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George W. Carver Elementary School

238 GRAND AVE, Coral Gables, FL 33133

<http://littlecarver.dadeschools.net>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

69%

Alternative/ESE Center

No

Charter School

No

Minority

88%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

C

C

C

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 with a grade of F within the prior two years. 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>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

G.W. Carver Elementary School prepares students academically by striving to meet district, state and national standards while considering current education trends yielding student performance on or above grade level.

Provide the school's vision statement

We at G.W. Carver Elementary School with the assistance of our stakeholders are charged with preparing our students to meet the needs and challenges of higher education-socially, affectively and intellectually.

School Environment

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

In order to learn about students' cultures and build relationships between teachers and students, G. W. Carver Elementary focuses on different projects during the school year. For instance, during the month of October and February, Little Carver celebrates Hispanic Heritage Month and African American month, respectively. Additionally, our Italian program celebrates the Italian culture. In these celebrations, our school PTA provides support by scheduling special presentations from different cultural backgrounds. In the classrooms students are encouraged to share their background through "All About Me" projects and presentations bringing awareness and establishing a relationship between the students and teacher.

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 and respect among the students. 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. For instance, on a daily basis, teachers review their classroom rules concerning safety and respect. Students are aware of the importance of being respectful to one another. Little Carver has a zero tolerance policy for bullying and 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. Those students are chosen and prepared by a team of teachers with different functions within the school to assist in supervising the safety and respect of our students.

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. Our daily announcements in our school broadcasting brings not only the news for the day but also the core values that the students should follow during the school year. Teachers review the core values daily inside the classrooms with the students and emphasize the importance of following these values. Moreover, the faculty and staff are

trained to establish our school's protocols in minimizing distractions and keeping students engaged during instructional time. Our security personnel are trained to handle any behavioral incidents that arise during the school day. Activities such as classroom behavioral plans, peer mediation and bullying reporting are among some of the school-wide systems in place at Little Carver to ensure fair and consistent clear expectations. Little Carver faculty and staff implements, reviews and monitors the Student Code of Conduct with the students and parents.

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 has a counselor who provides different services for students. For instance, meeting with students in need at any time during the school day. Furthermore, she attends Rti, SST and staffings for students in need of social-emotional assistance. The counselor provides one-to-one counseling, small group counseling and is implementing a Peer Mediation group. The administration, counselor and teachers meet to review students' Behavior Intervention Plans and discuss services that support social and emotional behavior improvement needs. Another important support that ensures that the students' social and emotional needs are met is the consistent classroom visits from our administration team. In addition, grade level chairpersons and teacher mentors assist less experience teachers in dealing with delicate situations involving at-risk students.

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).

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	11	5	6	7	9	46
One or more suspensions	0	0	3	1	1	1	6
Course failure in ELA or Math	3	6	9	7	2	5	32
Level 1 on statewide assessment	0	0	0	25	16	28	69
Students who are retained	3	5	4	11	0	0	23
Students who are not proficient in reading by Grade 3	0	0	0	28	0	0	28

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

Indicator	Grade Level			Total
	K	1	3	
Students exhibiting two or more indicators	1	2	2	5

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 the winner just for being in school. 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 the school 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 intervention are in place on a daily basis utilizing McGraw-Hill WonderWorks and GO Math ReTeaching Activities.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our goal for the 2014-2015 school year is to provide opportunities for parents of low performing students to participate in informative meetings that will aid them in assisting their children with home learning activities designed to improve their academic performance and increase student attendance.

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

Through our PTA, we connect with many members who facilitate partnerships within our community. For example, the University of Miami is providing student athletes who come in and serve as role models for our students. Some of these community members 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. Our second graders also participate in KAPOW (Kids and the Power of Work) which gives them an opportunity to see how what they learn in school is applied in the real world. Through community contacts such as the The Miami Dolphin's Academy, Miami Heat, Hyatt, Navarro's Pharmacy, Boys and Girls Club and Milam's Groceries, Little Carver builds and sustains partnerships with the local community.

Effective Leadership

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

School Leadership Team

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
Garcia, Gabriel	Teacher, K-12
Melendez, Judith	Assistant Principal
Johnson, Cheryl	Principal
Gomez, Rachel	Teacher, K-12
Vangates, Ashley	Teacher, K-12

Duties

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) who will schedule and facilitate regular MTSS/Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

• School reading, math, science, and behavior specialists (Ashley Vangates, Rachel Gomez, Gabriel Garcia, Geraldine Cameron, Matilde Gonzalez, Doralba Doval DeSiles, Terry Faldon and Judith Melendez)

• Special education personnel (Leonie Pender)

• School guidance counselor (Terry Faldon)

• School psychologist (Andrea Hernandez)

• School social worker (Steven Gair)

• Member of advisory group, community stakeholders, parents

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 (Principal, Assistant Principal, School Counselor) of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

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

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 those 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. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP.

Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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 years trend 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, and the community.

2. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and the 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-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

4. Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and 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 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 in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any 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 per grade level Pre-K thru 12.

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 failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Cheryl E. Johnson	Principal
Terry Faldon	Teacher
Marisela Kelly	Teacher
Matilde Gonzalez	Teacher
Lucrecia Riverol	Teacher
Rosemary Marchan	Student
Leonor Beayne	Teacher
Sharon Henry	Education Support Employee
Nancy Tierney	Education Support Employee
Moraly Arroyo	Parent
Barbara Hernandez	Parent
Jay Rosario	Parent
Keisha Pollard	Parent
Nan Markowitz	Parent
Keyla Medina	Parent
Rebeca Gonzalez	Parent
Joshua Johnson	Student
Han Phan	Student
Manuel Gonzalez	Business/Community

Duties

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

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 analyzing 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.

Development of this school improvement plan

The Curriculum Team members met on several occasions to develop and discuss this school improvement plan. Once the plan is completed, it will be reviewed by the SAC members and approved.

Preparation of the school's annual budget and plan

The SAC members receive copies of the plans for the school's annual budget. They offer suggestions and ideas as to how the budget can be amended and approved, and it is modified accordingly. Then, the final version was presented to and approved by the SAC members.

SAC funds will be utilized to fund our academic support materials for student in need of additional academic assistance. Funds will be allocated to purchase materials (\$1,200.00) and student incentives (\$1,000.00).

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

SAC funds were utilized to fund our after school FCAT tutoring program for students in need of additional academic assistance. Funds were allocated to purchase FCAT support materials (\$1,199.00) and to provide funding for teacher's salaries (\$3,000.00) for those teachers that will be providing tutoring. Additionally, student incentives (\$1,000.00) were also purchased.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Johnson, Cheryl	Principal
Melendez, Judith	Assistant Principal
Doval DeSiles, Doralba	Teacher, K-12
Gonzalez, Matilde	Teacher, K-12
Garcia, Gabriel	Teacher, K-12
Gomez, Rachel	Teacher, K-12
Vangates, Ashley	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

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).

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

George 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 collaboration meetings.

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 HOUSSE 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

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

George 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. Hudson (a veteran teacher) is paired with Ms. Vangates (a third year teacher). Mr. Garcia (a veteran teacher) is the MINT mentor for Ms. Treister (a first year teacher). Ms. Hudson will provide support in the area of writing instruction for Ms. Vangates, and Mr. Garcia will provide first year support to Ms. Treister in all areas.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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 student's progress on a quarterly basis by reviewing data with individual teachers. Data is analyzed and teachers focus on the components of effective planning in order to provide data driven instruction during their DI groups.

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: 2,880

Students will participate in an 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 will be recorded and analyzed in order to monitor students' progress and/or modify the strategies used for instruction in the program.

Student Transition and Readiness

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).

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 the students 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 location. The school also hosts an orientation day for incoming Kindergarten parents (August 16, 2014) where an overview of the school is provided and parents can tour classrooms and meet teachers. Both initiatives serve to facilitate transition.

College and Career Readiness

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

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

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

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

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.** To increase student achievement by improving core instruction in all content areas.
- G2.** George W. Carver Elementary will use the Early Warning Signs (EWS) to identify at-risk students to provide support and intervention to increase student achievement.
- G3.** Our goal for the 2014 - 2015 school year is to provide students with more activities that are of scientific, technology-based, engineering and/or mathematical nature (STEM), and to ensure that participation is afforded and accessible to all.
- G4.** Our goal for the for the 2014 - 2015 school year is to increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G050134

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0
AMO Math - All Students	63.0
AMO Reading - African American	52.0
AMO Reading - SWD	39.0
AMO Math - SWD	43.0

Resources Available to Support the Goal 2

- Strong administration, collaborative planning structures, effective teachers, curriculum leaders, AR, McGraw Hill Wonders and WonderWorks, Promethean Boards, Florida Focus Achieves, Strong PTA GO MATH Series, ThinkCentral, Gizmo

Targeted Barriers to Achieving the Goal 3

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

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

Cheryl Johnson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Interim assessment reports

G2. George W. Carver Elementary will use the Early Warning Signs (EWS) to identify at-risk students to provide support and intervention to increase student achievement. 1a

G050110

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	11.0
One or More Suspensions	0.01
Non-proficient Reading by Grade 03	7.0

Resources Available to Support the Goal 2

- Strong administration, attendance records, intervention attendance, Student Case Management Reports, effective teachers, strong PTA, Dade Partners

Targeted Barriers to Achieving the Goal 3

- High mobility rate and excessive absences

Plan to Monitor Progress Toward G2. 8

Administration will meet with teachers to discuss and monitor the effectiveness of the strategies implemented in order to increase student achievement.

Person Responsible

Cheryl Johnson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

End of the nine weeks attendance report, meeting agenda, sign in sheets, PMP and intervention logs, suspension reports and case management reports

G3. Our goal for the 2014 - 2015 school year is to provide students with more activities that are of scientific, technology-based, engineering and/or mathematical nature (STEM), and to ensure that participation is afforded and accessible to all. 1a

G049381

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- To ensure that all students are provided with ample opportunities for advancement, G. W. Carver Elementary will utilize the following resources for teaching and learning: Gizmos, Scott Foresman Science Series, Go Math Series, Discovery Education, ThinkCentral, and Florida Focus Achieves.

Targeted Barriers to Achieving the Goal 3

- Students were provided with STEM related experiences during the 2013-2014 school year. Additional experiences were not provided due to lack of sufficient personnel with content related knowledge in the various areas of STEM.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Cheryl Johnson

Schedule

On 6/4/2015

Evidence of Completion

science fair projects

G4. Our goal for the for the 2014 - 2015 school year is to increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

 G050616

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Counselor, administration, school-wide events, PTA, and Friend of Carver

Targeted Barriers to Achieving the Goal 3

- Parents have difficulty attending school sponsored events during school hours due to their work schedules and also have trouble assessing online resources.

Plan to Monitor Progress Toward G4. 8

Administration will ensure that all parents are being notified of different events and will ensure that events are being held at different times in the day.

Person Responsible

Cheryl Johnson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, photo of events

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. To increase student achievement by improving core instruction in all content areas. **1**

 **G050134**

G1.B3 Inconsistent use of rigorous instruction including higher order thinking, collaborative conversation, data driven instruction and differentiated instruction **2**

 **B125883**

G1.B3.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instruction paths. **4**

 **S137777**

Strategy Rationale

To increase student achievement through effective planning and instructional delivery in reading, language arts and social sciences

Action Step 1 **5**

Provide professional development that focuses on the components of effective planning in reading and language arts. Lessons should include collaborative conversations, standards based instruction, higher order thinking, differentiated instruction and data driven instruction.

Person Responsible

Rachel Gomez

Schedule

On 11/4/2014

Evidence of Completion

Agenda, sign-in sheet and follow-up activity

Action Step 2 5

Develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan.

Person Responsible

Doralba Doval DeSiles

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

lesson plans

Action Step 3 5

Provide tutoring in reading, language arts and math for ELL students

Person Responsible

Judith Melendez

Schedule

Evidence of Completion

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

Follow up 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 8/18/2014 to 6/4/2015

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

Cheryl Johnson


Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

observation notes completed during administrative walk-throughs and data reports

G1.B3.S2 Utilize effective planning protocols to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

 S137779

Strategy Rationale

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

Action Step 1 5

Provide professional development that focuses on the components of effective planning in mathematics. Lessons should include collaborative structures, standards based instruction, higher order thinking, differentiated instruction and data driven instruction. The use of manipulatives should be included as part of collaborative structures (group activities).

Person Responsible

Schedule

On 11/4/2014

Evidence of Completion

Agenda, sign-in sheets and follow-up activity

Action Step 2 5

Develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan.

Person Responsible

Doralba Doval DeSiles

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

lesson plans

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

Follow up 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 8/18/2014 to 6/4/2015

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

Cheryl Johnson

Schedule

On 6/4/2015

Evidence of Completion

observation notes gathered during administrative walk-throughs and data reports

G1.B3.S3 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S137781

Strategy Rationale

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

Action Step 1 5

Provide professional development that focuses on the components of effective planning in science. Lessons should include collaborative structures, standards based instruction, higher order thinking, differentiated instruction and data driven instruction. The use of essential labs should be included as part of collaborative structures (group activities).

Person Responsible

Schedule

On 11/4/2014

Evidence of Completion

Agenda, sign-in sheets and follow-up activity

Action Step 2 5

Develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan.

Person Responsible

Doralba Doval DeSiles

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Follow up 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 8/18/2014 to 6/4/2015

Evidence of Completion

lesson plans and observation notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 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

Cheryl Johnson

Schedule

Weekly, from 8/18/2014 to 6/4/2015


Evidence of Completion

observation notes completed during administrative walk-throughs and data reports


G2. George W. Carver Elementary will use the Early Warning Signs (EWS) to identify at-risk students to provide support and intervention to increase student achievement. 1

 G050110

G2.B1 High mobility rate and excessive absences 2

 B125949

G2.B1.S1 Teachers will identify and refer students who have excessive absences or tardies to the school counselor, who will then communicate with parents the importance of attendance and provide them with information on improving student attendance. 4

 S137884

Strategy Rationale

To increase student achievement by improving attendance

Action Step 1 5

Teachers will provide parents with information to assist them in improving student attendance. Teachers will maintain accurate attendance records and will provide the counselor with names of students once they reach 5 absences.

Person Responsible

Judith Melendez

Schedule

On 6/4/2015

Evidence of Completion

Parent handbook, attendance records

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The school counselor will monitor fidelity by requesting an updated attendance list from each teacher after each quarter.

Person Responsible

Judith Melendez

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrators will monitor the effectiveness by reviewing daily attendance.

Person Responsible

Cheryl Johnson

Schedule

On 6/4/2015

Evidence of Completion

Daily attendance bulletin and teacher attendance records

G2.B1.S2 The counselor will schedule whole group workshop sessions by class to discuss topics pertaining to specific appropriate behaviors. 4

 S137885

Strategy Rationale

To increase student achievement by improving on the number of behavior referrals that lead to suspensions.

Action Step 1 5

School counselor will provide whole group and class guidance lessons on topics including bullying, trust issues and CORE values.

Person Responsible

Judith Melendez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

student work samples, counselor logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Leadership team will allot time in the counselor's daily schedule to ensure that the students receive weekly guidance lessons and will conduct walk-throughs to monitor the implementation.

Person Responsible

Cheryl Johnson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administrator walkthrough logs, counselor log and schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administration team will monitor the report on student outdoor suspension rates and student behavior reports on a monthly basis.

Person Responsible

Cheryl Johnson


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

suspension reports, case management reports

G2.B1.S3 Students who are not proficient in reading will participate in the i-Ready program four times per week in order to increase their reading comprehension. 4

 S137895

Strategy Rationale

To increase student achievement by improving the number of students that are proficient by the end of the third grade.

Action Step 1 5

All teachers will attend an i-Ready training that will show them how to use the new program and track student progress and performance.

Person Responsible

Rachel Gomez

Schedule

On 11/4/2014

Evidence of Completion

agenda, sign in sheet, i-Ready usage reports

Action Step 2 5

Students will take the diagnostic test

Person Responsible

Ashley Vangates

Schedule

Daily, from 10/9/2014 to 10/23/2014

Evidence of Completion

Results of the diagnostic test

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration team will meet with each grade level individually to read and discuss student data and make necessary adjustments

Person Responsible

Cheryl Johnson

Schedule

Monthly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, i-Ready reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Administration will meet with teachers to discuss student data and progress to determine the effectiveness of the program.

Person Responsible

Cheryl Johnson

Schedule

Quarterly, from 10/8/2014 to 6/4/2015


Evidence of Completion

Sign in sheets and assessment reports


G3. Our goal for the 2014 - 2015 school year is to provide students with more activities that are of scientific, technology-based, engineering and/or mathematical nature (STEM), and to ensure that participation is afforded and accessible to all. **1**

 G049381

G3.B1 Students were provided with STEM related experiences during the 2013-2014 school year. Additional experiences were not provided due to lack of sufficient personnel with content related knowledge in the various areas of STEM. **2**

 B125587

G3.B1.S1 All students will participate in a school wide science fair that will allow them to demonstrate knowledge of scientific, technology, engineering and mathematical concepts **4**

 S137473

Strategy Rationale

To increase student achievement in Science, Technology, Engineering and Mathematics (STEM) through effective planning.

Action Step 1 **5**

All kindergarten through fifth grade science teachers will participate in professional development in order to better understand and gain knowledge of scientific, technological, engineering, and mathematical concepts.

Person Responsible

Gabriel Garcia

Schedule

Weekly, from 11/4/2014 to 11/4/2014

Evidence of Completion

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

Action Step 2 **5**

Fourth and fifth grade science teachers will provide students with the opportunity to attend a field trip that is scientific, technological, engineering, and mathematical concepts

Person Responsible

Gabriel Garcia

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans

Action Step 3 5

All kindergarten and first grade homeroom teachers will create a classroom science project. All second through fifth grade students will create their own science project.

Person Responsible

Gabriel Garcia

Schedule

On 6/4/2015

Evidence of Completion

Science Fair

Action Step 4 5

All fifth grade students will participate in the FIRST Lego League competition

Person Responsible

Gabriel Garcia

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will conduct walk-throughs to ensure that the appropriate strategies are used with students and that science fair projects are being completed.

Person Responsible

Judith Melendez

Schedule

Weekly, from 11/5/2014 to 6/4/2015

Evidence of Completion

lesson plans and observation notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administration team will conduct walkthroughs and attend grade level meetings to ensure that the strategies and projects are being completed

Person Responsible

Cheryl Johnson

Schedule

Weekly, from 11/5/2014 to 6/4/2015

Evidence of Completion

observation notes and science projects

G4. Our goal for the for the 2014 - 2015 school year is to increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1

 G050616

G4.B1 Parents have difficulty attending school sponsored events during school hours due to their work schedules and also have trouble assessing online resources. 2

 B126789

G4.B1.S1 G. W. Carver Elementary will provide parents with opportunities to attend school sponsored events both before and after school. 4

 S138738

Strategy Rationale

To increase parent participation at these events

Action Step 1 5

PTA meetings will be held before and after school on alternating months.

Person Responsible

Cheryl Johnson

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PTA agenda, PTA sign-in sheet

Action Step 2 5

School sponsored events will be held not only during school hours but before and after school and on weekends.

Person Responsible

Cheryl Johnson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrators will attend the events to ensure fidelity.

Person Responsible

Cheryl Johnson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Photographs of events, sign in sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration will inform parents of these events and ensure their attendance through Connect-Ed calls.

Person Responsible

Cheryl Johnson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Records of phone calls

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Dade - 0721 - George W. Carver Elementary School - 2014-15 SIP
George W. Carver Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	All kindergarten through fifth grade science teachers will participate in professional development in order to better understand and gain knowledge of scientific, technological, engineering, and mathematical concepts.	Garcia, Gabriel	11/4/2014	Agenda, sign-in sheets, and follow-up activity	11/4/2014 weekly
G1.B3.S1.A1	Provide professional development that focuses on the components of effective planning in reading and language arts. Lessons should include collaborative conversations, standards based instruction, higher order thinking, differentiated instruction and data driven instruction.	Gomez, Rachel	11/4/2014	Agenda, sign-in sheet and follow-up activity	11/4/2014 one-time
G1.B3.S2.A1	Provide professional development that focuses on the components of effective planning in mathematics. Lessons should include collaborative structures, standards based instruction, higher order thinking, differentiated instruction and data driven instruction. The use of manipulatives should be included as part of collaborative structures (group activities).		11/4/2014	Agenda, sign-in sheets and follow-up activity	11/4/2014 one-time
G1.B3.S3.A1	Provide professional development that focuses on the components of effective planning in science. Lessons should include collaborative structures, standards based instruction, higher order thinking, differentiated instruction and data driven instruction. The use of essential labs should be included as part of collaborative structures (group activities).		11/4/2014	Agenda, sign-in sheets and follow-up activity	11/4/2014 one-time
G2.B1.S1.A1	Teachers will provide parents with information to assist them in improving student attendance. Teachers will maintain accurate attendance records and will provide the counselor with names of students once they reach 5 absences.	Melendez, Judith	8/18/2014	Parent handbook, attendance records	6/4/2015 one-time
G2.B1.S2.A1	School counselor will provide whole group and class guidance lessons on topics including bullying, trust issues and CORE values.	Melendez, Judith	8/18/2014	student work samples, counselor logs	6/4/2015 weekly
G2.B1.S3.A1	All teachers will attend an i-Ready training that will show them how to use the new program and track student progress and performance.	Gomez, Rachel	10/8/2014	agenda, sign in sheet, i-Ready usage reports	11/4/2014 one-time
G4.B1.S1.A1	PTA meetings will be held before and after school on alternating months.	Johnson, Cheryl	8/18/2014	PTA agenda, PTA sign-in sheet	6/4/2015 monthly
G3.B1.S1.A2	Fourth and fifth grade science teachers will provide students with the opportunity to attend a field trip that is scientific, technological, engineering, and mathematical concepts	Garcia, Gabriel	8/18/2014	Lesson plans	6/4/2015 weekly
G1.B3.S1.A2	Develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan.	Doval DeSiles, Doralba	8/18/2014	lesson plans	6/4/2015 weekly
G1.B3.S2.A2	Develop and implement rigorous lesson plans during common planning time in	Doval DeSiles, Doralba	8/18/2014	lesson plans	6/4/2015 weekly

Dade - 0721 - George W. Carver Elementary School - 2014-15 SIP
George W. Carver Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	order to incorporate the essential components of an effective lesson plan.				
G1.B3.S3.A2	Develop and implement rigorous lesson plans during common planning time in order to incorporate the essential components of an effective lesson plan.	Doval DeSiles, Doralba	8/18/2014		6/4/2015 weekly
G2.B1.S3.A2	Students will take the diagnostic test	Vangates, Ashley	10/9/2014	Results of the diagnostic test	10/23/2014 daily
G4.B1.S1.A2	School sponsored events will be held not only during school hours but before and after school and on weekends.	Johnson, Cheryl	8/18/2014		6/4/2015 annually
G3.B1.S1.A3	All kindergarten and first grade homeroom teachers will create a classroom science project. All second through fifth grade students will create their own science project.	Garcia, Gabriel	3/2/2015	Science Fair	6/4/2015 one-time
G1.B3.S1.A3	Provide tutoring in reading, language arts and math for ELL students	Melendez, Judith		weekly	
G3.B1.S1.A4	All fifth grade students will participate in the FIRST Lego League competition	Garcia, Gabriel		annually	
G1.MA1	Administrators will review formative assessment reports to ensure that progress is being made and that adjustments are made as needed.	Johnson, Cheryl	8/18/2014	Interim assessment reports	6/4/2015 quarterly
G1.B3.S1.MA1	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.	Johnson, Cheryl	8/18/2014	observation notes completed during administrative walk-throughs and data reports	6/4/2015 weekly
G1.B3.S1.MA1	Follow up 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.	Melendez, Judith	8/18/2014	lesson plans, observation notes	6/4/2015 weekly
G1.B3.S2.MA1	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.	Johnson, Cheryl	8/18/2014	observation notes gathered during administrative walk-throughs and data reports	6/4/2015 one-time
G1.B3.S2.MA1	Follow up 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.	Melendez, Judith	8/18/2014	lesson plans and observation notes	6/4/2015 weekly
G1.B3.S3.MA1	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.	Johnson, Cheryl	8/18/2014	observation notes completed during administrative walk-throughs and data reports	6/4/2015 weekly

Dade - 0721 - George W. Carver Elementary School - 2014-15 SIP
George W. Carver Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S3.MA1	Follow up 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.	Melendez, Judith	8/18/2014	lesson plans and observation notes	6/4/2015 weekly
G2.MA1	Administration will meet with teachers to discuss and monitor the effectiveness of the strategies implemented in order to increase student achievement.	Johnson, Cheryl	8/18/2014	End of the nine weeks attendance report, meeting agenda, sign in sheets, PMP and intervention logs, suspension reports and case management reports	6/4/2015 quarterly
G2.B1.S1.MA1	Administrators will monitor the effectiveness by reviewing daily attendance.	Johnson, Cheryl	8/18/2014	Daily attendance bulletin and teacher attendance records	6/4/2015 one-time
G2.B1.S1.MA1	The school counselor will monitor fidelity by requesting an updated attendance list from each teacher after each quarter.	Melendez, Judith	8/18/2014	Attendance records	6/4/2015 quarterly
G2.B1.S2.MA1	Administration team will monitor the report on student outdoor suspension rates and student behavior reports on a monthly basis.	Johnson, Cheryl	8/18/2014	suspension reports, case management reports	6/4/2015 monthly
G2.B1.S2.MA1	Leadership team will allot time in the counselor's daily schedule to ensure that the students receive weekly guidance lessons and will conduct walk-throughs to monitor the implementation.	Johnson, Cheryl	8/18/2014	Administrator walkthrough logs, counselor log and schedule	6/4/2015 weekly
G2.B1.S3.MA1	Administration will meet with teachers to discuss student data and progress to determine the effectiveness of the program.	Johnson, Cheryl	10/8/2014	Sign in sheets and assessment reports	6/4/2015 quarterly
G2.B1.S3.MA1	Administration team will meet with each grade level individually to read and discuss student data and make necessary adjustments	Johnson, Cheryl	10/8/2014	Sign in sheets, i-Ready reports	6/4/2015 monthly
G3.MA1	Administrators will review formative assessment reports to ensure that progress is being made and that adjustments are made as needed.	Johnson, Cheryl	11/5/2014	science fair projects	6/4/2015 one-time
G3.B1.S1.MA1	Administration team will conduct walkthroughs and attend grade level meetings to ensure that the strategies and projects are being completed	Johnson, Cheryl	11/5/2014	observation notes and science projects	6/4/2015 weekly
G3.B1.S1.MA1	Administration will conduct walk-throughs to ensure that the appropriate strategies are used with students and that science fair projects are being completed.	Melendez, Judith	11/5/2014	lesson plans and observation notes	6/4/2015 weekly
G4.MA1	Administration will ensure that all parents are being notified of different events and will ensure that events are being held at different times in the day.	Johnson, Cheryl	8/18/2014	Sign in sheets, photo of events	6/4/2015 annually
G4.B1.S1.MA1	Administration will inform parents of these events and ensure their attendance through Connect-Ed calls.	Johnson, Cheryl	8/18/2014	Records of phone calls	6/4/2015 annually
G4.B1.S1.MA1	Administrators will attend the events to ensure fidelity.	Johnson, Cheryl	8/18/2014	Photographs of events, sign in sheets	6/4/2015 annually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B3 Inconsistent use of rigorous instruction including higher order thinking, collaborative conversation, data driven instruction and differentiated instruction

G1.B3.S2 Utilize effective planning protocols to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Provide professional development that focuses on the components of effective planning in mathematics. Lessons should include collaborative structures, standards based instruction, higher order thinking, differentiated instruction and data driven instruction. The use of manipulatives should be included as part of collaborative structures (group activities).

Facilitator

Doralba Doval DeSiles

Participants

All teachers

Schedule

On 11/4/2014

G1.B3.S3 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Provide professional development that focuses on the components of effective planning in science. Lessons should include collaborative structures, standards based instruction, higher order thinking, differentiated instruction and data driven instruction. The use of essential labs should be included as part of collaborative structures (group activities).

Facilitator

Doralba Doval DeSiles

Participants

All Teachers

Schedule

On 11/4/2014

G2. George W. Carver Elementary will use the Early Warning Signs (EWS) to identify at-risk students to provide support and intervention to increase student achievement.

G2.B1 High mobility rate and excessive absences

G2.B1.S3 Students who are not proficient in reading will participate in the i-Ready program four times per week in order to increase their reading comprehension.

PD Opportunity 1

All teachers will attend an i-Ready training that will show them how to use the new program and track student progress and performance.

Facilitator

Rachel Gomez and Ashley Vangates

Participants

All teachers

Schedule

On 11/4/2014

G3. Our goal for the 2014 - 2015 school year is to provide students with more activities that are of scientific, technology-based, engineering and/or mathematical nature (STEM), and to ensure that participation is afforded and accessible to all.

G3.B1 Students were provided with STEM related experiences during the 2013-2014 school year. Additional experiences were not provided due to lack of sufficient personnel with content related knowledge in the various areas of STEM.

G3.B1.S1 All students will participate in a school wide science fair that will allow them to demonstrate knowledge of scientific, technology, engineering and mathematical concepts

PD Opportunity 1

All kindergarten through fifth grade science teachers will participate in professional development in order to better understand and gain knowledge of scientific, technological, engineering, and mathematical concepts.

Facilitator

Mr. Gabriel Garcia, Ms. Tarcia Black, Mrs. Suzanna Hudson

Participants

Science and Math Teachers

Schedule

Weekly, from 11/4/2014 to 11/4/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by improving core instruction in all content areas.	4,700
Goal 3: Our goal for the 2014 - 2015 school year is to provide students with more activities that are of scientific, technology-based, engineering and/or mathematical nature (STEM), and to ensure that participation is afforded and accessible to all.	699
Grand Total	5,399

Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B3.S1.A3	Title III	4,700
Total Goal 1		4,700

Goal 3: Our goal for the 2014 - 2015 school year is to provide students with more activities that are of scientific, technology-based, engineering and/or mathematical nature (STEM), and to ensure that participation is afforded and accessible to all.

Description	Source	Total
B1.S1.A4 - FIRST Lego League	Other	699
Total Goal 3		699