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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 0721 - George Washington Carver Elementary School

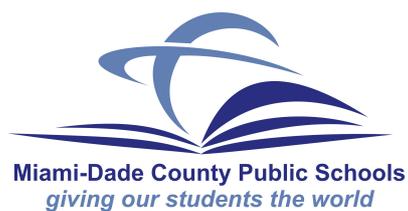
*FeederPattern:* Coral Gables Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Dr. Cheryl Johnson

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *George Washington Carver Elementary School*

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G.W. Carver Elementary School was established in 1924 and currently serves 547 students in kindergarten through fifth grade. The school is comprised of 46 percent Hispanic, 33 percent African American, 20 percent non-Hispanic White students, and 1 percent Other. In addition, we serve 10 Speech-Impaired students, 15 Language-Impaired students, 38 Specific Learning Disabled students, and 60 Gifted students. We have 20 percent of our students enrolled in Exceptional Student Education (ESE) programs, 6 percent are enrolled in English for Speaker of Other Languages (ESOL), and our mobility rate is 4 percent.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by a 5 percent increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instructions using the Sunshine State Standards, 3rd through 5th grade students will improve their Mathematics skills as evidenced by a 5 percent increase in the percentage of students scoring FCAT achievement level 3 or above on the 2006 administration of the Florida Comprehensive Assessment Test.

Given instruction using the Sunshine State Standards, students in 4th grade will maintain or improve their combined Writing scores by 1 percentage point on the 2006 administration of the Florida Comprehensive Assessment Test for writing.

Given instruction using the Sunshine State Standards, students in grade 5 will meet or exceed their Science content knowledge and scientific thinking skills as evidenced by increase of 1 point in the mean scale score on the 2006 FCAT Science assessment.

There is a need to increase parent involvement in training workshops to enhance parent support and understanding of FCAT skills.

Given the implementation of the 2006 school-wide discipline plan at G.W. Carver Elementary School, students will improve behavior as evidenced by a 5% decrease in the number of Student Case Management System forms from 2005.

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 progress reports generated by Riverdeep.

Given the results of the Physical Fitness Test Summary for 2005, the percent of the 4th and 5th grade students at G.W. Carver Elementary will increase 3 percentage points on the 2006 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 5 percent as evidenced in the attendance log during the 2005 – 2006 year when compared to the 2004 – 2005 attendance log.

G. W. Carver Elementary School will improve on the State of Florida ROI index publication from the 77th percentile in 2003 to the 79th percentile on the next publication of the index.

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 2005 – 2006 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 2005 – 2006 school year G. W. Carver Elementary will address these issues in order to increase staff member satisfaction.

## 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 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

### 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*

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G.W. Carver Elementary School is located in the historic Bahamian pioneer community of Coconut Grove. The school population of approximately 547 students is comprised of 46 percent Hispanic, 33 African American, 20 percent non-Hispanic White students, and 1 percent Other. In addition, we serve 10 Speech-Impaired students, 15 Language-Impaired students, 38 Specific Learning Disability students, and 60 Gifted students. We have 20 percent of our students enrolled in Exceptional Student Education (ESE) Programs, 6 percent are enrolled in English for Speakers of Other Languages (ESOL) 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.

# *School Foundation*

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## ***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 share the mission and vision of the school, frequently creates a positive working environment, and frequently involves the staff members in the day to day operation of the school.

## ***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.

## ***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, they frequently asked their stakeholders if they are satisfied, and they are frequently allowed to make decisions to solve stakeholder problems.

## ***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. Their work-place is safe and their supervisor cares about them.

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

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, and they frequently get all of their information to get their work done.

## ***Education Design:***

Based on the results of the Organizational Performance Improvement Survey, the staff members at G.W. Carver Elementary School feel that they can frequently get all of the resources they need to do their work. They frequently collect data about the quality of their work, and they frequently have good processes for doing their work.

G.W. Carver Elementary School also has extended learning opportunities such as a daily tutoring program and an after school tutoring program. To increase student achievement and help close the achievement gap, G.W. Carver Elementary School has also adopted the 8-Step Continuous Improvement Model (CIM) as its school-wide school improvement plan. G.W. Elementary School also offers classes for gifted students and has an Extended Foreign

Language Program.

***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. They sometimes know how well the school is doing financially. Their time and talents are frequently used well. The school frequently removes things that get in the way of progress. The school obeys laws and regulations. The school has high standards and ethics. The school helps them help their community, and they are satisfied with their jobs.

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

### ***GOAL 1 STATEMENT:***

Given instruction based on the Sunshine State Standards, students in 3rd through 5th grades will increase their reading skills as evidenced by a 5 percent increase in the percentage of students scoring at FCAT achievement level 3 or higher on the 2006 administration of the FCAT.

### ***Needs Assessment***

An analysis of student performance on the 2005 FCAT reading test indicates that the weakest Content Clusters in reading for 3rd grade students were Words and Phrases and Reference/Research. The 3rd grade students demonstrated strength in the Comparison cluster performing at 75%. The data indicate that the weakest Content Clusters for 4th grade students were Reference/Research and Comparison. The 4th grade areas of strength were Words and Phrases at 71% and Main Idea at 70%. The 5th grade students did not demonstrate any weakness below 75%. Our 3rd grade students need to improve reading comprehension skills. Activities focusing on vocabulary, comparing and contrasting, and main idea will enhance comprehension. Students in 4th grade will need to participate in a variety of research-based activities to improve their reference and research skills. The 5th grade students will continue to work on all areas to maintain their level of achievement. Additionally, students in the lowest 25% have shown continued progress in reading.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by a 5 percent increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Curriculum Mapping in grades k through 5th .	Grade Level Chairpersons, Principal and Assistant Principal	08/01/2005	05/01/2006
Utilize DIBELS Data to drive Instruction.	Reading Coach, Principal and Assistant Principal	08/01/2005	05/01/2006
Provide Daily Reading Intervention.	Reading Coach, Principal and Assistant Principal	08/01/2005	05/01/2006
Provide after School Tutoring Program for FCAT levels 1 and 2.	Assistant Principal, and Principal	08/01/2005	05/01/2006
Implement Reading First Requirements.	Principal, Reading Coach, and Assistant Principal	08/01/2005	05/01/2006
Implement the Comprehensive Core Reading Program.	Principal and Reading Coach, Assistant Principal	08/01/2005	05/01/2006

## Research-Based Programs

Houghton Mifflin Reading Series

Early Success

Soar to Success

Elements of Reading

Voyager Passport

## **Professional Development**

Reading Coaches Conference

DIBELS

Diagnostic Assessment of Reading Training

Ongoing training of Houghton Mifflin Reading

Project Right Beginnings Workshop

Project OWL Workshop

Project DRAW Workshop

## **Evaluation**

Utilize the 2006 Florida Comprehensive Assessment Test for Reading (FCAT) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

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

**GOAL 2 STATEMENT:**

Given instruction based on the Sunshine State Standards, students in 3rd through 5th grade will increase their Mathematics skills as evidenced by a 5 percent increase in the percentage of students scoring at FCAT achievement level 3 or higher on the 2006 administration of the FCAT.

**Needs Assessment**

An analysis of student performance of the Mathematics 2004 FCAT data indicates that the weakest areas for students in grade 3 are number sense, measurement, geometry, data analysis, and algebraic thinking. Students in grade 4 and 5 are weakest in number sense measurement, data analysis, and algebraic thinking, but continue to show improvement in geometry.

**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"/>												

## Measurable Objective

Given instructions using the Sunshine State Standards, 3rd through 5th grade students will improve their Mathematics skills as evidenced by a 5 percent increase in the percentage of students scoring FCAT achievement level 3 or above on the 2006 administration of the Florida Comprehensive Assessment Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Curriculum Mapping In grades k through 5th .	Teachers, Assistant Principal, and Principal	08/01/2005	05/01/2006
Implementation of the Harcourt Mathematics Series and the District Competency Based Curriculum.	Mathematics Resource Teacher, Assistant Principal, and Principal	08/01/2005	05/01/2006
Incorporate performance based activities utilizing manipulative materials, problem solving, technology, and critical thinking.	Mathematics Resource Teacher, Assistant Principal, and Principal	08/01/2005	05/01/2006
Implement during and after school tutorial programs to address areas of weakness in Mathematics using a diagnostic approach.	Assistant Principal and Principal	08/01/2005	05/01/2006
Provide individualized and small group instruction weekly.	Teachers, Assistant Principal, and Principal	08/01/2005	05/01/2006
Participate in SECME.	Mathematics Resource Teacher, Assistant Principal, and Principal	08/01/2005	05/01/2006
Participate school-wide Mathematics Bee.	Mathematics Resource Teacher, Assistant Principal, and Principal	08/01/2005	05/01/2006

### Research-Based Programs

Harcourt Mathematics Series

## **Professional Development**

Raising the Bar to Build Capacity

SECME

Riverdeep

Mathematics FCAT trainings

CRISS

## **Evaluation**

The 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics

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

### ***GOAL 3 STATEMENT:***

Given instruction based on the Sunshine State Standards, students in 4th grade will maintain or increase a mean score of 3.8 in Expository Writing on the 2006 Florida Comprehensive Assessment Test. Additionally, given instruction based on the Sunshine State Standards children in 4th grade will maintain or increase a mean score of 4.0 in Narrative writing on the 2006 Florida Comprehensive Assessment Test. Given instruction based on the Sunshine State Standards, students in 4th grade will maintain or increase a mean score of 3.9 on the combined writing score of the 2006 Florida Comprehensive Assessment Test.

### ***Needs Assessment***

An analysis of student performance data on the 2005 FCAT Writing assessment reflects an increase in Expository Writing from a mean score of 3.8 in 2003 – 2004 to a mean score of 3.9 in 2004 – 2005. Additionally, an analysis of the Narrative Writing scores indicates that G.W. Carver Elementary School maintained a mean score of 4.0 from 2003 - 2004 to 2004 – 2005. Overall, there was an increase in student performance from a 3.9 in 2003 – 2004 to 4.0 in 2004 -2005 on the combined score. Although students have shown continued progress in writing, tutorial services emphasizing the development of supporting ideas, sentence structure, punctuation, spelling, and organizational patterns will be needed for these students.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in 4th grade will maintain or improve their combined Writing scores by 1 percentage point on the 2006 administration of the Florida Comprehensive Assessment Test for writing.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Monthly Writing Prompts.	Teachers, Assistant Principal and Principal	08/01/2005	05/01/2006
Provide after school tutorial Intervention.	Assistant Principal and Principal	08/01/2005	05/01/2006
Monitor and analyze data to drive instruction.	Teachers, Assistant Principal, and Principal	08/01/2005	05/01/2006
Implement instructional focus on the identification of writing skills and alignment of the Sunshine State Standards and grade	Teachers, Assistant Principal, and Principal	08/01/2005	05/01/2006

## Research-Based Programs

Houghton Mifflin Reading Series

## Professional Development

8-Step Continuous Improvement Model

## Evaluation

Utilize 2006 Florida Comprehensive Assessment Test for Writing

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

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

Given instruction based on the Sunshine State Standards, students in 5th grade will maintain or increase by 1 point their Science score on the 2006 administration of the Florida Comprehensive Assessment Test.

### ***Needs Assessment***

An analysis of student performance data on the 2005 FCAT Science assessment indicates that the weakest content clusters for students in grade 5 are Scientific Thinking and Earth and Space Science. Although G.W. Carver Elementary School surpassed all district and state mean scale scores, we must focus instruction on Scientific Thinking and Earth and Space Science.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will meet or exceed their Science content knowledge and scientific thinking skills as evidenced by increase of 1 point in the mean scale score on the 2006 FCAT Science assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide school-wide Science Fair.	Science Resource Teacher, Assistant Principal and Principal	08/01/2005	05/01/2006
Provide Curriculum Mapping for grades k through 5th.	Classroom Teachers, Assistant Principal and Principal	08/01/2005	05/01/2006
Conduct hands on experiments/investigations.	Classroom Teachers, Science Resource Teacher, Assistant Principal and Principal	08/01/2005	05/01/2006
Provide Science related fieldtrips.	Classroom Teachers, Science Resource Teaches, Assistant Principal and Principal	08/01/2005	05/01/2006
Participate in FOSS activities.	Resource Science Teacher, Assistant Principal and Principal	08/01/2005	05/01/2006
Participate in SECME activities.	Resource Science Teacher, Assistant Principal and Principal	08/01/2005	05/01/2006

## Research-Based Programs

McGraw-Hill Science Series  
Full Option Science System (FOSS)

## Professional Development

SECME  
Riverdeep

## **Evaluation**

Utilize mean scale scores on the 2006 FCAT Science to measure performance. Use McGraw Hill Science series, weekly tests, and unit tests to monitor student progress.

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

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

Utilizing existing resources, G.W. Carver Elementary School will increase its parental involvement in training workshops by 1 percentage point for the 2006 school year.

### ***Needs Assessment***

There is a need to increase parent involvement in training workshops to enhance parent support and understanding of FCAT skills.

## Measurable Objective

There is a need to increase parent involvement in training workshops to enhance parent support and understanding of FCAT skills.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with new volunteer screening protocol and procedures for volunteer log.	Counselor, Assistant Principal and Principal	08/01/2005	05/01/2006
Provide FCAT parent Workshop.	Assistant Principal and Principal	08/01/2005	05/01/2006
Provide access to Parent Resource Center.	Counselor, Assistant Principal and Principal	08/01/2005	05/01/2006
Provide a parent orientation to new Media Center/computer Technology.	Media Specialist, Assistant Principal and Principal	08/01/2005	05/01/2006

### Research-Based Programs

The National Parent Teacher Organization Standard  
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.

### Evaluation

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

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

### **GOAL 6 STATEMENT:**

Utilizing existing resources, G.W. Carver Elementary School will decrease the number of student SCM referrals by 1 percentage point for the 2006 school year.

### ***Needs Assessment***

An analysis of the 2005 Executive Summary SCM Report reflects 211 student referrals.

## Measurable Objective

Given the implementation of the 2006 school-wide discipline plan at G.W. Carver Elementary School, students will improve behavior as evidenced by a 5% decrease in the number of Student Case Management System forms from 2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide individual counseling.	School Counselor, Assistant Principal and Principal	08/01/2005	05/01/2006
Utilize Child Study Teams for behavior modifications.	Assistant Principal, School, and School Counselor	08/01/2005	05/01/2006
Utilize Functional Assessment of Behavior (FAB).	ESE Teacher, Assistant Principal and Principal	08/01/2005	05/01/2006
Provide parents with a copy of the Student Code of Conduct.	Principal and Assistant Principal	08/01/2005	05/01/2006

## Research-Based Programs

Executive Summary of the SCM Forms for 2005

## Professional Development

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

## Evaluation

Comparison of the 2005 Executive Summary of SCM to the 2006 Executive Summary of SCM will show a decrease in the number of SCM.

## 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.)

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

**GOAL 7 STATEMENT:**

Utilizing the results of the 2005 technology survey at G.W. Carver Elementary School reflects a need to increase technology across the curriculum for 2006.

**Needs Assessment**

An analysis of the 2005 technology survey at G.W. Carver Elementary Schools Survey reflects a need to improve the use of technology across the curriculum for 2006.

## 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 progress reports generated by Riverdeep.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Purchase teacher laptops to facilitate electronic grade book and enhance curriculum planning and instructions.	Principal and Assistant Principal	08/01/2005	05/01/2006
Purchase a mobile lab containing student laptops with wireless Internet access to be utilized across the curriculum.	Principal and Assistant Principal	08/01/2005	05/01/2006
Purchase video-on-demand subscription and LCD projector to enhance student learning and differentiated instruction.	Principal and Assistant Principal	08/01/2005	05/01/2006
Train students to utilize online databases to enhance information and research skills.	Media Specialist, Principal and Assistant Principal	08/01/2005	05/01/2006
Utilize data driven software applications (Accelerated Reader, STAR, EduSoft, Riverdeep, and FCAT Explorer) to enhance understanding of FCAT skills.	Media Specialist, Principal and Assistant Principal	08/01/2005	05/01/2006

### Research-Based Programs

Riverdeep

## **Professional Development**

Training for Apple Fundamental Workshop  
Training in the use of the Apple Wireless Mobile Lab  
Training for Apple platform laptops for teachers  
Training in the use of the HP Pocket PC  
Training in Mathematics Mission (software)  
Training in Oregon Trail (software)  
Atomic Learning

## **Evaluation**

Increased utilization of technology in the curriculum as evidenced by computer generated progress reports indicating that each student spends at least 30 minutes per week using computer programs.

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

### ***GOAL 8 STATEMENT:***

Utilizing existing resources, G.W. Carver Elementary School will increase the physical fitness of its students by increasing the number of award recipients by 3 percentage points on the 2006 administration of the fitness test.

### ***Needs Assessment***

An analysis of the Physical Fitness Test Summary for the 2005 shows that 91% of our 4th and 5th grade students were award winners based on the National Standards for Physical Education.

## Measurable Objective

Given the results of the Physical Fitness Test Summary for 2005, the percent of the 4th and 5th grade students at G.W. Carver Elementary will increase 3 percentage points on the 2006 administration of the fitness test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Improve upper body Strength.	Physical Education Coach, Principal and Assistant Principal	08/01/2005	05/01/2006
Improve cardio vascular training.	Physical Education Coach, Principal and Assistant Principal	08/01/2005	05/01/2006
Improve the distances run over a period of time using interval training.	Physical Education Coach, Principal and Assistant Principal	08/01/2005	05/01/2006
Improve gross motor skills.	Physical Education Coach, Principal and Assistant Principal	08/01/2005	05/01/2006
Evaluate abdominal muscular strength and endurance.	Physical Education Coach, Principal and Assistant Principal	08/01/2005	05/01/2006
Provide flexibility training.	Physical Education Coach, Principal and Assistant Principal	08/01/2005	05/01/2006

## Research-Based Programs

Not Applicable

## Professional Development

Attend workshops on Physical Fitness

## Evaluation

Scores of the Physical Fitness Test Summary for 2006 will show an increase of 3 percentage points by students at G.W. Carver Elementary when compared to those of 2005.

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

### ***GOAL 9 STATEMENT:***

Given instruction based on the Sunshine State Standards, students at G.W. Carver Elementary School will increase their participation in music and art cultural experiences by 5 percent as evidenced in the attendance log during the 2005 – 2006 year when compared to the 2004 – 2005 log.

### ***Needs Assessment***

An analysis of the student attendance log for music and art cultural experiences at G.W. Carver Elementary School, 2004 – 2005 indicates 320 students in grades K through 5 participated in school-wide cultural experiences.

## 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 5 percent as evidenced in the attendance log during the 2005 – 2006 year when compared to the 2004 – 2005 attendance log.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Reflections Art Program.	PTA President, Art Teacher, Principal and Assistant Principal	10/01/2005	05/01/2006
Develop Kindergarten and first grade art program.	Parent volunteers, Art Teacher, Principal and Assistant Principal	10/01/2005	05/01/2006
Attend New World Symphony children's concerts.	PTA President, Music Teacher, Principal and Assistant Principal	10/01/2005	05/01/2006
Attend Young Patronesses of the Opera- Operetta at school.	PTA President, Music Teacher, Principal and Assistant Principal	10/01/2005	05/01/2006
Implement Cultural Arts Day.	PTA President , Faculty Representatives, Principal and Assistant Principal	10/01/2005	05/01/2006
Develop Multicultural Arts and Music Career Week.	School Counselor, Principal and Assistant Principal	10/01/2005	05/01/2006

## Research-Based Programs

Silver Burdett Music Series

SRA Art Connections

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 5 percent on the performance attendance logs.

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

**GOAL 10 STATEMENT:**

G.W. Carver Elementary School will increase by 2 percentage points on the 2006 ROI index.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that the in 2005 G. W. Carver Elementary School ranked at the 77th 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 77th percentile in 2003 to the 79th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop an understanding of the use of financial resources in relation to school programs.	Principal and Assistant Principal	08/01/2005	05/01/2006
Collaborate with the District on resource allocation.	Principal and Assistant Principal	08/01/2005	05/01/2006
Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principal	08/01/2005	05/01/2006
Consider shared use of facilities and partnering with community agencies.	Principal and Assistant Principal	08/01/2005	05/01/2006

### Research-Based Programs

To increase the return on investment index (ROI) at our school, the 8-Step Continuous Improvement Model (CIM) will be applied to make financial planning for efficient.

### 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 79 percentile.

## *EESAC Compliance*

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 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 continued to support the infusion of technology into the curriculum by supporting the plans to open a new media center.

### ***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, fighting 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 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.

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*