg AP of Instruction	3.1.. Increase in Enrollment Classroom observations	3.1.. Master Schedule		
Carver Middle school will increase fine arts enrollment.	***2011 Current Level :****	***2012 Expected Level :****					
	In 2012-2013, 53% (382) students participated in either band or guitar.	***In 2012-2013, 56% (408) students will participate in either band or guitar.***					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

4. Additional Goal Additional Goal #4:	4.1..	4.1.	4.1.	4.1.	4.1.		
Carver Middle School will decrease disproportionate classification in Special Education. (Refer to MTSS/RtI section of School Improvement Plan	2011 Current Level :*	2012 Expected Level :*					
	.	.					

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:$72,000.00
CELLA Budget	
	Total:$0
Mathematics Budget	
	Total:$0
Science Budget	
	Total:$6,339.62
Writing Budget	
	Total:$7,400.00
Civics Budget	
	Total:$7,000.00
U.S. History Budget	
	Total:$0
Attendance Budget	
	Total:$0
Suspension Budget	
	Total:$0
Dropout Prevention Budget	
	Total:$0
Parent Involvement Budget	
	Total:$6,000.00
STEM Budget	
	Total:$0
CTE Budget	
	Total:$0
Additional Goals	
	Total:$0
	Grand Total:$98,739.62

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
▢Priority	▢Focus	▢Prevent

Are you reward school? ▢Yes ▢No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)
SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

▢ Yes   ▢ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount

October 2012
Rule 6A-1.099811
Revised April 29, 2011