

SCHOOL IMPROVEMENT PLAN 2007 - 2008

George Washington Carver Elementary School (0721)

Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Dr. Cheryl Johnson

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

G.W. Carver Elementary School was established in 1924 and currently serves 530 students in kindergarten through fifth grade. The school is comprised of 49 percent Hispanic, 32 percent Black Students, 14 percent non-Hispanic White students, and 6 percent Other. In addition, we serve 11 Speech-Impaired students, 11 Language-Impaired students, 26 Specific Learning Disabled students, and 51 Gifted students. We have 21 percent of our students enrolled in as SPED Students, 11 percent are enrolled in English Languages Learners (ELL), and our mobility index rate is 4.

Given instruction using the Sunshine State Standards, students in grades 3-5 will achieve reading skills as evidenced by 73% of the students scoring 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 58% of students meeting FCAT achievement Level 3 or above on the 2008 FCAT administration.

Given instruction using the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58% of students meeting FCAT achievement Level 3 or above on the 2008 FCAT administration.

Given instruction using the Sunshine State Standards, 3rd through 5th grade students will improve their Mathematics skills as evidenced by 62% of the students achieving level 3 or above on the 2008 FCAT administration.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 62% of the students achieving Level 3 or above in mathematics on the 2008 FCAT administration. As a result, this subgroup must improve their mathematic skills by 15% in order to meet this year's state requirements.

Given instruction using the Sunshine State Standards, Black Students will improve their mathematics skills as evidenced by 62% of the students achieving Level 3 or above in mathematics on the 2008 FCAT administration. As a result, this subgroup must improve their mathematic skills by 26% in order to meet this year's state requirements.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their mathematics skills as evidenced by achieving 62% achieving Level 3 or above in mathematics on the 2008 FCAT administration. As a result, this subgroup must improve their mathematic skills by 44% in order to meet this year's state requirements.

Given instruction using the Sunshine State Standards, students in 4th grade will maintain or increase students scores by one percentage point at or above a Level 3.5 or higher on the 2007-2008 FCAT Florida Writing Test scores.

Given instruction using the Sunshine State Standards, 5th grade students will improve their Science skills as evidenced by 56% scoring level 3 or above on the 2008 administration of the Florida Comprehensive Assessment Test.

Increase parent involvement in training workshops to enhance parent support and understanding of FCAT skills.

Given the continuation of the implementation of the 2006 - 2007 school-wide discipline plan at G.W. Carver Elementary School, students will improve their behavior as evidenced by a one percent decrease in the number of Student Case Management System forms for the 2007 - 2008.

Given instruction using the Sunshine State Standards, students in grades K through 5 will spend an average of 30 minutes per week using computer programs, integrated into the classroom curriculum, as evidenced by the student's generated work or computer usage logs or schedules.

Given the results of the Physical FITNESSGRAM Test Summary for 2007, the percent of the 4th and 5th grade students at G.W. Carver Elementary will increase one percentage points on the 2008 administration of the fitness test.

Given the need to develop music and art appreciation opportunities, the number of students participating in music and art cultural experiences will improve by one percent as evidenced in the attendance log during the 2007 - 2008 year when compared to the 2006 - 2007 attendance log.

G. W. Carver Elementary School will improve on the State of Florida ROI index publication from the 68th percentile in 2004 - 2005 to the 69th percentile on the next publication of the index.



School Improvement Plan

2007-2008



G.W. Carver Elementary School's stakeholders, including administrators, teachers, parents, staff, students, and community/business leaders, feel extremely confident that implementing the strategies required meets the above objectives in Reading, Writing, Mathematics, and Science will enable the school to accomplish its mission. Our mission is to provide a learning process which emphasizes the basic and advanced skills needed to prepare students to be lifelong productive and successful citizens in society and to meet the challenges of the 21st Century.

Based on the results of the Organizational Performance Improvement Survey, the staff members at G.W. Carver Elementary School feel that the areas of District Strategic Planning Alignment and Process Management need to be addressed in the 2006 – 2007 school year. In the area of District Strategic Planning Alignment, staff members felt that their ideas were not widely considered when writing the School Improvement Plan. Likewise, in the area of Process Management, staff members felt that they did not have enough access to necessary resources to do their job. In the 2006 – 2007 school year G. W. Carver Elementary will address these issues in order to increase staff member satisfaction.



School Improvement Plan 2007-2008



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.

0721 - GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL

VISION

We, the faculty of G.W. Carver Elementary School, in order to meet the challenges of today and the future, commit ourselves to multicultural global awareness. We hope to attain this by emphasizing cultural sensitivity toward our differences and similarities, consequently, forming a unified student body by setting positive future goals. In addition, we hope to make our students more marketable in today's competitive workforce through the infusion of our Italian, Spanish, and English language programs. We strive to establish a strong culture of professionalism among teachers, administrators, and support staff.

MISSION

The G.W. Carver Elementary School family believes that to accomplish our vision, our mission is to: provide an atmosphere conducive to learning, personal growth, and the promotion of good citizenship; enable all students to become leaders, regardless of ethnicity, race, religion, or social standing; help our students thrive within our expanding multicultural environment; establish communication; and monitor expectations and outcomes through the collaborative efforts of all stakeholders.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

The faculty and parents at our school set the highest expectations to go beyond established academic standards and organizational performance by local and state requirements.

Integrity

We encourage and foster an atmosphere where students, parents, and teachers are able to convey their ideas and beliefs, in a safe and nurturing environment.

Equity

We provide all students the opportunity to excel academically and developmentally without bias or predisposition.

Citizenship

We facilitate a reflective school environment of our country's democratic values, rights and responsibilities, rule of law, due process and equality of opportunity, and ensure that we as professionals are modeling these values.

School Demographics

G.W. Carver Elementary School is located in the historic Bahamian pioneer community of Coconut Grove. The school population of approximately 530 students is comprised of 49 percent Hispanic, 32 Black Students, 14 percent non-Hispanic White students, and 6 percent Other. In addition, we serve 10 Speech-Impaired students, 31 Language-Impaired students, 36 Specific Learning Disability students, and 45 Gifted students. We have 21 percent of our students enrolled in SPED, 15 percent are enrolled as an English Language Learners(ELL) and our mobility index rate is 4. After a quarter century as a primary school with pre-kindergarten through second grade students only, G.W. Carver Elementary School has seen a dramatic change. The addition of the Spanish Extended Foreign Language Program and an Italian Extended foreign Language Program has reconfigured the school. We have added third through fifth grades as part of a Schools of Choice triad with Coral Gables Elementary and Sunset Elementary. A gifted program was initiated during the 1998-1999 school year and continuously adapts to the multicultural needs of our community. G.W. Carver Elementary School is meeting the challenges of the 21st Century. G.W. Carver Elementary School works in conjunction with the Educational Excellence School Advisory Council.

In order to provide the necessary support and assistance to new teachers several programs and strategies have been implemented. At the beginning of the school year, all beginning teachers; met with the Administrative Team and were provided a welcoming tour of the school. In addition to assigning each beginning teacher a mentor teachers as part of their Professional Growth Team, monthly meetings have been scheduled specifically for all beginning teachers. These meetings are structured to address programmatic and operational needs, professional development, any pertinent issues that may arise throughout the school year, as well as to provide needed support and guidance.

The school is equipped with a diverse and highly qualified instructional staff that is committed and devoted to serving the students and community of G.W. Carver Elementary. Current demographic of the staff are as follows 27% white, 18% Black, 53% Hispanic, 2% Asian; 16% male, 84% female; 28% of the teachers have a Master's degree and 5% have a Specialist's degree. We currently have two National Board Certified Teacher, and four of our instructional staff members are National Board Candidates.

To provide assistance and support directly related to properly implementing the Comprehensive Research-Based Reading Plan, the Reading Coach has scheduled regular meetings with beginning teacher to address guided reading and differentiated instruction. The Reading Coach will also conduct model lessons with each beginning, teacher's classroom to demonstrate various effective techniques and strategies that can be employed throughout the school year. Furthermore, model classrooms have been established at each grade level so that beginning teaches, as well as other teachers, can observe how essential elements, such as student centers and classroom libraries, can be organized and arranged to create a stimulating and literate classroom environment.

Various strategies and efforts to effectively implement and utilize the Continuous Improvement Model process to positively impact student achievement will be employed throughout the school year. Teachers at each grade level have common planning and will meet weekly to review student data from benchmark assessments, DIBELS, and teacher observations and plan classroom instruction accordingly.

School Foundation

Leadership:

Based on the results of the Organizational Performance Survey, staff members at G.W. Carver Elementary School feel that the school leadership frequently sets direction for the school, frequently shares the mission and vision of the school, and frequently creates a positive working environment. Because the staff feels that the weakest section of the survey is their opinion of the organization, our motto for the 2007 -2008 school year is, "Team Work Makes the Dream Work". The administration has scheduled grade level chair meetings throughout the school year to answer questions and provide solutions to concerns related to the organization and the school's culture.

District Strategic Planning Alignment:

Based on the results of the Organizational Performance Survey, staff members at G.W. Carver Elementary School are frequently involved in the development of the school's goals and objectives. Staff members also feel that they frequently know the parts of the School Improvement Plan that affect their work and also frequently feel they are making progress in the School Improvement Plan. The weakest in this section was staff's view on the ideas of the organization. The administration, staff, and elected members of EESAC plan and develop the School Improvement Plan, set goals, and objectives that are aligned with the Sunshine State Standards in order to enhance and promote student achievement.

Stakeholder Engagement:

Based on the results of the Organizational Improvement Survey, staff members at G.W. Carver Elementary School feel that they know who their most important stakeholders are, they frequently keep in touch with their stakeholders, and they frequently asked their stakeholders if they are satisfied. Whereas, the weakest in the section was the staff's input in the decision making process. The stakeholders at G. W. Carver Elementary school are provided opportunities to voice their concerns and suggestions in an effort to better the organization and ultimately improve services to staff, students, and parents. At G.W. Carver Elementary, a high level of customer satisfaction is maintained.

Faculty & Staff:

Based on the results of the Organizational Improvement Survey, staff members feel that they can frequently make changes that will improve their work. Their supervisor frequently encourages them to develop their job skills. They are frequently recognized for their work. Whereas, the staff feels that safety at the workplace is their concern and is the weakest section in the survey. The school's administration has taken these concerns to the appropriate authority and currently many of the windows are being replaced, the floors and walls are being refurbished.

Data/Information/Knowledge Management:

Based on the results of the Organizational Improvement Survey, staff members feel that they can frequently make changes that will improve their work. Their supervisor frequently encourages them to develop their job skills. They are frequently recognized for their work. The weakest in this section was the staff's concern for safety at the workplace. The school's administration has taken these concerns to the appropriate authority and currently many of the windows are being replaced, the floors and walls are being refurbished.

Education Design:

Based on the results of the Organizational Performance Improvement Survey, the staff members at G.W. Carver Elementary School feel that they frequently know how to measure their work quality. They frequently know how to use analysis for making work related decisions. Whereas, the weakest in this section was staff's information needed to know about how their work location is doing.

Performance Results:

Based on the results of the Organizational Performance Improvement Survey, staff members at G.W. Carver Elementary feel that they are frequently satisfied with their work. They frequently feel that their work is of high quality. Their time and talents are frequently used well. The school frequently removes things that get in the way of progress. The weakest in this section was staff's financial knowledge of the organization. The school adheres to laws and regulations. The school has high standards and ethics. The school helps them help their community, and they are satisfied with their jobs.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Reading Statement

Reading

Needs Assessment

An analysis of student performance on the 2007 FCAT Reading test indicates that the weakest content cluster in reading for 3rd grade students was Reference/Research at a mean percentage score of 50%. The strongest content cluster for third grade students was Comparisons achieving a mean percentage score of 59%.

The data indicates that the 4th grade students' weakest content cluster is Words/Phrases at a mean score of 60%. The 4th grade students demonstrated strength in Reference/Research at a mean score of 75%.

The data indicates that the 5th grade students' strongest content cluster is Reference/Research at a mean score of 75%. The data also indicates that the weakest content cluster for 5th grade students is Main Idea/Purpose at a mean score of 61%.

The assessment of the 2007 FCAT Reading test data reveals that only 32% of Students With Disabilities (SWD) met scores at or above grade level. As a result, this subgroup must improve their reading skills at or above grade level by 26% in order to meet this year's state requirements.

Furthermore, the 2006 FCAT Reading test also indicates that only 40% of the Black students, in this subgroup, met scores at or above grade level. As a result, this subgroup must improve their skills at or above grade level by 18% in order to meet this year's state requirements.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will achieve reading skills as evidenced by 73% of the students scoring 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 58% of students meeting FCAT achievement Level 3 or above on the 2008 FCAT administration.

Given instruction using the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58% of students meeting FCAT achievement Level 3 or above on the 2008 FCAT administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an inservice training on the 2007 Comprehensive Research-Based Reading Plan to K through 5 classroom teachers.	Principal, Assistant Principal, and Grade Level Chairpersons	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Provide professional development to K-5th teachers that will directly impact student achievement, specifically, Economically Disadvantaged students and Black students (see professional development list that follows).	Principal, Assistant Principal, Reading Coach, and Grade Level Chairs	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Implement Reading First Requirements according to all grade levels, specifically, Economically Disadvantaged and Black students.	Principal, Assistant Principal, and Reading Coach	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Provide after School Tutoring Program for FCAT levels 1 and 2, specifically, Black Students and Economically Disadvantage students.	Principal and Assistant Principal	8/20/2007	5/30/2008	District-wide Literacy Plan	13000
Utilize DIBELS Data to drive instruction in all grades.	Principal, Assistant Principal, and Reading Coach	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement the Comprehensive Core Reading Program in grades K through 5th.	Principal, Assistant Principal, and Reading Coach	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Implement appropriate and meaningful literacy centers in grades K through 5th to support instruction.	Principal, Assistant Principal, and Reading Coach	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Analyze K through 5th assessment data including DIBELS and adjust classroom instruction and the instructional focus calendars as needed.	Principal, Assistant Principal, and Reading Coach	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Reading Series
 Early Success
 Soar to Success
 Voyager Passport
 RiverDeep

Professional Development



School Improvement Plan 2007-2008



District Trainings:

Reading Coaches Conference
DIBELS
Reading First Academy
Project Right Beginnings Workshop
Project OWL Workshop
Project DRAW Workshop

In-House Trainings:

Diagnostic Assessment of Reading Training
Steck Vaughn Vocabulary Kits
Voyager
Early Success
Soar to Success
LEaRN (Learning Essentials and Reading Network)
K-1 Student Activities Centers
2-3 Student Activities Centers
Differentiated Instruction
The Eastern Regional Reading First Technical Assistance
Center (ERRFTAC) Program Specific Professional Development

Evaluation

Utilize the 2008 Florida Comprehensive Assessment Test for Reading (FCAT), the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), including the results from the Interim Assessment grades 3 through 5, and bi-weekly Benchmark Assessments (teacher site-authored evaluations) to monitor student's progress toward the objectives and to redirect intervention and instructional strategies.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Mathematics

Needs Assessment

An analysis of student performance on the 2007 FCAT Mathematics test indicates that the weakest Content Cluster in mathematics for 3rd grade students is Data Analysis at a mean score of 43%. The data reveals the third grade's strongest Content Cluster is Measurement at a mean score of 63%.

The data indicates that the weakest Content Clusters for 4th grade students is Algebraic Thinking at a mean score of 57%, and Data Analysis at a mean score of 57%. The data reveals that the strongest Content Cluster in 4th grade is Geometry at a mean score of 71%.

The data indicates that the weakest Content Cluster for 5th grade students is Data Analysis at a mean score of 50%. The data reveals that the strongest Content Cluster in 5th grade is Algebraic Thinking at a mean score of 55%.

The analysis of the 2007 FCAT Mathematics test data reveals that only 47% of Economically Disadvantaged students scored at or above grade level. As a result, this subgroup must improve their mathematics skills at or above grade level by 15% in order to meet this year's state requirement.

In addition, the data analysis indicates that only 36% of Black Students scored at or above grade level. As a result, this subgroup must improve their mathematics skills at or above grade level by 26% in order to meet this year's state requirement.

The data analysis also indicates that 18% of the Students with Disabilities scored at or above grade level. As a result, this subgroup must improve their mathematics skills by 44% in order to meet this year's state requirement.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 3rd through 5th grade students will improve their Mathematics skills as evidenced by 62% of the students achieving level 3 or above on the 2008 FCAT administration.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 62% of the students achieving Level 3 or above in mathematics on the 2008 FCAT administration. As a result, this subgroup must improve their mathematic skills by 15% in order to meet this year's state requirements.

Given instruction using the Sunshine State Standards, Black Students will improve their mathematics skills as evidenced by 62% of the students achieving Level 3 or above in mathematics on the 2008 FCAT administration. As a result, this subgroup must improve their mathematic skills by 26% in order to meet this year's state requirements.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their mathematics skills as evidenced by achieving 62% achieving Level 3 or above in mathematics on the 2008 FCAT administration. As a result, this subgroup must improve their mathematic skills by 44% in order to meet this year's state requirements.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate performance based activities utilizing impulative materials, problem solving, technology, and critical thinking for all grades, specifically, for Economically Disadvantaged students, Black students, and Students with Disabilities.	Principal, Assistant Principal, and Mathematics Resource	8/20/2007	5/30/2008	Education Innovation	0
Implement during and after school tutorial programs to address areas of weakness in Mathematics using a diagnostic approach for students in grades 3rd, 4th, 5th, and specifically Black Students, Economically Disadvantaged, and Students with Disability.	Principal and Assistant Principal	8/20/2007	3/31/2008	Alternative Education	13000
Implementation of the Harcourt Mathematics Series and the District Competency Based Curriculum for K through 5th grades.	Principal, Assistant Principal, and Mathematics Resource Teacher	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Participation of K through 5th grade students in the annual Mathematics Bee Competition.	Principal, Assistant Principal, and Mathematics Resource Teacher	8/20/2007	5/30/2008	Education Innovation	0
Participate in SECME activities and implement SECME Strategies at all grade levels.	Principal, Assistant Principal, and Mathematics Resource Teacher	8/20/2007	5/30/2008	Education Innovation	0
Provide individualized and small group instruction weekly for Economically Disadvantaged, Black Students, and Students with Disabilities who did not meet AYP, in addition, students in 3rd, 4th, and 5th grades.	Principal, Assistant Principal, Mathematics Resource Teacher	8/20/2007	5/30/2008	Alternative Education	0

Research-Based Programs

Harcourt Mathematics Series
RiverDeep

Professional Development

Riverdeep
Mathematics FCAT trainings

Evaluation

The 2007 - 2008 Florida Comprehensive Assessment Test for Mathematics (FCAT), the District Interim Assessment, and the site-developed benchmark assessments will be used to monitor student's progress toward the objectives and to redirect intervention and instructional strategies.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

Writing

Needs Assessment

An analysis of student performance data on the 2007 FCAT Writing+ Test reflects a decrease in Expository Writing from a mean score of 4.3 in 2006 to a mean score of 4.1 in 2007. Additionally, an analysis of the Narrative Writing scores indicates that the fourth grade students increased the mean score of 4.0 in 2006 to a mean score of 4.2 in 2007. Overall, G.W. Carver Elementary maintained a combined mean score of 4.1 from 2006 to 2007 on the FCAT administration. Overall, the fourth grade students achieved higher standards earning a 96% mean score in the 2007 administration as compared to a 90% mean score in the 2006 FCAT.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in 4th grade will maintain or increase students scores by one percentage point at or above a Level 3.5 or higher on the 2007-2008 FCAT Florida Writing Test scores.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Model writing lessons that provide teachers with strategies and resources to be used in the writing process across the curriculum.	Principal, Assistant Principal, and teachers	8/20/2007	5/30/2008	Education Innovation	0
Monitor writing test results to identify and address low performing students to develop conventions in student's writing.	Principal, Assistant Principal, and teachers	8/12/2007	5/30/2008	Education Innovation	0
Utilize the Houghton Mifflin Reading and Writing Workshop to enhance and focus on the writing process. Implement culminating activities to include main ideas, focus, and conventions in student's writing.	Principal, Assistant Principal, and teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Provide teachers with professional development institutes and inservices for Writing+ requirements.	Principal, Assistant Principal, and teachers	8/20/2007	5/30/2008	Advanced Academics	0

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Teachers will have training provided in the following areas:
 Houghton Mifflin Reading and Writing Workshop
 Project CRISS
 Writing Across the Curriculum

Evaluation

The 2007 - 2008 Florida Comprehensive Assessment Test (FCAT) Writing Progress will be monitored by the administration of the districts pre/post writing test and on site authored monthly expository and narrative writing tests.

Science Goal

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

Florida Education Priorities

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

Science Statement

Science

Needs Assessment

An analysis of student performance on the 2007 FCAT Science test indicates that G.W. Carver Elementary School surpassed all district and state mean scale scores. The weakest content cluster in Science is Life and Environmental with a mean score of 50%. The strongest content cluster for fifth grade students was Physical Science achieving a mean percentage score of 58%.

Measurable Objective

Given instruction using the Sunshine State Standards, 5th grade students will improve their Science skills as evidenced by 56% scoring level 3 or above on the 2008 administration of the Florida Comprehensive Assessment Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct hands on experiments/investigations for all grade levels to enhance achievement.	Principal, Assistant Principal, Classroom Teachers, and Science Resource Teacher	8/20/2007	5/30/2008	Education Innovation	0
Participate in SECME activities and implement SECME strategies in all grades.	Principal, Assistant Principal, Classroom Teachers, and Science Resource Teacher	8/20/2007	5/30/2008	Advanced Academics	0
Follow Science Curriculum scope and sequence for grades k through 5th.	Principal, Assistant Principal, Classroom Teachers, and Science Resource Teacher	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Participate in FOSS activities throughout all grade levels to provide hands on lessons.	Principal, Assistant Principal, Classroom Teachers, and Science Resource Teacher	8/20/2007	5/30/2008	Education Innovation	0
Integrate problem solving and critical thinking skills in K through 2nd grade.	Principal, Assistant Principal, Classroom Teachers, and Science Resource Teacher	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Expose students in grades three through five to Environmental Studies and issues through their participation in field trips highlighting environmental concerns.	Principal, Assistant Principal, Classroom Teachers, and Science Resource Teacher	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Implement the new Scott Foresman Science Series in all grade levels.	Principal, Assistant Principal, and Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Maintain the Participation of third through fifth grade student in the Science Fair.	Principal, Assistant Principal, Classroom Teachers, and Science Resource Teacher	3/24/2008	5/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Scott Foresman Science Series
Full Option Science System (FOSS)

Professional Development

Continue participation to SECME workshops
Participate in the Scott Foresman Science Series training
Improve classroom Instruction through technology training

Evaluation

Utilize mean scale scores on the 2007 FCAT Science and District Interim Assessments to measure performance. Use the Scott Foresman series, weekly tests, and unit tests to monitor student progress.

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

Parent Involvement

Needs Assessment

The data regarding parental involvement for the 2007 school year reveals that parent's attendance and involvement improved by two percent since 2006. However, there still a need to increase parent involvement by three percentage points. This will be done through the use of workshops that enhance parent support and help them understand the FCAT.

Measurable Objective

Increase parent involvement in training workshops to enhance parent support and understanding of FCAT skills.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide academic information and school activity information for parents attending our annual Parent Teacher Association meetings.	Principal, Assistant Principal, PTA Board, and School Counselor	8/29/2007	5/30/2008	Parental Choice Options	0
Provide parents with new volunteer screening protocol and procedures and volunteer log at the beginning of all training sessions.	Principal, Assistant Principal, PTA Board, and School Counselor	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Provide access to Parent Resource Center located in the Media Center after each workshop.	Principal, Assistant Principal, and School Counselor	8/20/2007	5/30/2008	Improve Public Perception	0
Provide FCAT parent workshop in grades 3rd, 4th, and 5th.	Principal and Assistant Principal	10/5/2007	3/31/2008	Parental Choice Options	0
Conduct parent meetings that will be useful and informative to better assist their child with academic requirements.	Principal, Assistant Principal, and School Counselor	8/20/2007	5/30/2008	Parental Choice Options	0
Conduct an Open House providing a Resource Fair and classroom teacher presentations.	Principal, Assistant Principal, Teachers, and School Counselor	9/5/2007	9/6/2007	Improve Public Perception	0
Disseminate information regarding Parent Academy Classes throughout the school year.	Principal and Assistant Principal	8/20/2007	5/30/2008	Parental Choice Options	0

Research-Based Programs

National Parent Teacher Association Standard (PTA) Standards for Parent/Family Involvement and the 8 Step Continuous Improvement Model

Professional Development

Provide training and orientation to parent volunteers regarding the district's board rule on the School Volunteer Program Policies and Procedures and the registration form. Include information related to Parent Academy and Parent Portal at the parent resource center.

Evaluation

Evaluate the volunteers' attendance at training workshops as evidenced by the sign in logs.

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety Statement

Discipline and Safety

Needs Assessment

An analysis of the 2006-2007 Executive Summary Student Case Management Report reflects 175 student referrals. A decrease in student referrals during the 2007-2008 school year will be achieved.

Measurable Objective

Given the continuation of the implementation of the 2006 - 2007 school-wide discipline plan at G.W. Carver Elementary School, students will improve their behavior as evidenced by a one percent decrease in the number of Student Case Management System forms for the 2007 - 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parents with a copy of the Student Code of Conduct at the beginning of the school year and during the Open House.	Principal and Assistant Principal	8/29/2007	5/30/2008	Safe and High-quality Facilities	0
Provide individual counseling to students with academic and behavior problems.	Principal, Assistant Principal, and counselor	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Utilize Child Study Teams to develop behavior modification plans with parents for students needing assistance with behavior or academic problems.	Principal, Assistant Principal, and counselor	9/14/2007	5/30/2008	Education Innovation	0
Utilize Functional Assessment of Behavior (FAB) with students having behavioral problems.	Principal, Assistant Principal, School Counselor, SPED Teacher	9/7/2007	5/30/2007	Advanced Academics	0
Using the Healthy Schools Program, we will develop a wellness council to implement program objectives.	Principal and Assistant Principal	9/19/2007	5/30/2008	Education Innovation	0

Research-Based Programs

None

Professional Development

Training in the use of the Functional Assessment of Behavior (FAB)

Evaluation

Comparison of the 2007 Executive Summary of submitted Student Case Management forms to the 2008 Executive Summary of submitted Student Case Management forms will show a decrease in the number of Student Case Management forms submitted.

Technology Goal

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

Florida Education Priorities

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 checked="" 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 checked="" type="checkbox"/>

Technology Statement

Technology

Needs Assessment

An analysis of the 2006 technology survey at G.W. Carver Elementary School's STAR Survey reflects a need to improve the use of technology across the curriculum for 2007.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades K through 5 will spend an average of 30 minutes per week using computer programs, integrated into the classroom curriculum, as evidenced by the student's generated work or computer usage logs or schedules.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Purchase video-on-demand subscription and LCD projector to enhance student learning and differentiated instruction.	Principal and Assistant Principal	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Train students to utilize online databases to enhance information and research skills.	Principal, Assistant Principal, Media Specialist,	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Utilize data driven software applications (Accelerated Reader, STAR, EduSoft, Riverdeep, and FCAT Explorer) to enhance understanding of FCAT skills.	Principal, Assistant Principal, Media Specialist,	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide training for teachers in the use of laptops to facilitate electronic grade book and enhance curriculum planning and instruction.	Principal and Assistant Principal	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Utilize the mobile lab containing student laptops with wireless Internet access to be utilized across the curriculum.	Principal, Assistant Principal, Media Specialist,	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Provide additional computers to facilitate the use of web based software applications such as FCAT Explorer, RiverDeep, Accelerated Reading, and STAR assessment to enhance FCAT skills across the curriculum.	Principal, Assistant Principal, Technology Specialist, Media Specialist	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Expand access to innovative digital technologies and learning opportunities by training teachers on the Apple platform.	Principal, Assistant Principal, Media Specialist,	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs

National Educational Technology Standards (NETS)

Professional Development

Improving Classroom Instruction through Technology
Using Technology to Improve Academic Performance

Evaluation

Increased utilization of technology across the curriculum as evidenced by the student's generated work or computer usage logs or schedules indicating that each student spends at least 30 minutes per week using software programs.

Health & Physical Fitness Goal

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

Florida Education Priorities

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 checked="" 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 checked="" type="checkbox"/>

Health & Physical Fitness Statement

Health and Physical Fitness

Needs Assessment

An analysis of the Physical Fitnessgram Test Summary for the 2006 -2007 school year indicates that 93% of 4th and 5th grade students were award winners based on the National Standards for Physical Education.

Measurable Objective

Given the results of the Physical FITNESSGRAM Test Summary for 2007, the percent of the 4th and 5th grade students at G.W. Carver Elementary will increase one percentage points on the 2008 administration of the fitness test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review physical education lesson plans to ensure they are aligned with the Sunshine State Standards.	Principal, Assistant Principal, and Physical Education Coach	8/20/2007	5/30/2008	Student Wellness	0
Ensure that students attending P.E. are exposed to various conditioning activities that will prepare them for the FITNESSGRAM.	Principal, Assistant Principal, and Physical Education Coach	8/20/2007	5/30/2008	Student Wellness	0
Schedule thirty minutes of daily Physical Education (P.E.) for all grade two through five students.	Principal, Assistant Principal, and Physical Education Coach	8/20/2007	5/30/2008	Student Wellness	0
Provide the P.E. Teachers opportunities to attend physical education workshops provided by the District.	Principal, Assistant Principal, and Physical Education Coach	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Disseminate FITNESSGRAM information to fourth and fifth grade parents.	Principal, Assistant Principal, and Physical Education Coach	8/20/2007	5/30/2008	Student Wellness	0
Schedule regular meetings between P.E. teachers to discuss overall program, student needs, and ensure there is continuity in instruction across all grade levels.	Principal, Assistant Principal, and Physical Education Coach	8/20/2007	5/30/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

Attend workshops on Physical Fitness

Evaluation

Scores of the Physical Fitnessgram Test for 2008 will show an increase of one percentage point by students at G.W. Carver Elementary when compared to 2007 Fitnessgram test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

Electives and Special Areas

Needs Assessment

An analysis of the student attendance log for music and art cultural experiences at G.W. Carver Elementary School, 2006 – 2007 indicates that only 369 students in grades K through 5 participated in school-wide cultural experiences. There is a need to increase student participation during 2007 - 2008 school year in cultural events.

Measurable Objective

Given the need to develop music and art appreciation opportunities, the number of students participating in music and art cultural experiences will improve by one percent as evidenced in the attendance log during the 2007 – 2008 year when compared to the 2006 – 2007 attendance log.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop Kindergarten and first grade art program with parent volunteers.	Principal and Assistant Principal, Parent volunteers, and Art Teacher	10/2/2007	5/30/2008	Education Innovation	0
Attend New World Symphony children's concerts for all students.	Principal and Assistant Principal, Parent volunteers, and Art Teacher	11/2/2007	5/30/2008	Academic Enrichment Opportunities	0
Develop Multicultural Arts and Music Career Day for all students in the school.	Principal, Assistant Principal, and School Counselor	4/14/2008	4/14/2008	Academic Enrichment Opportunities	0
Implement Reflections Art Program during art classes to students in grades 4th and 5th.	Principal and Assistant Principal, Parent volunteers, and Art Teacher	10/2/2007	5/30/2008	Academic Enrichment Opportunities	0
Implement Cultural Arts Day for all students.	Principal and Assistant Principal, Parent volunteers, and Art Teacher	4/2/2008	5/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Silver Burdett Music Series
Supplemental Program: Music Connection Silver Burdett

Professional Development

Participate in music and art workshops
Participate in local community cultural programs

Evaluation

The objective will be evaluated by an increase of one percent on the performance attendance logs.

Return On Investment Goal

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

Florida Education Priorities

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 checked="" 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 checked="" type="checkbox"/>

Return On Investment Statement

G.W. Carver Elementary will demonstrate effort to improve fiscally efficient manner.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in 2005 G. W. Carver Elementary School ranked at the 68th percentile on the State of Florida ROI index.

Measurable Objective

G. W. Carver Elementary School will improve on the State of Florida ROI index publication from the 68th percentile in 2004 - 2005 to the 69th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reallocate existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principal	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Develop an understanding of the use of financial resources in relation to school programs.	Principal and Assistant Principal	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Collaborate with the District on resource allocation.	Principal and Assistant Principal	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Partner with community advocates and share use of facilities.	Principal and Assistant Principal	8/20/2007	5/30/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

Administrator training in the Continuous Improvement Model (CIM).
 Administrator training on overall budget planning for the school.
 Administrator training on state-of-the-art teaching techniques.
 Administrator training on data analysis.

Evaluation

On the next State of Florida ROI index publication, G.W. Carver Elementary School will show progress toward reaching the 69 percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC recommended collaboration with the administration to identify and recognize the school's budgetary needs. The EESAC members also voted for the disbursement of school funds for supplementary materials to improve student achievement.

Training:

The EESAC recommended staff development for the enhancement of teaching skills and the implementation of the strategies for each of the objectives in the School Improvement Plan.

Instructional Materials:

The EESAC recommended the purchase of supplementary Reading and Mathematics materials to enhance the academic skill development of our students.

Technology:

The EESAC also continues to support the infusion of technology into the curriculum by providing financial assistance for training and purchase of hardware.

Staffing:

The EESAC recommended continued support for the hiring of hourly teachers to assist in the delivery of the strategies under each of the School Improvement Plan objectives. As a result, certified teachers will be hired as hourly to conduct tutoring.

Student Support Services:

The EESAC recommended and encouraged communication with parents through conferences, Child Study Team meetings, parental workshops, individual counseling, developmental group counseling and referrals to outside group agencies when appropriate. The EESAC also participates in planning for our yearly multicultural career week, exploring professions in our community and those of our parents.

Other Matters of Resource Allocation:

The EESAC will continue to support Science and Mathematics studies emphasized through the program of the Science and Mathematics resource teacher.

Benchmarking:

The EESAC recommended the discussion and analysis of the Houghton Mifflin reading series, FCAT and SAT scores to determine the strategies to meet the SIP objectives.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommended, in collaboration with student services personnel, committees such as: Safety Patrol, Critical Incident Response Team, Volunteer programs and Do the Right Thing...to promote a healthy , safe and balanced environment for students and staff members alike.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	13000
Mathematics	13000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	26000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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.

Region Superintendent