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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6071 - George Washington Carver Middle School

*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Libia Gonzalez

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *George Washington Carver Middle School*

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G. W. Carver Middle School is an international education magnet school located in Coconut Grove, Florida. The original school facility was constructed in 1951 as a senior high school and was later divided into an elementary and a middle school. The school's two international education magnets, International Education and International Studies, offer three language strands, French, German, and Spanish. Presently, the school has a total enrollment of 964 students. The International Studies students have a strong background in one of the three languages, whereas the International Education students are beginning or have a minimal understanding of one of the three offered language strands. The curriculum for either magnet stresses world language instruction at the appropriate fluency level of the individual student and advanced level courses in all core disciplines. The principal, Ms. Libia Gonzalez, is in her sixth year as head of G. W. Carver Middle School. For the past four years, the school has been rated an "A" by the State of Florida's A+ Plan for grading schools. During her tenure, Ms. Gonzalez has placed a strong emphasis on raising student achievement, improving business practices, and developing a strong professional learning community. The school's leadership team has implemented the Continuous Improvement Model to address student achievement goals. Following this model, student assessment results are disaggregated, analyzed, and aligned to instructional practice. Once needs are identified, plans are developed and implemented to address discrepancies brought forth by assessment data. Results from these plans are subsequently analyzed, and the cyclical process of "planning, checking, doing, and acting" is again visited. A curriculum-mapping project, that began two years ago, has become a central focal point for raising student achievement. Teachers have planned both within and across disciplines to locate areas wherein they are able to reinforce concepts, revisit essential questions, and assess skill development throughout a student's educational experience at G. W. Carver Middle School. These maps are continually modified and adapted based on the data collected and analyzed through the implementation of the Continuous Improvement Model outlined above. Faculty and staff members have rated the school very high in Measurement, Analysis, and Knowledge Management; Leadership; Customer and Market Focus; and Process Management in the District's Organizational Performance Improvement Survey (OPIS). Each category averaged a score of four or better on a five-point scale. The two categories showing the lowest averages were Business Results and Strategic Planning. In these categories the averages were 3.4 and 3.5, respectively.

Given instruction based on Sunshine State Standards, students will improve their reading skills as evidenced by a two-percentage point increase of students scoring at the next achievement level on the 2006 FCAT Reading Test.

Given instruction based on Sunshine State Standards, students will improve their mathematics skills as evidenced by a two-percentage point increase of students scoring at the next achievement level on the 2006 FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in grade eight will maintain or increase their writing skills as evidenced by the number of students scoring at or above the State mastery level on the March 2006 FCAT Writing Test.

Given instruction based on Sunshine State Standards, students in grade eight will maintain or increase their science skills as evidenced by maintaining or increasing the mean scale score on the March 2006 FCAT Science Test.

Given the implementation of the school's parental involvement plan, nine parent meetings will be offered for the 2005-2006 school year as evidenced by twenty percent of parents attending one or more workshops or meetings.

Given the implementation of the school safety and discipline plan, students will improve behavior as evidenced by a one percentage point reduction in the number of SCAMS during the 2005-2006 school year.

Given the implementation of the school's technology plan, all students will demonstrate technological skills by completing one technology-related project in a content area course during the 2005-2006 school year.

Given implementation of the FITNESSGRAM program, seventy percent of students enrolled in Physical Education will achieve a passing score on the FITNESSGRAM assessment as evidenced by student performance scores recorded in March 2006.

Given student interest, involvement in foreign language drama clubs will increase by four percent for the 2005-2006 school year.

Given continuation of present expenditure per pupil ratio, students scoring at FCAT Level 1 or Level 2 in Reading and Mathematics will decrease by one percentage point, as evidenced by scores on the March 2006 FCAT exam.

The greatest need for improvement perceived in the Business Results category was related to stakeholder lack of information on how the school was doing financially. In the Strategic Planning category, the greatest need for improvement was perceived in the areas of seeking individual's input and ideas. The feedback from the District's Organizational Performance Improvement Survey will drive plans to build stronger communication and sharing practices. The strategies outlined by this plan will be implemented during the 2005-2006 school year. As needed, they will be modified and adjusted based on formative assessment data and continued input from all stakeholders.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## **George Washington Carver Middle School**

### VISION

Reflecting the needs of Miami-Dade County's diverse community, George Washington Carver Middle School, Center for International Education, will prepare all students to be multilingual and multiliterate. All stakeholders of the school will implement technological innovations to enhance the strong multilingual academic program, thus ensuring each student success in the competitive environment of the 21st Century. The school will provide a rigorous, diverse curriculum that meets world-class standards for a multicultural world.

### MISSION

To provide Miami-Dade County's multicultural and multilingual population with an advanced educational program, George Washington Carver Middle School will follow state benchmarks and meet the academic standards of France, Germany, and Spain. The school will offer a curriculum to prepare students to meet the future needs of major industries, international trade, finance, and tourism.

## CORE VALUES

### Excellence

We pursue the highest standards in academic achievement and organizational performance.

### Integrity

We build positive relationships through honesty, respect, and compassion, which enhance the self-esteem, safety, and well-being of our students, families, and staff.

### Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students, and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## *School Demographics*

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The ethnic/racial makeup of the G. W. Carver Middle School student population is twenty-nine percent Caucasian, Non-Hispanic, fifty-seven percent Hispanic, nine percent African American, three percent Multicultural, and the remaining two percent are Asian, including Indian. Students enrolled in English for Speakers of Other Languages make up three percent of the student population, while thirty-two percent of the student body receives free or reduced lunch. The student mobility rate is ten, and the annual student attendance rate is ninety-seven percent. Discipline infractions for the 2004 - 2005 school year consisted of fifty Group I violations, fifteen Group II violations, and zero Group III, IV, V, or VI violations.

Every member of the instructional staff is certified. Student-to-teacher ratios are at or below the State of Florida's requirements. The faculty of sixty-four professionals is comprised of eleven males and fifty-three females. Of the sixty-four faculty members, two have Doctoral degrees, six have Specialist's degrees, and thirty-three have Master's degrees. There are four beginning teachers on the staff. The ethnic composition of the faculty members is as follows: twenty-six Caucasians, thirty Hispanics, seven African-Americans, and one Hindu American. Overall, forty-three faculty members have at least ten years of experience in teaching (sixteen faculty members have over twenty years of teaching experience), and twenty of the faculty members have been at G. W. Carver Middle School for over ten years. Percent of instructional staff attendance was ninety-six percent.

# *School Foundation*

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## ***Leadership:***

According to the District's Organizational Performance Self Assessment Survey, the school's leadership earned an overall high rating of 4.6 on a five-point scale. The survey reflected that staff members knew the school's mission and values and were guided by these when fulfilling professional responsibilities. Staff rated the working environment as very supportive and positive.

## ***District Strategic Planning Alignment:***

According to the District's Organizational Performance Self Assessment Survey, the staff rated the school's strategic planning a 3.8 on a five-point scale. The survey reflected that the school's staff worked collaboratively and cooperatively at meeting the school's goals and objectives. Individual members were aware how their contributions affect the final product.

## ***Stakeholder Engagement:***

According to the District's Organizational Performance Self Assessment Survey, a 4.2 rating on a five-point scale reflected that the staff knew who their customers are, and knew what the customer needs and wants were. The staff responses showed that employees were empowered to solve problems for their customers.

## ***Faculty & Staff:***

According to the District's Organizational Performance Self Assessment Survey, the faculty and staff rated the school a 4.2 on a five-point scale in the Human Resource Focus section. The survey reflected that faculty and staff felt that they cooperate and work as a team. Individuals perceived that they were recognized for their work and were encouraged to seek advancement in their career.

## ***Data/Information/Knowledge Management:***

According to the District's Organizational Performance Self Assessment Survey, the faculty and staff of the school are intricately involved in the use and sharing of student assessment and achievement data. The teachers have developed regular quarterly assessments to complement district assessments to measure student progress towards mastery of the Sunshine State Standards and grade level expectations. Once disaggregated and reviewed, faculty members review teacher plans and student work to ensure alignment of activities to expected outcomes and make necessary instructional changes based on these analyses.

## ***Education Design:***

The school houses two magnet programs, International Studies and International Education. Within each of the two magnet programs, three language strands are offered, French, German, and Spanish. Reciprocating processes have been outlined, and understandings have been reached with the governments of France, Germany, and Spain in terms of curriculum and instruction. Beyond these programs the school is built upon the middle school teaming philosophy. Presently there are two sixth, two seventh, and two eighth grade teams. These teams function as a platform through which interdisciplinary units and common assessments are designed and reviewed. As well as

teams, specific content-based departments assure consistency of instruction and teaching for all students.

***Performance Results:***

Due to the school's unique magnet programs, advanced foreign language instruction, and academic rigor, the student population remains constant throughout the school year with few students withdrawing or entering during the school year. High parent involvement, a proactive faculty, and veteran staff have been instrumental in maintaining the safe learning environment. As recorded in the Miami-Dade County Public School's Student Case Management System, the school had a very low number of referrals due to discipline related infractions. For the 2004-2005 school year the school had fifty Group I violations, fifteen Group II violations, and zero Group III, IV, V, or VI violations. This positive outcome is also reflected in the school's 2005 climate survey where eighty-eight percent of parents rate the school as safe and secure.

## GOAL 1: READING

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 1 STATEMENT:**

All students will achieve high levels in reading and be well prepared for an advanced curriculum at the high school level.

**Needs Assessment**

Ninety percent of students met high standards in reading on the 2005 FCAT Reading Test. However, seventeen percent of students in grade eight scored Level 1 or 2. Based on these results, stakeholders agree that stronger student achievement patterns are essential.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

## Measurable Objective

Given instruction based on Sunshine State Standards, students will improve their reading skills as evidenced by a two-percentage point increase of students scoring at the next achievement level on the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide advanced language arts curriculum infusing Advanced Placement reading and analytical strategies to all students.	Principal Asst. Principal L. A. Dept. Chair	08-04-2005	05-26-2006
Implement timed readings with FCAT style responses in science, social studies, gifted, music, journalism, speech and debate, art, and physical education classes.	Principal Asst. Principal L.A. Dept. Chair Science Dept. Chair S.S. Dept. Chair Elective Dept. Chair	08-04-2005	05-26-2006
Calendarize state benchmarks so that all tested state standards are taught prior to FCAT administration in order to improve all students' performance on tested strands.	Principal Asst. Principal L.A. Dept. Chair	08-04-2005	05-26-2006
Enroll Level 1 and Level 2 students who did not meet the State requirement on the 2005 FCAT Reading Test last year into intensive reading classes.	Principal Asst. Principal L.A. Dept. Chair	08-04-2005	05-26-2006
Conduct a Renaissance fair as a culminating event where students will showcase what they have learned about this period through creating dramatic productions, games, and displays.	Principal Asst. Principal L.A. Dept. Chair	08-04-2005	05-26-2006

### Research-Based Programs

The school's language arts program is driven by the Prentice Hall grammar, writing, and literature language arts series, as well as a literature-based curriculum utilizing high quality literary works. Additionally, KidBiz 3000, an interactive reading program on the Internet, will be incorporated in the reading and English for Speakers of Other Languages classes' curricula. The Intensive Reading classes utilize Read XL, and Sourcebook.

## **Professional Development**

In order to promote instructional change, professional development activities have been structured to provide collaborative feedback processes, wherein new instructional methods are evaluated by teachers after implementation. Professional development activities include CRISS training, Reading Across the Curriculum, District workshops, and in-house learning communities.

## **Evaluation**

Scores on the FCAT Reading Test administered in March 2006 will evaluate this objective. Intermediate progress tests will consist of district assessments to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

## GOAL 2: MATHEMATICS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 2 STATEMENT:**

All students will achieve high levels in mathematics and be well prepared for an advanced curriculum at the high school level.

**Needs Assessment**

Ninety-five percent of students met high standards in mathematics on the 2005 FCAT Mathematics Test. However, nine percent of students in grade six scored Level 1 or 2. Based on these results stakeholders agree that stronger student achievement patterns are essential.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

## Measurable Objective

Given instruction based on Sunshine State Standards, students will improve their mathematics skills as evidenced by a two-percentage point increase of students scoring at the next achievement level on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide advanced mathematics curriculum for all students.	Principal Asst. Principal Math Dept. Chair	08-04-2005	05-26-2006
Enroll students who did not meet the State requirement on the 2005 FCAT Mathematics Test in an additional mathematics class and/or tutoring.	Principal Asst. Principal Math Dept. Chair	08-04-2005	05-26-2006
Calendarize state benchmarks so that all tested standards are taught prior to FCAT administration in order to improve all students' performance on tested strands .	Principal Asst. Principal Math Dept. Chair	08-04-2005	05-26-2006
Plan collaboratively with Science Department so that skills can be reinforced across subject areas.	Principal Asst. Principal Math Dept. Chair Science Dept. Chair	08-04-2005	05-26-2006
Incorporate technology into instruction to reinforce the state benchmarks.	Principal Asst. Principal Math Dept. Chair	08-04-2005	05-26-2006

### Research-Based Programs

The Glencoe McGraw Hill mathematics series is utilized in the mathematics classes.

### Professional Development

An in-house mathematics workshop will be provided for all mathematics teachers during professional service time.

## **Evaluation**

Scores on the FCAT Mathematics Test administered in March 2006 will be analyzed to evaluate this objective. Intermediate progress tests will consist of district assessments to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

### GOAL 3: WRITING

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 3 STATEMENT:**

All students will achieve high levels in writing and be well prepared for an advanced curriculum at the high school level.

**Needs Assessment**

Ninety-seven percent of students met high standards in writing on the 2005 FCAT Writing Test. However, only ten percent of the students in grade eight scored Level 5.5 or Level 6. Based on these results stakeholders agree that stronger student achievement patterns are essential.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

## Measurable Objective

Given instruction based on Sunshine State Standards, students in grade eight will maintain or increase their writing skills as evidenced by the number of students scoring at or above the State mastery level on the March 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide advanced writing curriculum for all students infusing Advanced Placement writing and analytical strategies.	Principal Asst. Principal L.A. Dept. Chair	08-04-2005	05-26-2006
Emphasize FCAT type writing activities throughout the year in the speech and debate, journalism, gifted, foreign language, science, social studies, mathematics, and elective classes.	Principal Asst. Principal L.A. Dept. Chair	08-04-2005	05-26-2006
Instruct students on how FCAT writing essays are scored by exposing them to the FCAT Writing rubric resulting in teacher, self, and peer assessments of student work samples.	Principal Asst. Principal L.A. Dept. Chair	08-04-2005	05-26-2006
Implement writing using technology through the Humanities and Communication classes offered through the French, German, and Spanish Departments.	Principal Asst. Principal Technology Teacher Spa. Dept. Chair French Dept. Chair Ger. Dept. Chair	08-04-2005	05-26-2006

### Research-Based Programs

The Prentice Hall grammar, writing, and literature language arts series is utilized in language arts classes.

### Professional Development

Conduct in-service on FCAT writing across the curriculum with FCAT type prompts for all faculty members.

## **Evaluation**

Scores on the FCAT Writing Test administered in February 2006 will be analyzed to evaluate this objective. Intermediate progress tests will be administered August 2005, and April 2006 to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

## GOAL 4: SCIENCE

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 4 STATEMENT:***

All students will achieve high levels in science and be well prepared for an advanced curriculum at the high school level.

### ***Needs Assessment***

The school's mean scale score on the 2005 FCAT Science Test was three hundred and fifty-eight, which is eighty-six points higher than the District's mean scale score, and sixty-seven points higher than the State's mean scale score. However, based on these results where grade eight students scored an average of sixty-nine percent in Scientific Thinking, stakeholders agree that stronger student achievement patterns are essential.

## Measurable Objective

Given instruction based on Sunshine State Standards, students in grade eight will maintain or increase their science skills as evidenced by maintaining or increasing the mean scale score on the March 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide advanced science curriculum for all students.	Principal Asst. Principal Science Dept. Chair	08-04-2005	05-26-2006
Administer quarterly exams to assess student understanding and if necessary, adjust instruction.	Principal Asst. Principal Science Dept. Chair	08-04-2005	05-26-2006
Conduct bi-weekly investigations, which focus on various aspects of the experimental design model.	Principal Asst. Principal Science Dept. Chair	08-04-2005	05-26-2006
Practice designing and identifying the necessary components which make up an experimental design using the "Students and Research, Practical Strategies for Science Classrooms and Competitions" by Cothron.	Principal Asst. Principal Science Dept. Chair	08-04-2005	05-26-2006
Begin science classes with a math/science warm-up problem on a weekly basis.	Principal Asst. Principal Science Dept. Chair Math Dept. Chair	08-04-2005	05-26-2006
Explore school-to-career pathways in science classes for grades six through eight.	Principal Asst. Principal Science Dept. Chair Career Specialist	08-04-2005	05-26-2006

### Research-Based Programs

The Glencoe McGraw-Hill, Prentice Hall, Holt, Reinhart science series are used in science classes.

### Professional Development

A workshop will be conducted for science teachers on analyzing student work.

## **Evaluation**

Scores on the FCAT Science Test administered in March 2006 will be analyzed to evaluate this objective. Intermediate progress tests will be administered in October 2005, and December 2005 to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

## GOAL 5: PARENTAL INVOLVEMENT

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 5 STATEMENT:***

All parents should be highly involved in their child's education through school-parent collaboration and volunteer activities to foster academic achievement.

### ***Needs Assessment***

Ninety-four percent of parents agree that the school's overall climate is positive and helps their child learn according to the 2004-2005 School Climate Survey. Current research indicates that parent involvement has a positive impact on student achievement. Parents have requested workshops on parenting skills and the opportunity to be integrally involved in home/school connections. The best results come from a continuous, long-lasting communication with parents. Therefore, it is essential that parent workshops continue throughout the school year covering a variety of topics.

## Measurable Objective

Given the implementation of the school's parental involvement plan, nine parent meetings will be offered for the 2005-2006 school year as evidenced by twenty percent of parents attending one or more workshops or meetings.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct two parent orientation meetings for incoming sixth grade students.	Principal Asst. Principal Asst. Principal Lead Teacher	08-04-2005	05-26-2006
Conduct a Parent Resource Fair where parents may gather essential information to start the new school year.	Principal Asst. Principal Asst. Principal Lead Teacher	08-04-2005	05-26-2006
Conduct a parent workshop on reading strategies to provide parents with the skills and understanding to help their children become better readers.	Principal Asst. Principal Asst. Principal L. A. Dept. Chair	08-04-2005	05-26-2006
Conduct a parent workshop on FCAT Writing skills so parents may better understand and assist their child with the writing process.	Principal Asst. Principal Asst. Principal L. A. Dept. Chair	08-04-2005	05-26-2006
Conduct a parent workshop on science projects so parents may better understand and assist their child with this process.	Principal Asst. Principal Asst. Principal Science Dept. Chair	08-04-2005	05-26-2006
Maintain a Parent Resource Center in the Attendance Office.	Principal Asst. Principal Asst. Principal Lead Teacher	08-04-2005	05-26-2006
Conduct three parent workshops for parents of sixth grade students on organizational/study skills.	Principal Asst. Principal Asst. Principal Lead Teacher Student Ser. Dept. Chair	08-04-2005	05-26-2006

## **Research-Based Programs**

National Standards for Parent/Family Involvement Programs will be utilized.

## **Professional Development**

Organize and conduct a variety of workshops/parent meetings based on the needs and interests of the school's families. Raise awareness within the faculty and staff of the school's commitment to customer service through in-house training sessions.

## **Evaluation**

This objective will be evaluated by keeping records in the form of flyers, invitations, sign-in sheets, and agendas of each workshop/parent meeting offered throughout the year.

## GOAL 6: DISCIPLINE & SAFETY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 6 STATEMENT:***

All students will comply with the M-DCPS Student Code of Conduct in order to promote and maintain a safe learning environment.

### ***Needs Assessment***

The school had only sixty-five SCAMS for the 2004-2005 school year. Based on the number of SCAMS for the 2004-2005 school year, stakeholders agree that preventative measures related to student discipline are essential.

## Measurable Objective

Given the implementation of the school safety and discipline plan, students will improve behavior as evidenced by a one percentage point reduction in the number of SCAMS during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Address issues of teasing and bullying through counseling sessions during each homeroom.	Principal Asst. Principal Asst. Principal Student Services Chair	08-04-2005	05-26-2006
Maintain parent contact logs detailing classroom behavior concerns.	Principal Asst. Principal Asst. Principal	08-04-2005	05-26-2006
Conduct opening of school orientation meetings addressing student behavior standards and expectations.	Principal Asst. Principal Asst. Principal Lead Teacher	08-04-2005	05-26-2006
Provide and review, with each student, the M-DCPS Student Code of Conduct.	Principal Asst. Principal	08-04-2005	05-26-2006
Provide and review the G. W. Carver Middle School agenda that outlines school conduct expectations with each student.	Principal Asst. Principal	08-04-2005	05-26-2006

### Research-Based Programs

Not applicable

### Professional Development

Organize and provide necessary in-service related to promoting and maintaining a safe learning environment.

## **Evaluation**

The evaluation component will incorporate the Miami-Dade County Public School's Student Case Management System as the final data for evaluation, but will also include the District's Climate Survey as a progress-monitoring tool.

## GOAL 7: TECHNOLOGY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 7 STATEMENT:***

All students will master necessary technological skills to ensure future success.

### ***Needs Assessment***

In the 2004 STaR School Profile, student use of technology rated 3.2 on a four point scale at the school. The District average was 2.4 and the State average was 2.3. Current research indicates that application of technology has a positive impact on student achievement and motivation. Stakeholders have requested opportunities to learn more about the ways in which technology can further enhance learning for all.

## Measurable Objective

Given the implementation of the school's technology plan, all students will demonstrate technological skills by completing one technology-related project in a content area course during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Research information related to content areas using the Internet.	Principal Asst. Principal Technology Teacher	08-04-2005	05-26-2006
Create a spreadsheet that can perform automatic calculations.	Principal Asst. Principal Technology Teacher	08-04-2005	05-26-2006
Create a multimedia presentation infusing text, audio, and graphics.	Principal Asst. Principal Technology Teacher	08-04-2005	05-26-2006
Create a word processing document in a content area.	Principal Asst. Principal Technology Teacher	08-04-2005	05-26-2006
Provide students with opportunities to troubleshoot common hardware and software problems.	Principal Asst. Principal Technology Teacher Technology Specialist	08-04-2005	05-26-2006

### Research-Based Programs

Not applicable

### Professional Development

Organize and conduct a variety of trainings based on the needs of students, faculty, and staff. Additionally, familiarize teachers and students with Atomic Learning website providing students, teachers, and parents continuous access to online technology tutorials.

### Evaluation

This objective will be evaluated by student projects, lesson plans, and classroom observations.

## GOAL 8: HEALTH & PHYSICAL FITNESS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 8 STATEMENT:**

Students will develop an appropriate level of health as it relates to physical fitness.

**Needs Assessment**

The FITNESSGRAM results for the 2004-2005 school year indicate that sixty-eight percent of students tested were award winners.

Current research indicates that involvement in a physical fitness program has a positive impact on student achievement.

## Measurable Objective

Given implementation of the FITNESSGRAM program, seventy percent of students enrolled in Physical Education will achieve a passing score on the FITNESSGRAM assessment as evidenced by student performance scores recorded in March 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create class fitness plans.	Principal Asst. Principal Physical Education Teacher Physical Education Teacher	08-04-2005	05-26-2006
Implement stretching routine.	Principal Asst. Principal Physical Education Teacher Physical Education Teacher	08-04-2005	05-26-2006
Implement strength training routine.	Principal Asst. Principal Physical Education Teacher Physical Education Teacher	08-04-2005	05-26-2006
Implement muscular endurance routine.	Principal Asst. Principal Physical Education Teacher Physical Education Teacher	08-04-2005	05-26-2006
Implement cardiovascular exercise routine.	Principal Asst. Principal Physical Education Teacher Physical Education Teacher	08-04-2005	05-26-2006

### Research-Based Programs

Not applicable

### Professional Development

Review District information on FITNESSGRAM program.

## **Evaluation**

Seventy percent of students enrolled in Physical Education will demonstrate passing scores on FITNESSGRAM assessment.

## GOAL 9: ELECTIVES & SPECIAL AREAS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 9 STATEMENT:**

Students will have increased opportunities to participate in foreign language drama clubs.

**Needs Assessment**

The school has three venues for students to participate in drama.

Based upon student interest, a need for an additional foreign language drama club has been established.

## Measurable Objective

Given student interest, involvement in foreign language drama clubs will increase by four percent for the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Compile student interest survey results.	Principal Asst. Principal Asst. Principal Lead Teacher	08-04-2005	05-26-2006
Conduct club fairs.	Principal Asst. Principal Asst. Principal Lead Teacher	08-04-2005	05-26-2006
Identify club sponsors based on staff interest.	Principal Lead Teacher	08-04-2005	05-26-2006
Promote club participation through advertisement.	Principal Lead Teacher Resource Teacher	08-04-2005	05-26-2006
Create an additional foreign language drama club.	Principal Asst. Principal Asst. Principal Lead Teacher	08-04-2005	05-26-2006

### Research-Based Programs

Not applicable

### Professional Development

Training will be provided for new club sponsors related to club sponsor responsibilities.

### Evaluation

The evaluation component will consist of a four percent increase in enrollment in foreign language drama clubs as evidenced by club rosters.

## GOAL 10: RETURN ON INVESTMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**GOAL 10 STATEMENT:**

School will provide for an efficient use of funds to promote maximum student achievement.

**Needs Assessment**

The school has been rated an "A" by the State of Florida for the past four years. However, needs have been established based on data provided by the State related to expenditure per pupil.

## Measurable Objective

Given continuation of present expenditure per pupil ratio, students scoring at FCAT Level 1 or Level 2 in Reading and Mathematics will decrease by one percentage point, as evidenced by scores on the March 2006 FCAT exam.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Prepare annual budget expenditures.	Principal	08-04-2005	05-26-2006
Reduce class size for targeted populations.	Principal Asst. Principal	08-04-2005	05-26-2006
Hire hourly personnel for supplemental classes.	Principal	08-04-2005	05-26-2006
Provide professional development and coaching for faculty based on student needs.	Principal Asst. Principal	08-04-2005	05-26-2006
Provide supplementary materials for remediation.	Principal Asst. Principals Lead Teacher	08-04-2005	05-26-2006

## Research-Based Programs

Not applicable

## Professional Development

Provide opportunities for faculty and staff to understand the school budgeting process.

## Evaluation

This objective will be evaluated by a one percentage point decrease in the number of students scoring at FCAT Level 1 and Level 2 in Reading and Mathematics on the March 2006 FCAT administration.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

### ***Budget:***

The EESAC approved that this year's funds would be expended on technology programs /software as requested by the Language Arts and Mathematics Departments.

### ***Training:***

The EESAC recommended that the staff development plan be continued.

### ***Instructional Materials:***

The EESAC approved the budget for the purchase of Language Arts and Mathematics materials related to technology.

### ***Technology:***

The EESAC approved the budget to allow for the purchase of software programs requested by the Language Arts and Mathematics Departments.

### ***Staffing:***

The EESAC was invited to provide names as staffing needs arose.

### ***Student Support Services:***

The EESAC recommended that Student Services continue to provide services as needed.

### ***Other Matters of Resource Allocation:***

The EESAC reviewed and commented on resource allocation relative to teaching materials.

### ***Benchmarking:***

The EESAC reviewed and commented on the assessment results.

***School Safety & Discipline:***

The EESAC reviewed and commented on the school safety and discipline plan.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*