George W. Carver Elementary School

2016-17 Schoolwide Improvement Plan

George W. Carver Elementary School

238 GRAND AVE, Coral Gables, FL 33133

http://littlecarver.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	A	C

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for George W. Carver Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the International Studies/International Education Magnet program at George Washington Carver Elementary is to foster an innovative, multilingual program with an academically challenging and rigorous curriculum, ensuring student achievement and personal growth for success in a global society.

b. Provide the school's vision statement.

Our vision is to provide a multilingual environment that prepares students for global success in an ever-changing world.

2. School Environment

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

George Washington Carver Elementary's new International Studies (Italian) and International Education (Spanish) Magnet programs help foster and build relationships between teachers and students through various mediums. These include exposing children to different cultures through school wide celebrations such as, Hispanic Heritage, African American Heritage, Italian Heritage, and the district initiative, Values Matter, to name a few. Our teachers also educate the students about the different cultures in our society. This is done with the aid of a variety of fiction and nonfiction texts, unit studies in social science, as well as class presentations.

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

G.W. Carver Elementary is concerned about the safety of its students as well as the respect that they demonstrate toward one another. In order to create an environment where students feel safe and respected, the staff utilizes different strategies to monitor safety both in and out the classroom. Last school year we adopted the district's Values Matter initiative, where the children are explicitly taught about each of the core values: citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. Teachers review their classroom rules and the core values daily. Students are aware of the importance of being respectful towards one another through interactive lessons conducted by the counselor. The administration announces daily Values Matter facts on the morning announcements. Little Carver has a zero tolerance policy for bullying. Bullying lessons are provided to all students by the school counselor. Another important aspect of safety and respect in our school is our Safety Patrol team. Designated school staff helps prepare these children for their duties and responsibilities through bi-monthly meetings on leadership and peer mediation skills. Students who need assistance in understanding and incorporating acceptable behavior receive group counseling in pro-social behavior, problem solving skills, coping skills to aid them in dealing with their feelings, and / or skill alternatives to aggression. The administration team also plays a key role in maintaining a safe and secure school environment. They partake in the arrival and dismissal procedures by remaining vigilant to ensure all staff members are performing their respective duties.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

G.W. Carver Elementary has an effective communication system that helps in minimizing distractions in order to keep students engaged during instructional time. We believe the school community, which includes students, parents, teachers, and administrators, must work together to create and maintain a safe, orderly, respectful, and supportive environment that promotes teaching and learning; therefore, a School-Wide Discipline Plan has been implemented this school year. Our daily announcements via our school's broadcasting system not only provides the news for the day, but also the core values that the students are expected to follow throughout the school year. Teachers review the Values Matter curriculum on a daily basis inside the classrooms and emphasize the importance of following them. The faculty and staff are trained to establish our school's protocols in minimizing distractions and keeping students engaged throughout the school day. Activities such as positive behavioral plans with weekly reinforcers, peer mediation and bullying reporting are among some of the school-wide systems in place at Little Carver to ensure fair and clear expectations. Moreover, our security personnel are trained to handle any behavioral incidents that arise during the school day. Little Carver faculty and staff implements, reviews and monitors the Student Code of Conduct with the students and parents.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

G. W. Carver Elementary's school counselor provides services for all three tiers of social emotional intervention. She attends RtI and SST meetings and staffings for students in need of social/emotional assistance. Our counselor provides classroom guidance lessons, small group counseling, individual counseling, and crisis intervention. She also trains our safety patrols as peer mediators in bimonthly meetings. The administration, counselor and teachers meet to review students' Behavior Intervention Plans and discuss services that support social and emotional behavior improvement needs. School administrators also conduct regular classroom visits to ensure that the students' social and emotional needs are met on a consistent basis. In addition, grade level chairpersons and teacher mentors assist less experienced teachers in dealing with delicate situations involving at-risk students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

- Students who are retained

-Student who are not proficient in reading by the end of third grade

b. Provide the following data related to the school's early warning system

1. 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	14	6	6	8	5	5	0	0	0	0	0	0	0	44
One or more suspensions	1	0	0	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	5	4	5	2	0	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students who are retained	0	3	3	5	0	0	0	0	0	0	0	0	0	11
Students who are not proficient in reading by Grade 3	0	0	0	11	0	0	0	0	0	0	0	0	0	11

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	1	2	9	6	0	0	0	0	0	0	0	21

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

To improve the academic performance of students identified by the early warning system, we have various strategies in place. To improve attendance, we implement the attendance lottery where, twice a week, students are randomly selected as winners simply for being present and on-time in school. Homeroom classes with the most days of 100% attendance are rewarded monthly. Excessive tardies is a barrier that minimizes class time, so we implemented a "Tardy Party" where every 9 weeks, students who have not been tardy are rewarded. Our counselor provides counseling sessions to individual students and small groups and oversees peer mediation among students in order to address repeated patterns of inappropriate behavior. Students who continue to exhibit academic, social, and/or emotional issues are referred to the Response to Intervention (RtI) team. The counselor also provides bullying workshops to all kindergarten through fifth grade students in an effort to curtail bullying. Conflict management strategies are implemented by the counselor in order to change, modify and reduce conflicts between students. Reading and math interventions take place daily utilizing the McGraw-Hill WonderWorks program, GO Math ReTeaching Activities, Reflex Math, and i-Ready.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Our goal for the 2016-2017 school year is to provide opportunities for parents to participate in informative meetings through the Parent Academy on a wealth of topics., (e.g. providing strategies to assist their children with home learning activities).

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school connects with many community members who facilitate local partnerships and whose ultimate goal is to become our Dade Partners. These community partners provide us with many necessary resources. Through Career Day and our EESAC business representative, our students come in contact with community leaders and get to understand the importance of a strong community. Select classes participate in KAPOW (Kids and the Power of Work) an organization that affords them the opportunity to be exposed to the functionality of different professions. This year, the University of Miami's athletic program will continue to work with select classes in a pen pal program that serves to provide our elementary students with positive role models. Both of these programs aim to help students recognize the importance of having an education in order to accomplish desired goals. Through community contacts, such as the The Miami Dolphin's Academy, Miami Heat, Boys and Girls Club, YMCA, City of Coral Gables, Jugo Fresh, City of Coral Gables Fire Department and Milam's Groceries, Little Carver builds and sustains partnerships with the local community.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Gonzalez, Matilde	Teacher, K-12
Doval DeSiles, Doralba	Teacher, K-12
Melendez, Judith	Assistant Principal
FAIRCLOUGH, PATRICIA	Principal
Gomez, Rachel	Teacher, K-12
Vangates, Ashley	Teacher, K-12
Delgado, Denise	Teacher, K-12
Cameron, Geraldine	Teacher, K-12
Gonzalez, Alexandra	Teacher, ESE

b. Duties

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

Tier 1(Leadership Team)

• Administrator(s) (Dr. Cheryl E. Johnson, Principal and Ms. Judith Melendez, Assistant Principal) will schedule and facilitate regular MTSS/RtI meetings, ensure attendance of team members, ensure follow up of action steps and allocate resources. In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS

problem solving.
Reading: Ashley Vangates/Denise Delgado
Math: Geraldine Cameron/Doralba Doval DeSiles
Science: Matilde Gonzalez
Behavior specialist: Terry Faldon
Special education: Alexandra Gonzalez
School guidance counselor: Terry Faldon
School psychologist: Evelyn Castillo
Staffing Specialist: Cristina Gonzalez
School social worker: Lisa Truby

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2
Selected members (Assistant Principal, School Counselor, Teacher) of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade level, intervention, or other logical organization.
In addition to those selected, other teachers will be involved when needed in order to provide information or revise efforts.

Tier 3 SST
Selected members (Principal, Assistant Principal, School Counselor, Teacher) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team uses the Tier 1 Problem Solving process in order to set tier 1 goals. Additionally, the team monitors academic and behavioral data to evaluate progress toward set goals at least three times per year by ensuring that the following procedures are in place:

1. Holding regular leadership team meetings where problem solving is the primary focus.
2. Using the four-step problem solving process as the basis for goal setting, planning and program evaluation during all team meetings where the focus is on increasing student achievement or obtaining behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in

addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention and conduct weekly OPMs.

The school improvement plan (SIP) summarizes G.W. Carver Elementary's academic and behavioral goals for the year and describes the school's plan to meet said goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. If needed, the MTSS Problem-Solving process is used to carry out, monitor, and adjust the supports that are defined in the SIP. Annual goals are monitored (3 times per year) and monthly ongoing progress monitoring measures reliably tracks progress.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP and dictates strategies for the next year's SIP. At this time, previous year trends data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Title II:
At G.W. Carver Elementary the District uses supplemental funds for improving basic education as follows:
-Training to certify qualified mentors for New Teacher (MINT) Program
-Training for add-on endorsement programs, such as Reading, Gifted, ESOL
-Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as lesson study group implementation and protocol

Title III:
At G.W. Carver Elementary, services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.
- After-School tutoring is provided to ELL students.

Title X:
1. The Homeless Assistance Program at G.W. Carver Elementary seeks to ensure a successful educational experience for homeless children by collaborating with parents, school personnel, and the community.
2. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
3. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized or separated, segregated, or isolated due to their status as "homeless" and are provided with all entitlements.
4. Project Upstart provides a homeless sensitivity and awareness campaign to all of the schools. Each school is given a video and a curriculum manual, and a contest is sponsored by the Homeless Trust, a community organization.

Violence Prevention Programs:

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through a curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST specialists is also a component of this program.
• TRUST specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere where bullying, harassment, and intimidation is not tolerated by students, school board employees, visitors, and volunteers.
• Administrators or designees are required to begin an investigation of bullying or harassment within 24 hours of an initial report.
• All staff, students, and parents/volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on bullying and violence prevention to each grade level, Pre-K through 12th grade.

Nutrition Programs:

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education:

• G.W. Carver participates in Kids and the Power of Work (KAPOW), a program that exposes students to a career curriculum presented by mentors from different industries.

Vision Screenings:
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all students with failed vision screenings should the student's parent/guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Cheryl E. Johnson	Principal
Terry Faldon	Teacher
Matilde Gonzalez	Teacher
Rosemary Marchan	Student
Nancy Tierney	Education Support Employee
Moraly Arroyo	Parent
Jay Rosario	Parent
Keisha Pollard	Parent
Manuel Gonzalez	Business/Community
Rosario Manzano	Education Support Employee
Denise Delgado	Teacher
Flavia Tomasello	Parent
Bradley Bennett	Parent
Jamora Arroyo Jefferson	Student
Maia Hunter	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Members of the SAC played an integral role in the development of this school improvement plan. SAC members provided insight into potential barriers and assisted with the analyzation of school data. In addition, SAC members provided the final approval of this plan and offered suggestions as to how we could improve strategies for instruction.

b. Development of this school improvement plan

Select curriculum team members met to develop and discuss the school improvement plan. Upon completion, the SAC members reviewed and approved it.

c. Preparation of the school's annual budget and plan

The SAC members received copies of the plans for the school's annual budget. They offered suggestions and ideas on how the budget could be amended and approved, and it was modified accordingly. The final version was then presented to and approved by the SAC members.

SAC funds will be utilized to fund academic support materials for students in need of additional academic assistance. Funds will be allocated to increase student achievement and attendance. They will be utilized to provide incentives to our students in the before or after school tutoring program.

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

Last year, students in need of additional academic instruction were given the opportuinty to participate in before and after school tutoring, made possible by SAC funds and Title III funds. Additionally, student incentives were also purchased for all Little Carver students.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
FAIRCLOUGH, PATRICIA	Principal
Melendez, Judith	Assistant Principal
Doval DeSiles, Doralba	Teacher, K-12
Gonzalez, Matilde	Teacher, K-12
Gomez, Rachel	Teacher, K-12
Vangates, Ashley	Teacher, K-12
Delgado, Denise	Teacher, K-12
Cameron, Geraldine	Teacher, K-12
Kelly, Marisela	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team's major initiatives for this year will include:
• Infusing literacy throughout the school community
• Creating a literacy vision for the school
• Building a literacy culture through collegiality and collaboration
• Hosting a literacy night

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

G. W. Carver Elementary's teachers will effectively plan with one another during their common planning time on a weekly basis. As a result of rigorous, purposeful, and engaging instructional activities, students will master course content and skills. The administration will monitor and participate in these weekly, collaborative meetings.

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

1. Attend District-hosted recruitment events to recruit Teacher-Match certified teachers; Principal
2. Partnering New Teachers with Veteran Teachers; Assistant Principal
3. Provide leadership opportunities for highly qualified teachers in various areas and committees; Principal/Assistant Principal

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

G. W. Carver Elementary's teacher mentoring program is aimed at pairing novice teachers with more experienced teachers in order to positively impact student achievement. Ms. Melendez (Assistant Principal) is paired with Ms. A. Gonzalez (a third year teacher). Ms. Melendez will provide support in the area of special education for Ms. A. Gonzalez. Ms. A. Durr is a 4th year teacher but is new to the school, therefore, she is paired with her grade level colleague, Ms. D. Doval DeSiles. Ms. J. Reyes is a 2nd year teacher and is paired with Ms. Milanez and Ms. Cameron.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All core instructional programs and materials used by George W. Carver Elementary are aligned to the Florida Standards as per Miami-Dade County Public School guidelines. The administration ensures the proper purchase of these materials for teacher and student usage. Teachers also utilize the district resources that are readily available online through their respective core / content area departments.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

George W. Carver Elementary monitors students' progress on a quarterly basis by reviewing data obtained through the I-Ready Assessment and Progress Monitoring with each teacher individually. Data is analyzed to help teachers focus on their students' areas of deficiency and for the implementation of effective strategies in order to improve student achievement. Components of effective planning are targeted in order to provide data driven instruction during differentiated instruction and whole group instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,280

Students will participate in either a before or after school tutoring program where they will receive supplemental reading and math instruction.

Strategy Rationale

To increase student achievement in reading and math through additional instructional time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Melendez, Judith, jmelendez@dadeschools.net

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

Student assessment data derived from the results of their I-Ready and district assessments will be recorded and analyzed to monitor students' progress and/or modify the strategies used for instruction in the before or after school program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To assist preschool children, G.W. Carver hosts tours for nearby preschools to help students and parents become familiar with the premises prior to attending the school. Preschool staff members are provided with information on educational focus items to aid them in providing instruction that will help students once they arrive at our school. Little Carver also hosts an orientation for incoming Pre-K / Kindergarten parents where an overview of the school is provided and parents can tour classrooms and meet teachers. Both initiatives serve to facilitate transition. In addition, magnet tours are hosted once a week beginning in October and ending in January.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the *High School Feedback Report*, as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. `1a`

🔑 G087864

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	68.0
AMO Reading - African American	58.0
AMO Reading - SWD	47.0
AMO Math - SWD	50.0

Targeted Barriers to Achieving the Goal `3`

- Inconsistent use of rigorous instruction including higher-order thinking, collaborative conversations, data-driven instruction, differentiated instruction, and collaborative, effective planning

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Strong administration, collaborative planning structures, effective teachers, lesson studies, curriculum leaders, i-Ready, McGraw Hill Wonders and WonderWorks, Promethean Boards, Strong PTA, GO MATH Series, ThinkCentral, Reflex Math, Grant Writing, Attendance incentives

Plan to Monitor Progress Toward G1. `8`

Administrators will review formative assessment reports to ensure that progress is being made and that adjustments are made as needed.

Person Responsible
PATRICIA FAIRCLOUGH

Schedule
Quarterly, from 8/30/2016 to 6/8/2017

Evidence of Completion
Interim assessment reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. [1]

🔑 G087864

G1.B3 Inconsistent use of rigorous instruction including higher-order thinking, collaborative conversations, data-driven instruction, differentiated instruction, and collaborative, effective planning [2]

🔑 B233610

G1.B3.S1 Plan and deliver reading and language arts instruction that is based on standards. Students will experience and master concepts and skills as a result of rigorous, purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and deficiencies to identify clear and accessible future instructional objectives. [4]

🔑 S246492

Strategy Rationale

To increase student achievement through effective, collaborative planning and instructional delivery in core and content areas.

Action Step 1 [5]

Conduct professional development opportunities that focus on the components of effective skills-based reading and language arts lessons. Lessons should include collaborative conversations, standards-based instruction, higher-order thinking, differentiated instruction, lesson studies, data driven instruction, and tangible resources teachers can utilize in their own classrooms, (e.g. interactive journal activities).

Person Responsible

Rachel Gomez

Schedule

On 8/30/2016

Evidence of Completion

Agenda, sign-in sheet and follow-up activity

Action Step 2 `5`

Facilitate lesson studies to develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan, (e.g. planning cards).

Person Responsible

Denise Delgado

Schedule

Monthly, from 10/5/2016 to 5/31/2017

Evidence of Completion

lesson plans, classroom observations and walk-throughs

Action Step 3 `5`

Provide tutoring in reading and language arts for ELL students.

Person Responsible

Judith Melendez

Schedule

Weekly, from 11/14/2016 to 4/7/2017

Evidence of Completion

Weekly student attendance

Action Step 4 `5`

Provide after-school tutoring in reading for students scoring below proficiency on the ELA Mid-Year Assessment

Person Responsible

Judith Melendez

Schedule

Weekly, from 1/23/2017 to 4/7/2017

Evidence of Completion

Weekly student attendance

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Monitor and support the implementation of developed lessons that reflect the components of an effective lesson plan. Adequate delivery and instruction should include collaborative structures, higher order thinking, and gradual release of responsibility.

Person Responsible

Judith Melendez

Schedule

Weekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

lesson plans, observation notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Monitor the consistent implementation of lessons that reflect the components of effective planning. Adequate delivery and instruction should include collaborative structures, higher-order thinking, and gradual release of responsibility.

Person Responsible

PATRICIA FAIRCLOUGH

Schedule

Weekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

observation notes completed during administrative walk-throughs and data reports

G1.B3.S2 Utilize effective planning protocols to develop efficacious, instructional strategies within the mathematics instructional block that maximizes the efficiency and effectiveness of the lesson, by selecting real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. `4`

🔑 S246493

Strategy Rationale

To increase student achievement through effective planning and instructional delivery in mathematics

Action Step 1 `5`

Facilitate lesson studies to develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan, (e.g. planning cards).

Person Responsible

Judith Melendez

Schedule

Monthly, from 10/19/2016 to 5/31/2017

Evidence of Completion

Agenda, sign-in sheets, observational notes, and follow-up activity

Action Step 2 `5`

Provide tutoring in math for ELL students.

Person Responsible

Judith Melendez

Schedule

Weekly, from 11/14/2016 to 4/7/2017

Evidence of Completion

Weekly Student Attendance

Action Step 3 5

Provide after-school tutoring for students scoring below proficiency on the Mathematics Mid-Year Assessment

Person Responsible

Judith Melendez

Schedule

Weekly, from 1/23/2017 to 4/7/2017

Evidence of Completion

Weekly student attendance

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Monitor and support the implementation of developed lessons that reflect the components of an effective lesson plan. Adequate delivery and instruction should include collaborative structures, higher order thinking, and gradual release of responsibility.

Person Responsible

Judith Melendez

Schedule

Weekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

lesson plans and observation notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Monitor the consistent implementation of lessons that reflect the components of effective planning. Adequate delivery and instruction should include collaborative structures, higher order thinking, and gradual release of responsibility.

Person Responsible

PATRICIA FAIRCLOUGH

Schedule

On 6/8/2017

Evidence of Completion

observation notes gathered during administrative walk-throughs and data reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A1 A319894	Conduct professional development opportunities that focus on the components of effective...	Gomez, Rachel	8/30/2016	Agenda, sign-in sheet and follow-up activity	8/30/2016 one-time
G1.B3.S1.A3 A319896	Provide tutoring in reading and language arts for ELL students.	Melendez, Judith	11/14/2016	Weekly student attendance	4/7/2017 weekly
G1.B3.S1.A4 A319897	Provide after-school tutoring in reading for students scoring below proficiency on the ELA Mid-Year...	Melendez, Judith	1/23/2017	Weekly student attendance	4/7/2017 weekly
G1.B3.S2.A2 A319899	Provide tutoring in math for ELL students.	Melendez, Judith	11/14/2016	Weekly Student Attendance	4/7/2017 weekly
G1.B3.S2.A3 A319900	Provide after-school tutoring for students scoring below proficiency on the Mathematics Mid-Year...	Melendez, Judith	1/23/2017	Weekly student attendance	4/7/2017 weekly
G1.B3.S1.A2 A319895	Facilitate lesson studies to develop and implement rigorous lesson plans during common planning...	Delgado, Denise	10/5/2016	lesson plans, classroom observations and walk-throughs	5/31/2017 monthly
G1.B3.S2.A1 A319898	Facilitate lesson studies to develop and implement rigorous lesson plans during common planning...	Melendez, Judith	10/19/2016	Agenda, sign-in sheets, observational notes, and follow-up activity	5/31/2017 monthly
G1.MA1 M333192	Administrators will review formative assessment reports to ensure that progress is being made and...	FAIRCLOUGH, PATRICIA	8/30/2016	Interim assessment reports	6/8/2017 quarterly
G1.B3.S1.MA1 M333188	Monitor the consistent implementation of lessons that reflect the components of effective...	FAIRCLOUGH, PATRICIA	8/30/2016	observation notes completed during administrative walk-throughs and data reports	6/8/2017 weekly
G1.B3.S1.MA1 M333189	Monitor and support the implementation of developed lessons that reflect the components of an...	Melendez, Judith	8/30/2016	lesson plans, observation notes	6/8/2017 weekly
G1.B3.S2.MA1 M333190	Monitor the consistent implementation of lessons that reflect the components of effective...	FAIRCLOUGH, PATRICIA	8/30/2016	observation notes gathered during administrative walk-throughs and data reports	6/8/2017 one-time
G1.B3.S2.MA1 M333191	Monitor and support the implementation of developed lessons that reflect the components of an...	Melendez, Judith	8/30/2016	lesson plans and observation notes	6/8/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B3 Inconsistent use of rigorous instruction including higher-order thinking, collaborative conversations, data-driven instruction, differentiated instruction, and collaborative, effective planning

G1.B3.S1 Plan and deliver reading and language arts instruction that is based on standards. Students will experience and master concepts and skills as a result of rigorous, purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and deficiencies to identify clear and accessible future instructional objectives.

PD Opportunity 1

Conduct professional development opportunities that focus on the components of effective skills-based reading and language arts lessons. Lessons should include collaborative conversations, standards-based instruction, higher-order thinking, differentiated instruction, lesson studies, data driven instruction, and tangible resources teachers can utilize in their own classrooms, (e.g. interactive journal activities).

Facilitator

Rachel Gomez, Judith Melendez

Participants

All Reading teachers

Schedule

On 8/30/2016

PD Opportunity 2

Facilitate lesson studies to develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan, (e.g. planning cards).

Facilitator

Judith Melendez

Participants

All Teachers

Schedule

Monthly, from 10/5/2016 to 5/31/2017

G1.B3.S2 Utilize effective planning protocols to develop efficacious, instructional strategies within the mathematics instructional block that maximizes the efficiency and effectiveness of the lesson, by selecting real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Facilitate lesson studies to develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan, (e.g. planning cards).

Facilitator

Judith Melendez

Participants

All teachers

Schedule

Monthly, from 10/19/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	**Conduct professional development opportunities that focus on the components of effective skills-based reading and language arts lessons. Lessons should include collaborative conversations, standards-based instruction, higher-order thinking, differentiated instruction, lesson studies, data driven instruction, and tangible resources teachers can utilize in their own classrooms, (e.g. interactive journal activities).**	**$0.00**
2	G1.B3.S1.A2	**Facilitate lesson studies to develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan, (e.g. planning cards).**	**$0.00**
3	G1.B3.S1.A3	**Provide tutoring in reading and language arts for ELL students.**	**$6,000.00**

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0721 - George W. Carver Elementary School	Title III		$6,000.00

4	G1.B3.S1.A4	**Provide after-school tutoring in reading for students scoring below proficiency on the ELA Mid-Year Assessment**	**$0.00**
5	G1.B3.S2.A1	**Facilitate lesson studies to develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan, (e.g. planning cards).**	**$0.00**
6	G1.B3.S2.A2	**Provide tutoring in math for ELL students.**	**$0.00**
7	G1.B3.S2.A3	**Provide after-school tutoring for students scoring below proficiency on the Mathematics Mid-Year Assessment**	**$0.00**
		Total:	**$6,000.00**