

# Carver Cluster Phases of Implementation

## College and Career

### Elementary School Standards of Service

Cluster/Signature Program	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Program Support Specialist &amp; Team</b> (PS, Counselors, Grade Level Lead Teachers, Special Teacher)	Program Support Specialist has been identified and on-boarded; identify school based team.	Program Support Specialist is in place and conducts bi-weekly meetings with each school-based team.	Program Support Specialist and school-based team are fully functional and conduct monthly meetings/school-wide walkthroughs.
<b>Acceleration and Supports</b> (Connected to P-21 Instructional Framework) <ul style="list-style-type: none"> <li>• Gifted training</li> <li>• Reading endorsement</li> <li>• Reading strategies</li> <li>• Mathematics strategies</li> <li>• Mathematics endorsements</li> </ul>	<div>Acceleration</div> <div>           Identification of teachers to receive gifted certification and on-going training.             Identify and recommend students for gifted and talented testing.             Explore and identify teacher training opportunities in gifted strategies.             Identify and visit model schools where Gifted strategies are implemented school-wide (for administrators and CCR Team).         </div>	Train teachers for gifted, certification/ endorsement and/or provide on-going training.  Continue to assess and enroll students for gifted or accelerated learning service.  Screen K-2 students for gifted program.  Provide training for K-3 teachers on implementing gifted instructional strategies.  Visit model schools where gifted strategies are implemented school-wide. (Teachers and support personnel).	Provide options for accelerated learning and gifted services in multiple content areas.  Screen K -5 students for gifted program.  Provide training for K- 5 teachers on implementing gifted instructional strategies.

	<b>Support</b>	<p>Identification of teachers to receive reading and math endorsement and/or on-going training.</p> <p>Review data to identify students needing ELA/reading, and math support.</p> <p>Identify and visit model schools where ELA/reading, and math strategies are implemented school-wide (for administrators and CCR Team).</p>	<p>Train teachers reading and math certification/ endorsement and/or provide on-going training.</p> <p>Provide ELA/reading and Math supports (personnel, resources, time).</p> <p>Continue to assess and enroll students in reading and math support services.</p>	<p>Provide on-going professional learning to teachers to support gifted, ELA/reading, and math.</p> <p>Provide on-going intensive ELA/reading and Math supports (personnel, resources, time-extended day).</p>
<b>College &amp; Career Exposure &amp; Proficiency</b>		<p>K-2<sup>nd</sup> will complete at least 2 career awareness guidance lessons.</p> <p>3<sup>rd</sup>-5<sup>th</sup> will complete at least 3 career awareness guidance lessons.</p> <p>All 5<sup>th</sup> grade student will complete a career portfolio.</p>	<p>K-2<sup>nd</sup> will complete at least 3 career awareness guidance lessons and (1) career exploration activity /experience.</p> <p>3<sup>rd</sup>-5<sup>th</sup> will complete at least 4-5 guidance sessions on career awareness and/or exploration.</p> <p>Establish a Career Center in each elementary school.</p> <p>All 5<sup>th</sup> grade student will complete a career portfolio.</p>	<p>All students will complete 6 guidance sessions and participate in at least 4 or more career awareness or exploration activities (field experiences, job shadowing, college visits/tours etc.).</p> <p>Maintain a fully operational Career Center.</p> <p>All 5<sup>th</sup> grade student will complete a career portfolio.</p>
<b>World Language</b>		<p>Offer face to face Spanish instruction to designated grade band as a World Language (K-5 exposure).</p>	<p>Offer face to face Spanish course as a World Language at grade bands 3<sup>rd</sup>-5<sup>th</sup>.</p> <p>Provide one (1) cultural experiences relative to Spanish.</p>	<p>Offer face to face Spanish course as a World Language at grade bands 1<sup>st</sup> - 5<sup>th</sup> face-to-face with a certified teacher.</p> <p>Provide proficiency-based model at grade 5.</p> <p>Provide two (2) cultural experiences relative to Spanish</p>

<p><b>Fine Arts</b></p>	<p>Students are offered Fine Arts options: performing and visual arts.</p>	<p>Students are offered Fine Arts options: performing and visual arts.</p> <p>and</p> <p>All students will participate in (2) cultural experience projects/program.</p>	<p>All students are offered Fine Arts options: performing and visual arts</p> <p>All Fine Arts students will participate in at least (1) performance-based and (2) cultural experience projects</p> <p>School(s) will participate in a cluster-wide Fine Arts Showcase</p>
<p><b>Instructional Framework (Components of P-21)</b></p>	<p>Research, investigate and select a College and Career Signature Instructional Framework.</p> <p>and</p> <p>Provide 16 hours of Professional Learning on the selected instructional framework for selected school-based personnel (e.g. principal, AP, coaches, etc.).</p>	<p>Adopt 3r's and 4c's components of the 21st Century Learning Instructional Framework.</p> <p>and</p> <p>Provide Professional Learning on the adopted components of 21<sup>st</sup> Century Instructional Learning Instructional Framework for school-based personnel.</p> <p>Intermediate technology embedded with instructional practices K-5</p>	<p>Full implementation of 21<sup>st</sup> Learning Instructional Framework.</p> <p>and</p> <p>Provide on-going Professional Learning on the 21<sup>st</sup> Learning Instructional Framework to ensure implementation with fidelity.</p> <p>Continue to offer technology infused in the daily instruction and evidence of school-wide technology fair</p>

## Middle School Standards of Service

Cluster/Signature Program	Beginning		Intermediate	Advanced
<b>Program Support Specialist &amp; Team</b> (PS, Counselors, Grade Level Lead Teachers, Special Teacher)	Program Support Specialist has been identified and on-boarded; identify school based team.		Program Support Specialist is in place and conducts bi-weekly meetings with each school-based team.	Program Support Specialist and school-based team are fully functional and conduct monthly meetings/school-wide walkthroughs.
<b>Acceleration, Supports and Assessment</b> (Connected the P21) <ul style="list-style-type: none"> <li>• Gifted training</li> <li>• Reading endorsement</li> <li>• Reading strategies</li> <li>• Mathematics strategies</li> <li>• Mathematics endorsements</li> </ul>	<b>Acceleration</b>	<p>Identification of teachers to receive gifted certification and on-going training.</p> <p>Identify and recommend students for gifted and accelerated courses and talented testing.</p> <p>Participate in gifted, math and literacy workshops, webinars etc. and visit model schools where gifted strategies are the main focus and gifted training exists.</p>	<p>Train teachers for gifted certification/endorsement and/or provide on-going training.</p> <p>Continue to assess and identify students with the potential for gifted or accelerated learning.</p> <p>Enroll and schedule identified students in at least two accelerated learning course (e.g. science and mathematics).</p>	<p>Provide on-going professional learning to teachers to support gifted and accelerated learning.</p> <p>Provide opportunities for accelerated learning in at least 1 additional content areas (ELA/World Language/CTAE).</p> <p>Provide gifted education services for all eligible students.</p>
	<b>Supports</b>	<p>Explore, identify, and plan the options for training teachers in ELA/reading, and math strategies.</p> <p>Participate in math and literacy workshops, webinars etc. Identify and visit model schools where ELA/reading and math strategies are the main focus.</p>	<p>Train teachers for ELA/reading, and math certification/endorsement and/or provide on-going training.</p> <p>Continue to identify students needing additional ELA/Reading, and Math support.</p>	<p>Provide on-going professional learning to teachers to support ELA/reading and math.</p> <p>All teachers are consistently implementing ELA/reading and math and strategies in all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> classes.</p>

	Assessment	Research and plan for the administration of the PSAT to all 8 <sup>th</sup> graders and other high stakes assessment (e.g. Accuplacer).	Administer the PSAT to all 8 <sup>th</sup> grade students.  Administer the Accuplacer exam to eligible 8 <sup>th</sup> grade students.	Administer the PSAT to select 7 <sup>th</sup> and all 8 <sup>th</sup> grade students.  Administer the Accuplacer exam to eligible 8 <sup>th</sup> grade students.
College & Career Exposure & Proficiency		Each student will complete a career interest inventory (grades 6 - 8).  All 8 <sup>th</sup> graders will complete an individual graduation plan (IGP).  All students will complete at least 2 career awareness/exploration activities. All students will create and manage their career portfolios.	All students will complete a career interest inventory (grades 6 - 8) and 4 career awareness/ exploration activities.  All 8 <sup>th</sup> graders will complete an individual graduation plan (IGP).  Students will continue to manage and update the career portfolios.  Students will visit at least 1 Career Innovation Center in the state of GA.	All students will complete a career interest inventory (grades 6-8) and 6 awareness/exploration activities.  All 8 <sup>th</sup> graders have complete an individual graduation plan (IGP).  Students will continue to manage and update their career portfolios.  Students will visit at least 1 Career Innovation Center in the state of GA and participate in at least one (1) college tour.
		Develop a plan to establish a College and Career Zone.	Implement a College and Career Zone for students.	Fully operational College and Career Zone with appropriate resources, computers, etc.
World Language		Offer World Language Options: <ul style="list-style-type: none"><li>Spanish or French- 9 week connections rotation (exposure) Grade bands 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup></li></ul>	Offer World Language Options: <ul style="list-style-type: none"><li>Spanish or French- 9 week connections rotation (exposure)</li><li>Spanish or French- year long level I course for HS credit (proficiency) grade band 8<sup>th</sup></li></ul>	Offer World Language Options: <ul style="list-style-type: none"><li>Spanish or French- 9 week connections rotation (exposure)</li><li>Spanish or French- year long level I course for HS credit (proficiency) grade bands 7<sup>th</sup> and 8<sup>th</sup></li></ul>
Fine Arts		Students are offered Fine Arts options: performing and visual.	Students are offered Fine Arts options: visual and performing arts.  and  All students will participate in at least one (1) cultural experience project.	Students are offered options to participate in Fine Arts to include visual and performing arts.  All students enrolled in Fine Arts will participate in at least one (1) a performance-based experience and participate in at least two (2) cultural experience projects.

Effective August 2017

			The school will conduct an annual Fine Arts Showcase.
<b>Instructional Framework (Components of P-21)</b>	Research, investigate and select a College and Career Signature Instructional Framework.  and  Provide 16 hours of Professional Learning on the selected instructional framework for selected school-based personnel (e.g. principal, AP, coaches, etc.).	Adopt 3r's and 4c's components of the 21st Century Learning Instructional Framework.  and  Provide Professional Learning on the adopted components of 21 <sup>st</sup> Century Instructional Learning Instructional Framework for school-based personnel.	Full implementation of 21 <sup>st</sup> Learning Instructional Framework.  and  Provide on-going professional learning on the 21 <sup>st</sup> Learning Instructional Framework to ensure implementation with fidelity.

## High School Standards of Service

Cluster/Signature Program	Beginning	Intermediate	Advanced
<b>Signature Program Lead &amp; Team</b> (PS, Counselors, Grade Level Lead Teachers, Special Teacher)	Program Support Specialist has been identified and on-boarded; identify school based team.	Program Support Specialist is in place and conducts bi-weekly meetings with each school-based team.	Program Support Specialist and school-based team are full functional and conduct monthly meetings/school-wide walkthroughs.
<b>Accelerated Learning</b> (Connected the P21) <ul style="list-style-type: none"> <li>Dual enrollment</li> <li>Industry Certification</li> <li>AP courses</li> <li>Capstone Completion</li> </ul>	Identify MOWR and AP potential students.  Identify AP course offerings and AP capstone.  Explore training needs for AP and AP Capstone.	Provide teacher training to address accelerated learning.  A variety of AP and MOWR course options are made available to students.	Evidence of an increased number of student's enrollment in AP and MOWR options.  Increase number of students receiving industry certification and/or college credit.  Students complete a Capstone project.
<b>College &amp; Career Exposure &amp; Proficiency</b> <ul style="list-style-type: none"> <li>CTAE offerings</li> <li>Dual Enrollment</li> <li>College &amp; Career Academy</li> </ul>	Identify and explore options for pathway completion in CTAE, JROTC, Fine Arts, World Language, and Advanced Academics.	Implement strategies to offer pathway completion in CTAE, JROTC, Fine Arts, World Language, and Advanced Academics.	Provide students the opportunity to earn stackable credential/certification of value before they graduate and/or MOWR credit. Provide opportunities for students to participate in work based learning/youth apprenticeship options.
	Plan and research resources for College & Career Readiness.	Provide resources for students to prepare for college/career placements (e.g. - career interest inventory, books, software, etc.).  Provide opportunities for students to participate in at least 1 college fair/college tour and at minimum 2	Allocate additional resources to expand college and career access to students to include- 2 college tours/fairs, high stakes assessments, 4 or more college and career awareness and exploration activities aligned to their graduation plan and interests.

		college/career awareness & exploration opportunities.  Provide on-going training and resources to teachers that promote College and Career Readiness (i.e. - tutorial, AP Summer Institute, AP Insight, Online Mentoring).	
	Develop a plan to establish a College and Career Zone.	Implement a College and Career Zone with resources that complement post-secondary options (e.g. college, military, workforce and Vocational Rehabilitation Services).	Fully operational College and Career Zone.  Students are required to complete career interest inventory through YouScience.
<b>World Language</b> <ul style="list-style-type: none"> <li>Spanish</li> <li>French</li> <li>Latin</li> </ul>	<p>Offer World Language Options for at least two languages.</p> <p>Require completion of levels I and II in same language.</p> <p>Provide opportunities for levels III, IV, or AP.</p>	<p>Offer World Language Options at least two languages and encourage completion of levels I, II, &amp; III in same language.</p> <p>Provide opportunities for levels III, IV, or AP.</p>	<p>Offer World Language Options for three or more languages.</p> <p>Students complete of levels I, II, &amp; III in same language.</p> <p>Provide opportunities for levels III, IV, or AP for all languages.</p> <p>Provide the opportunity for students to earn an additional Language Seal.</p>
<b>Fine Arts</b> <ul style="list-style-type: none"> <li>Band</li> <li>Orchestra</li> <li>Chorus</li> <li>Visual Arts</li> <li>Theater Arts</li> </ul>	Offer Fine Arts options: visual and performing arts.	<p>Continue to offer Fine Arts options: visual and performing arts.</p> <p>Students will participate in at least one (1) cultural experience project.</p>	<p>Continue to offer Fine Arts options: visual and performing arts.</p> <p>Students will participate in at least two (2) cultural experience projects.</p> <p>Provide options for students to participate in at least one AP Arts course.</p>
	Research, investigate and select a College and Career Signature Instructional Framework.  and	Adopt 3r's and 4c's components of the 21 <sup>st</sup> Century Learning Instructional Framework.  and	Full implementation of 21 <sup>st</sup> Learning Instructional Framework.  and



Effective August 2017

<b>Instructional Framework (Components of P-21/EDL-21)</b>	Provide 16 hours of Professional Learning on the selected instructional framework for selected school-based personnel (e.g. principal, AP, coaches, etc.).	Provide Professional Learning on the adopted components of 21 <sup>st</sup> Century Instructional Learning Instructional Framework for school-based personnel.	Provide on-going professional learning on the 21 <sup>st</sup> Learning Instructional Framework to ensure implementation with fidelity.
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