Joseph L. Carwise Middle School

2019-20 School Improvement Plan

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Joseph L. Carwise Middle School

3301 BENTLEY DR, Palm Harbor, FL 34684

http://www.carwise-ms.pinellas.k12.fl.us

Demographics

Principal: Robert Vicari

Start Date for this Principal: 7/1/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	N
Year	A

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Carwise Middle School is to provide a world-class education for students preparing them for high school graduation, post-secondary opportunities including college, vocational training and the world of work.

Provide the school's vision statement

Carwise Middle School's vision is 100% student success.

School Leadership Team

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

Name	Title
Obara, Jason	Assistant Principal
Assistant Principal	
Patton, Asimina	Assistant Principal
Assistant Principal	
Valsamis, Evangelos	Assistant Principal
Assistant Principal	
Eiben, Chad	Principal
Principal	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	419	429	449	0	0	0	0	1297
Attendance below 90 percent	0	0	0	0	0	0	46	55	47	0	0	0	0	148
One or more suspensions	0	0	0	0	0	0	17	27	24	0	0	0	0	68
Course failure in ELA or Math	0	0	0	0	0	0	15	17	24	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	0	0	0	75	78	99	0	0	0	0	252

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	22	37	42	0	0	0	0	101

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
57

Date this data was collected or last updated
Tuesday 7/16/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	94	75	96	0	0	0	0	265
One or more suspensions	0	0	0	0	0	0	25	24	26	0	0	0	0	75
Course failure in ELA or Math	0	0	0	0	0	0	15	17	24	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	0	0	0	76	97	73	0	0	0	0	246

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	35	37	43	0	0	0	0	115

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	52%	54%	63%	50%	53%
ELA Learning Gains	61%	55%	54%	55%	50%	54%
ELA Lowest 25th Percentile	55%	47%	47%	43%	42%	47%
Math Achievement	71%	55%	58%	71%	54%	58%
Math Learning Gains	60%	52%	57%	67%	54%	57%
Math Lowest 25th Percentile	55%	46%	51%	53%	48%	51%
Science Achievement	63%	51%	51%	66%	52%	52%
Social Studies Achievement	73%	68%	72%	83%	65%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	419 (0)	429 (0)	449 (0)	1297 (0)
Attendance below 90 percent	46 ()	55 ()	47 ()	148 (0)
One or more suspensions	17 (0)	27 (0)	24 (0)	68 (0)
Course failure in ELA or Math	15 (0)	17 (0)	24 (0)	56 (0)
Level 1 on statewide assessment	75 (0)	78 (0)	99 (0)	252 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	63%	51%	12%	54%	9%
	2018	56%	49%	7%	52%	4%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	60%	51%	9%	52%	8%
	2018	60%	48%	12%	51%	9%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		4%				
08	2019	65%	55%	10%	56%	9%
	2018	73%	55%	18%	58%	15%
Same Grade Comparison		-8%				
Cohort Comparison		5%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	54%	44%	10%	55%	-1%
	2018	61%	45%	16%	52%	9%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	71%	60%	11%	54%	17%
	2018	72%	59%	13%	54%	18%
Same Grade Comparison		-1%				
Cohort Comparison		10%				
08	2019	57%	31%	26%	46%	11%
	2018	44%	31%	13%	45%	-1%
Same Grade Comparison		13%				
Cohort Comparison		-15%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	63%	51%	12%	48%	15%
	2018	67%	53%	14%	50%	17%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	71%	68%	3%	71%	0%
2018	82%	66%	16%	71%	11%
Compare	-11%				

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	55%	37%	61%	31%
2018	97%	57%	40%	62%	35%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	100%	56%	44%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	46	41	40	54	50	28	48	73		
ELL	45	61	68	62	55	53	36	67	84		
ASN	81	71		83	67			80	100		
BLK	57	50	31	43	50	42	53	69	70		
HSP	55	58	59	65	57	51	60	65	84		
MUL	65	61	59	68	65	47	63	67	80		
WHT	66	62	55	74	61	59	63	76	80		
FRL	53	56	53	60	54	50	51	64	71		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	36	31	34	42	38	13	37			
ELL	39	57	50	48	57	50	27	60			
ASN	76	62		78	65		74		74		
BLK	45	43	31	44	44	28	47	81	90		
HSP	60	58	40	60	58	49	55	79	64		
MUL	68	56		75	68	50	88	83	89		
WHT	64	55	45	75	70	57	68	84	85		
FRL	54	51	42	58	57	45	53	73	67		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	643
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

School-wide, our L25 learning gains scores in Math and ELA are the lowest scores, both with 55% of students making learning gains. Although these are still the lowest scores for our school, they both show improvement from last year. Our ELA L25 gains improved 12% and our Math L25 gains improved 2%. The attention that was paid to providing supports for our L25 students has helped, noticeably in ELA. Our teachers must continue to meet students where they are and provide the supports needed and differentiated instruction so that all levels of students will make learning gains.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Our Civics proficiency score went down 12 points from 83% to 71% achieving proficiency. We had two new teachers teaching Civics at Carwise last year, who were not as familiar with the Civics curriculum. in looking at the individual students who were enrolled in the classes, one teacher had some of the lowest scoring Reading students, which might have helped contribute, along with the other factors for lower Civics scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

When compared to the state average, our 6th grade math data had the worst gap compared to the state average. We had a large number of level 1 and 2 students coming in this year. These students lacked many foundational skills which made it much harder for these students to achieve proficiency.

Which data component showed the most improvement? What new actions did your school take in this area?

Our 8th grade math proficiency score improved from 44% to 57% achieving proficiency. The school hired a new, veteran math teacher this year for 8th grade and the data shows the difference. Over 84% of this teacher's students were rated as proficiency in math. This teachers used a variety of new teaching strategies that we will discuss in PLC's to help improve math achievement school-wide.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of students that are currently have a level 1 on a statewide assessment is an area of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. L25 ELA/Math
2. Pushing stagnant proficiency number is ELA, Math, & Science
3. Civics
4. ESE ELA/Math
5. 6th Grade Math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English/Language Arts
Rationale	Our current level of performance is 64 percent proficiency, as evidenced in Reading FSA data. We expect our performance level to be 70 percent proficiency by May 2020. The problem/gap is occurring because some teachers inadequately use of student-centered data and do not differentiate instruction to meet students where they are. If a stronger focus on collaborative structures, student-centered conversation, and usage of student data to differentiate student instruction would occur, the problem would be reduced by 6%.
State the measureable outcome the school plans to achieve	The percent of all students increasing their FSA score will increase from 64% to 70%, as measured by FSA Reading data.
Person responsible for monitoring outcome	Asimina Patton (pattona@pcsb.org)
Evidence-based Strategy	1. Strengthen staff practice to utilize questions to help students elaborate on content. 2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data.
Action Step	
Description	1. Foster an environment of cooperation and collaboration amongst students including academic language, discussions, and group projects through common planning . 2. ELA and Reading teachers will continue to implement strategies learned in Core Connections training in their classrooms to improve student reading and writing, with an emphasis on collaborative structures and student-centered conversations. 3. School-wide literacy and writing strategies will continue to be implemented in all content area classes. 4. Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading, through Core Connections. 5. ELA and Reading teachers continue to collaboratively (common planning) plan instruction based on student data, instructional shifts, standards, assessments, differentiation and instructional methods with built in checkpoints and critical questions to find out what students know and adapt instruction to meet students' needs. Teachers will use strengths of students to intentionally plan for and engage them in learning. 6. ELA teachers and Writing/Literacy Leadership team will continue to implement standards based scales, learning goals and learning targets

differentiated as needed.

7. ELA and Reading teachers utilize Write Score and Unit Assessment data to differentiate, scaffold, and enrich instruction to increase student performance.

8. Conduct regular PLCs to review student responses to tasks and plan for instruction based on data utilizing structures that will allow teachers to work collaboratively to plan for student collaboration, differentiation/remediation, and rigor/HOT questions. Teachers will share best practices and effective strategies in PLCs .

9. Strategically and intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate time for students to apply learning.

10. Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student. Provide options for expression and communication (e.g. multimedia formats, speeches, presentations, collaborative discussions, etc.)

11. Include AVID strategies daily to support student achievement at all levels.

12. Teachers will observe students, take notes, and confer with students in individual or small groups to probe for understanding and provide targeted, actionable, feedback.

13. Administrators will monitor teacher practice and provide feedback to support teacher growth.

Administrators conduct walkthroughs for evidence of reading informational texts in content classrooms.

Administrator visits classrooms and provides feedback to teachers and literacy coach/staff developers to help determine next steps. Utilize staff developers for the purpose of implementing culturally relevant lessons inspired by the LAFS and differentiated for students based on data.

Person Responsible	Asimina Patton (pattona@pcsb.org)

#2	
Title	Mathematics
Rationale	Our current level of performance is 71% proficiency, as evidenced in Math FSA data. We expect our performance level to be 75% proficiency by May 2020. The problem/gap is occurring because lack of engagement in higher order thinking questions aligned with MAFS. If higher order questioning would occur, the problem would be reduced by more students being engaged in class resulting in a 4% increase as evidenced by the FSA.
State the measureable outcome the school plans to achieve	The percent of all students achieving math proficiency will increase from 71 percent to 75 percent, as measured by Math FSA data.
Person responsible for monitoring outcome	Evangelos Valsamis (valsamise@pcsb.org)
Evidence-based Strategy	1. Strengthen staff ability to engage students in complex tasks. 2. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy	These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data.

Action Step	
Description	1. Math teachers will continue to collaboratively (common planning) plan lessons around instructional shifts, standards, and assessment data that regularly include longer, challenging word problems and mathematical performance tasks that have a progression of difficulty to stairstep students into increasingly complex tasks., and instructional methods. 2. Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS). 3. Teachers utilize mathematics unit assessments and use the assessments during planning and analyze the data by standard for their class and across the grade level. 4. Math teachers will provide students with opportunities to read informational and persuasive texts, write about process and outcomes of their investigations and use the language of math as they work each problem. 5. Teachers attend ongoing Curriculum Cadre trainings and Facilitated Planning Sessions to help analyze results based on student data and effectively plan to implement content most effectively. 6. Math Teachers will meet in Professional Learning Communities (PLCs) at least once a month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards utilizing equitable PLC structures that will allow teachers to work collaboratively to plan for student

collaboration, differentiation/remediation, and rigor/HOT questions.

7. Math teachers will use collaborative structures and student-centered conversation in their lessons to encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies.

8. Math teachers use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and encourage students to select tools that support making sense of problems.

9. Include AVID strategies daily to support student achievement at all levels.

10. Teachers monitor and provide feedback to students to support learning throughout each lesson.

11. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback.

Person Responsible   Evangelos Valsamis (valsamise@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 63% proficiency, as evidenced in SSA data. We expect our performance level to be 68% proficiency by May 2020. The problem/gap is occurring because of lack of engagement in complex tasks and ability to understand complex text in science. We are hoping the continuation of Discovery resources will help the student become more familiar with complex text. If engagement in close reading of higher level Science text, alignment of critical content, and more engagement in differentiated complex tasks would occur, the problem would be reduced by 5%.

State the measureable outcome the school plans to achieve	The percent of all students demonstrating proficiency in Science will increase from 63% to 68%, as measured by FSA data.
Person responsible for monitoring outcome	Jason Obara (obaraj@pcsb.org)
Evidence-based Strategy	1. Strengthen staff ability to engage students in complex tasks using Scientific Thinking Skills. 2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data.

Action Step	
Description	1.Teachers have students engage in close reading of complex text along with text-dependent questions and performance tasks aligned to standards utilizing supplemental resources to regularly including shorter, challenging and technical passages that elicit close and critical reading and re-reading. 2. Ensure implementation of literacy in science content area- including the use of grade-appropriate complex texts in science classes. Teachers use strategies to help students identify key ideas, comprehend informational text and reflect on information in the science content. Strategies include text marking, graphic organizers and summarizing. 3. Plan and implement opportunities for students to make a claim, test it and defend their results, with evidence through written lab reports during inquiry-based science projects. Utilize common short and extended writing and lab rubrics. 4. Science teachers will concentrate on student response to scales, learning goals and plan instructional lessons and labs aligned with state standards and district pacing guides. 5. Science teachers implement standards based on lessons built around the 5E instructional model to support students in making real world content

connections to make content more meaningful.

6. Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy based groups to implement during core instruction to support success with complex texts. PLCs will utilize equitable structures that will allow teachers to work collaboratively to plan for student collaboration, differentiation/remediation, and rigor/HOT questions.

7.Teachers will attend professional development including Facilitated Planning Sessions, Equity in Planning, using Data to Intentionally Plan and Differentiate Lessons, and UDL in Science.

8. Include AVID strategies daily to support student achievement at all levels.

9. Regularly assess (formally and informally) and utilize data (gap, FSA, unit, cycle) to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

10. Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.

11. Encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies.

12. Teachers monitor and provide feedback to students to support learning throughout each lesson.

13. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach and science Instructional Staff Developer to support next steps.

14. Administrators will monitor implementation of strategies and best practices in PLCs and during walkthroughs and classroom observations.

Person Responsible   Jason Obara (obaraj@pcsb.org)

#4	
Title	Social Studies
Rationale	Our current level of performance is 73% proficiency , as evidenced by the Civics EOC. We expect our performance level to be 83% by May 2020. The problem/gap is occurring because inconsistent usage of complex text, lack of rigor, and higher order thinking practices. If engagement in close reading of higher level complex text along with the implementation of rigorous assignments with higher order thinking embedded would occur, the problem would be reduced by 10% proficiency in the Civics EOC.
State the measureable outcome the school plans to achieve	The percent of all students demonstrating proficiency in the EOC exams for Social Studies will increase from 73% to 83%, as measured by EOC exam scores.
Person responsible for monitoring outcome	Jason Obara (obaraj@pcsb.org)
Evidence-based Strategy	1. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 2. Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy	These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data.
Action Step	
Description	1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. 2. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance (utilize a variety of modalities when presenting concepts and instruction). 3. Teachers will provide opportunities for research and writing (claims and evidence). (NHD, DBQ, C3 Inquiries, Socratic Seminars utilized at least once per unit) 4. Include AVID strategies daily to support student achievement at all levels, specifically focus Note Taking techniques in Social Studies classes. 5. U.S. History and World History teachers will utilize a DBQ and/or C3 inquiry each quarter. (These types of learning strategies/activities include rigorous writing components that integrate LAFS as well as analyzing primary sources). 6. Utilize supplemental resources of varying complexity levels, including primary and secondary sources, and regularly include shorter, challenging passages with text dependent questions that elicit close and critical reading and re-reading. 7. Encourage productive-struggle for students as they work through

vocabulary and comprehension using appropriate strategies.

8. Social Studies will meet in monthly PLCs to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students. PLCS will utilize equitable structures that will allow teachers to work collaboratively to plan for student collaboration, differentiation/remediation, and rigor/HOT questions.

9. Ensure teachers receive professional development around the writing rubric that follows the FSA writing rubric as well as how to create and structure short response, text-dependent questions based on primary source documents.

10. Teacher will attend professional development including Facilitated Planning Sessions, Utilizing Reading Strategies in the SS Classroom, and Best Practices.

11. Teachers monitor and provide feedback to students to support learning.

12. Administrators will monitor implementation of strategies and best practices in PLCs and during walkthroughs and classroom observations and provide feedback for teacher growth.

13. Civics teachers will attend district-wide TDE's for data analysis and core connections. 7th grade World History teachers will attend teaching with rotations PD.

Person Responsible   Jason Obara (obaraj@pcsb.org)

#5	
Title	College Career Readiness
Rationale	Our current level of performance is 312 industry certifications, not including family and consumer sciences, as evidenced by our number of students receiving industry certifications. We expect our performance level to be 400 by May 2020. The problem/gap is occurring because of a lack of rigor and college level content. If rigorous content implementation would occur, the problem would be reduced increasing the number of industry certifications.
State the measureable outcome the school plans to achieve	The number of all students earning industry certifications will increase from 312 to 400, as measured by the number of students receiving industry certifications.
Person responsible for monitoring outcome	Jason Obara (obaraj@pcsb.org)
Evidence-based Strategy	1. Intensify staff capacity to support students in successfully completing and attaining industry certification. 2. Strengthen teacher implementation of rigorous instructional practices.
Rationale for Evidence-based Strategy	These strategies were selected based on student and teacher data, as well as administrative and district walkthroughs.
Action Step	
Description	1. Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed. 2. Principal and school leadership team implement, monitor and adjust school-wide systems for academic support for students in rigorous courses. 3. Implement a system of grade level vertical and horizontal articulation that helps insure students throughout the school are college & career ready. 4. Align classroom assessment with high-stakes assessment 5. Teachers of college level courses attend Districtwide PLC meetings 6. Administrators monitor instruction for culturally relevant teaching practices to identify gaps in implementation for the purpose of effective planning for on-site PD 7. Update AVID CCI on a monthly basis to celebrate areas of growth and update strategies for areas of improvement. 8. Continue implementation of AVID strategies in all content area classrooms to make a larger push towards "AVID school-wide." 9. Enroll 8th grade students in "Information and Computer Technology", ICT courses designed to expose students to digital literacy and media technology. Student works are submitted for competition in the Jim Harbin Educational Media Awards. 10. Enroll 7th and 8th students in "Fundamentals of Culinary Careers" and "Personal Development" to expose students to career readiness in the food service industry.

11. Enroll 8th grade students to earn high school credit in the entry level technology elective "Digital Information Technology", DIT. Students will work on using technology for career planning, the Career Portfolio as a key component preparing the student for relevant interview ready career pursuit, career advancement, business fundamentals and on obtaining industry certifications in Microsoft Office Software (MOS); Word, Excel and PowerPoint. 12. Enroll 7th and 8th grade students in "Computer Applications in Business", CAB courses designed to expose students to career readiness and digital literacy while utilizing Microsoft software; Word, Excel, PowerPoint, Outlook, and Access.

Person Responsible   Jason Obara (obaraj@pcsb.org)

#6	
Title	Bridging the Gap Plan
Rationale	Our current level of performance is 57% black students achieving proficiency in ELA, as evidenced by FSA. We expect our performance level to be on average with the rest of the student body, 70% by May 2020. The problem/gap is occurring because students are not receiving the supports to ensure an equitable education. If mentoring and culturally relevant teaching would occur, the problem would be reduced by a 13% increase in ELA proficiency among black students.

State the measureable outcome the school plans to achieve	The percent of black students achieving ELA proficiency will increase from 57% to 70%, as measured by FSA.
Person responsible for monitoring outcome	Chad Eiben (eibenc@pcsb.org)
Evidence-based Strategy	1. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. 2. Ensure that all black students who show potential to succeed in Advanced or Honors courses are scheduled in to an appropriate course and provided supports. 3. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. 4. Provide training for culturally relevant disciplinary practices and ensure strong implementation. 5. Implement Restorative Practices throughout the school. 6. Establish positive relationships with our current black teachers and discuss current work conditions for success and gather feedback on successes, struggles, suggestions and experiences.
Rationale for Evidence-based Strategy	These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data.

Action Step	
Description	1. Teachers will differentiate instruction for African American students and put positive behaviors in place while ensuring rigor and culturally responsive instruction takes place in 100% of classrooms. 2. Restorative practices will be used by teachers and administrators to ensure African American students are provided equitable opportunities to succeed. 3. ELP will be encouraged for struggling African American students. 4. Administration and teachers will provide and encourage African American students to attend a variety of enrichment activities including STEM, CCN crew and Multi-cultural club.

5. Teachers will use materials (books, resources and technology) that are culturally responsible, emphasizing collaborative structures and student-centered conversations.

6. Department PLCs will incorporate equity and culturally relevant strategies as part of their monthly discussions to align with district initiatives.

7. Continuously monitor the percentage of African American students enrolled in AVID and advanced level rigorous courses. AVID teachers will provide African American role models and all teachers will provide outreach for struggling African American students to monitor their success.

8. Each African American student will be assigned a mentor. The mentor will meet with the student 3-4 times a month to review academic performance, ensure individual supports are in place wherever needed, and celebrate successes and accomplishments. This mentor will serve in a case manager style role, developing an individual learner profile and success plan for their student.

9. Teachers will attend monthly Mentoring PLCs to discuss best practices and support involving mentoring providing interventions and supports to provide equity for minority students.

10. Equitable practices professional development, including AVID CRT will be utilized to provide support for minority students.

Person Responsible   Chad Eiben (eibenc@pcsb.org)

#7	
Title	School Climate/Conditions for Learning
Rationale	Our current level of performance in school-wide behavior is 647 discipline referrals. We expect our performance level to be 347 or less by May 2020. The problem/gap in behavior performance is occurring because lack of student engagement and use of restorative practices. If more students were engaged and teachers used restorative practices with students would occur, the problem would be reduced by at least 300 discipline referrals, as evidenced by quarterly discipline reports from Focus. We will analyze and review our data for effective implementation of our strategies by May 2020.
State the measureable outcome the school plans to achieve	The ISS risk (percentage of students receiving in-school suspension) of all students receiving excessive referrals (10+) will decrease from 10 students to 5 students, as measured by FOCUS reports.
Person responsible for monitoring outcome	Chad Eiben (eibenc@pcsb.org)
Evidence-based Strategy	1. Strengthen the ability of all staff to establish and maintain positive relationships with all students. 2. Support the implementation engagement strategies that support the development of social and instructional teaching practices. 3. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy	Discipline data shows a trend of more referrals meaning teachers need more support with maintaining positive relationships with students.
Action Step	
Description	1. Attend continuing training for Restorative Approaches and SEL 2. Ensure at least one staff member attend and becomes is a certified Trainer of RP 3. Continue the school-wide roll-out and development plan of RP/SEL through it's next phase. 4. Conduct learning opportunities. 5. Ensure that at least 25% of teachers are trained by May 2020 (4 teachers should already be trained during 2018-19). 6. Ensure representation by at least one staff member trained in AVID CRT. 7. Monitor, act and improve the use of CRT strategies in all classrooms. 8. Cultivate at least one model CRT classroom within the school and facilitate teacher learning within PLCs, PD opportunities and/or model classroom observations. 9. Use and share AVID CRT Classroom Audit and self-reflections to support school and classroom practices and student outcomes 10. Monitor and support staff for implementation with fidelity. 11. Review student and teacher data for trends and next steps.

12. Update school-wide plan on a monthly basis.
13. Continue use of Positive Behavior Plan lessons to teach student procedures and behaviors on a weekly basis.
14. Continue use of Shark Bite positive behavior support system to encourage positive choices by students.
15. Celebrate areas of growth
16. Update strategies for areas of improvement.

Person Responsible	Chad Eiben (eibenc@pcsb.org)

#8	
Title	Attendance
Rationale	Our current attendance rate is 13% of our students miss more than 10% of school. We expect our performance level to be no more than 10% of our students miss more than 10% of school by the end of the 2020 school year. The problem/gap in attendance is occurring because family issues and illness. If increased communications would occur, the problem would be reduced by 3%. We will analyze and review our data for effective implementation of our strategies by monitoring monthly through May 2020.
State the measureable outcome the school plans to achieve	The percent of all students missing more than 10% of school will decrease from 13% to 10%, as measured by attendance data.
Person responsible for monitoring outcome	Asimina Patton (pattona@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
Rationale for Evidence-based Strategy	This strategy was selected based on feedback from leadership and child study team.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. 3. Develop and implement attendance incentive programs and competitions. 4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 5. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). 8. Home visits to ensure school participation.
Person Responsible	Asimina Patton (pattona@pcsb.org)

#9	
Title	Family and Community Engagement
Rationale	Our current number of active parent and community volunteers is 35, as evidenced by the number of volunteers who volunteered more than once. We expect our performance level to be 50 by May 2020. The problem/gap is occurring because of a lack of community outreach. If teachers and staff members more invitations for involvement would occur, the problem would be reduced at least 15 volunteers.
State the measureable outcome the school plans to achieve	The number of active parent and community volunteers will increase from 35 to 50, as measured by the number of volunteers who volunteered more than once.
Person responsible for monitoring outcome	Chad Eiben (eibenc@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to invite more volunteers for involvement.
Rationale for Evidence-based Strategy	This strategy was selected to help acquire more involvement from community members.

Action Step	
Description	1. Effectively communicate with families about their students' progress and school processes/practices though annual Shark Camp for 6th graders, Shark Orientation/Open House for 6th-8th graders, Principal's monthly email, weekly phone weekend updates, Progress Reports, and Parent/Teacher Conferences. 2. Provide academic tools to families in support of their students' achievement at home by utilizing online textbooks and textbooks, ensuring access to FOCUS accounts, and teachers' websites. 3. Purposefully involve families with opportunities for them to advocate for their students with Parent/Teacher Conferences and parent contact from counselors or administrators as needed. 4. Intentionally build positive relationships with families and community partners by offering Shark Night Information Nights for parents and students, Shark Camp for incoming 6th grade students and parents, Parent Academic and Support night for students in conjunction with AVID and PTSA, social media connections and school website to promote communications, Volunteer and Community Partner Orientation and – invite them to join PTSA and SAC. 5. Involve business partners in celebrating successes, partnerships and recognition.
Person Responsible	Chad Eiben (eibenc@pcsb.org)

#10	
Title	Healthy Schools
Rationale	Our current level of performance is 3 out of 6 modules for Bronze level recognition, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect our performance level to be 6 out of 6 modules for Bronze level recognition by April 2020. The problem/gap is occurring because food sold in the vending machines does not adhere to smart snack guidelines. If our healthy school team can monitor the implementation of the administrative guidelines for wellness our school would have a great opportunity to be eligible for recognition.
State the measureable outcome the school plans to achieve	Our school will be eligible in 6 out of 6 modules for bronze/silver/gold recognition by April 2020 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome	Evangelos Valsamis (valsamise@pcsb.org)
Evidence-based Strategy	Strengthen the ability of all staff to establish and maintain a positive attitude towards Healthy Schools goals with all stakeholders.
Rationale for Evidence-based Strategy	Staff needs to support the Healthy Schools initiatives.
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student. 2. Attend district-supported professional development. 3. Complete Healthy Schools Program Assessment. 4. Complete the SMART Snacks in School Documentation. 5. Develop and Implement Healthy School Program Action Plan. 6. Update Healthy Schools Program Assessment and Apply for Recognition. (if applicable)
Person Responsible	Evangelos Valsamis (valsamise@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

None

Part V: Budget

1	III.A	**Areas of Focus: English/Language Arts**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	530-Periodicals	0531 - Joseph L. Carwise Middle School	School Improvement Funds		$1,000.00
		Notes: Language Arts Magazines				
2	III.A	**Areas of Focus: Mathematics**				**$2,700.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	520-Textbooks	0531 - Joseph L. Carwise Middle School	School Improvement Funds		$2,700.00
		Notes: Geometry and Algebra Workbooks - 2200 Calculators - 500				
3	III.A	**Areas of Focus: Science**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	530-Periodicals	0531 - Joseph L. Carwise Middle School	School Improvement Funds		$1,500.00
		Notes: Science Related Periodicals				
4	III.A	**Areas of Focus: Social Studies**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	520-Textbooks	0531 - Joseph L. Carwise Middle School	School Improvement Funds		$1,500.00
		Notes: Finance Park Workbooks				
5	III.A	**Areas of Focus: College Career Readiness**				**$2,225.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	500-Materials and Supplies	0531 - Joseph L. Carwise Middle School	School Improvement Funds		$2,225.00
		Notes: Planners for 6th graders - 1000 Summer Tech Camp - 1000 AVID Field Trip - 225				
6	III.A	**Areas of Focus: Bridging the Gap Plan**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	239-Other	0531 - Joseph L. Carwise Middle School	School Improvement Funds		$2,000.00

			Notes: Professional Development - 2000			
7	**III.A**	**Areas of Focus: School Climate/Conditions for Learning**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	500-Materials and Supplies	0531 - Joseph L. Carwise Middle School	School Improvement Funds		$2,000.00
			Notes: Film for Laminator - 500 Riso Duplicator Charges - 1500			
8	**III.A**	**Areas of Focus: Attendance**				**$0.00**
9	**III.A**	**Areas of Focus: Family and Community Engagement**				**$0.00**
10	**III.A**	**Areas of Focus: Healthy Schools**				**$0.00**
					Total:	**$12,925.00**